

# **SCHOOL IMPROVEMENT PLAN OF BRANDYWINE ELEMENTARY SCHOOL**

**Community School Corporation of Southern Hancock County**



October 2013  
Review and Revise  
December 2013  
Update

Brandywine Elementary School  
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# EXECUTIVE SUMMARY

## **School District**

The Community School Corporation of Southern Hancock County is located in New Palestine, Indiana in the southwest corner of Hancock County, contiguous to Warren and Franklin Townships in Marion County on the west and to Shelby County on the south. Composed of Brandywine and Sugar Creek Townships, the district includes approximately 60 square miles. The School District has a current enrollment of 3,217 students. The Townships have a tax base made up of farmland, single-family homes, some agricultural services, and small businesses.

## **School Community**

The area has developed into an Indianapolis suburban community that provides a small town atmosphere without the congestion and traffic concerns associated with living in the city. Residents of the community are within 30 minutes of the cultural and sporting events offered by Indianapolis and about 8 miles from Greenfield, Indiana, the county seat of Hancock County. Major highways into the Indianapolis metropolitan area include U.S. 52 from the southeast and U.S. 40 (Washington Street) from the east and to a lesser extent, I-74 from the southeast and I-70 from the east.

## **Board Mission Statement**

Through collaboration, we provide an environment in which knowledge and skills are developed so every student will achieve their personal best.

## **Board Vision Statement**

Achieving our Personal Best in Pursuit of Excellence.

## **Guiding Principles**

- \* Students, parents, patrons, community, Board, and staff all collaborate toward the success of our Vision.
- \* Mastery of the Indiana Academic Standards and achievement of the "*Expected Results of a Southern Hancock Education*" through the maximization of the time and quality of instruction.
- \* We will provide the best possible environment.
- \* We will develop meaningful and appropriate policies.

## **SECTION I: INTRODUCTION**

### **Narrative Description of Our School**

Brandywine Elementary School is located in Community School Corporation of Southern Hancock County. It includes families from the geographic area that encompasses parts of the postal rural routes of New Palestine, Fountaintown, Morristown, and the south edge of Greenfield.

The smallest of three K-5 elementary schools in the corporation, Brandywine has an enrollment of approximately 300 students. Most of the students come from middle and upper middle class families who have been part of the exodus from the city of Indianapolis. Many others are from families who have generations invested in the agriculture of the area.

Thirty-Two percent of the school population is on free or reduced lunch.

Brandywine parents are committed to strong educational beliefs and values. They have either moved here, or remain here because they appreciate the education in Southern Hancock County.

### **Description and Location of the Curriculum**

The district curriculum reflects the latest version of the Indiana Academic Standards. Educators in all buildings use the standards to focus their instruction in classrooms across the district. Educators use a wide variety of instructional materials aligned with the standards to challenge each student.

Each educator and building level administrator has the curriculum, which can be reviewed by any parent or community patron. (The Indiana Academic Standards can be reviewed online at [www.doe.state.in.us](http://www.doe.state.in.us)). A copy of the standards is also available at the Corporation Office, 4711 South 500 West, New Palestine.

### **CSCSHC Comprehensive Assessment Program**

The educators of the Community School Corporation of Southern Hancock County have developed a Comprehensive Assessment Program (CAP). CAP consists of three categories of student assessment, which includes: individual teacher assessments, optional standardized assessments and mandated standardized assessments.

The purposes of these assessments are to:

- Improve student learning
  - Impact teachers’ decisions on instructional materials and strategies
  - Validate what students know
  - Monitor individual and group progress (student learning gains over time)
  - Provide “early warning” system for students needing additional support/remediation
  - Provide prompt feedback to educators, students, and parents
- Improve instructional programs
  - Goal setting for student performance
  - Program evaluation: Are students accomplishing academically what we expect them to accomplish in this course and/or grade?
  - Staff development
- Build-in public accountability, confidence and support
  - Expect similar experiences for children regardless of building or teacher
  - Demonstrates our students know what they are supposed to know
  - Demonstrates our students know what we say they know

- Provide quality assessment data that includes multiple indicators of student learning
  - The data we examine has meaning—tells us what we need to know
  - The data provides us with technical rigor—measures what it says it measures
  - Collecting the data is cost-effective
  - The assessments are equitable—eliminates any bias

All assessments are aligned with the Indiana Academic Standards (See [www.doe.state.in.us](http://www.doe.state.in.us) for copies of the standards.)

### **Types of Assessments**

The following are the four categories of assessments used in classrooms across the district and some examples of the types of assessments utilized within each category.

- ◆ **Individual teacher assessments:** These assessments are developed by Southern Hancock educators for use in their classrooms. Some examples of individual teacher assessments are: projects, portfolios, worksheets, labs, tests, etc.
- ◆ **Optional standardized assessments:** Optional standardized assessments fill-in the gaps left by the state standardized assessments. The assessments, utilized in grades K-8, provide more immediate feedback regarding student performance than most standardized assessments, allowing educators to periodically adjust their teaching to better meet the needs of the students. An example of an optional standardized assessment used in the corporation is the Northwest Evaluation Association's Measures of Academic Progress (grades K-8).
- ◆ **Mandated standardized assessments:** Currently the state mandates testing in the areas of math, language arts, and reading in grades 3- 10. Science testing is mandated in grades 4 and 6, and Social Studies in grades 5 and 7. This corporation participates in the state mandated Indiana Statewide Test of Educational Progress Plus (ISTEP+) at those grade levels. This corporation also participates in the State mandated IREAD-3 Testing.
- ◆ **Optional State Provided Testing:** Southern Hancock Elementary Schools participate in the optional Wireless Generation Diagnostic Assessments at Grade K, 1, 2, and 3, as well as the IREAD-K, IREAD-1, and IREAD-2 State Testing. In addition Acuity Diagnostic Measures are used at grades 3-6.

## CSCSHC Grade Level Assessment Chart

Grade	Standardized Assessment	
	Assessment	Areas Assessed
<b>K</b>	PHELPS Readiness Assessment	Readiness Skills
	Wireless Generation Diagnostic Assessments	Early Literacy Skills
	IREAD-K	Early Literacy Skills
	NWEA, MAP for Primary Grades	Language Arts, Reading, and Math
<b>1</b>	Wireless Generation Diagnostic Assessments	Early Literacy Skills
	IREAD-1	Early Literacy Skills
	NWEA, MAP for Primary Grades	Language Arts, Reading, and Math
<b>2</b>	Wireless Generation Diagnostic Assessments	Early Literacy Skills
	IREAD-2	Early Literacy Skills
	NWEA	Language Arts, Reading, and Math
<b>3</b>	IREAD-3	Basic Literacy Skills
<b>3 - 6</b>		Math Language Arts Reading Science (4 & 6) Social Studies (5)
	ISTEP+	
	NWEA	Reading and Math
	Acuity Assessments	Math Language Arts Reading Science (4 & 6) Social Studies (5)

## **SECTION III: STATEMENT OF MISSION**

### **Mission Statement**

*(Adopted January 2008)*

Caring, Learning, and Growing Together To Build a Better Future One Child at a Time

## SECTION III: SUMMARY OF DATA

### ISTEP+ Data History

ISTEP+ Summary of Percent Passing Language Arts										
Class of	Spring 2009 BWE	Spring 2010 BWE	Spring 2011 BWE	Spring 2012 BWE	Spring 2013 BWE	Spring 2009 State	Spring 2010 State	Spring 2011 State	Spring 2012 State	Spring 2013 State
2022					83% (3 <sup>rd</sup> )					85% (3 <sup>rd</sup> )
2021				85% (3 <sup>rd</sup> )	72% (4 <sup>th</sup> )				85% (3 <sup>rd</sup> )	84% (4 <sup>th</sup> )
2020			80% (3 <sup>rd</sup> )	81% (4 <sup>th</sup> )	85% (5 <sup>th</sup> )			83% (3 <sup>rd</sup> )	82% (4 <sup>th</sup> )	79% (5 <sup>th</sup> )
2019		80% (3 <sup>rd</sup> )	88% (4 <sup>th</sup> )	73% (5 <sup>th</sup> )	90% (6 <sup>th</sup> )		79% (3 <sup>rd</sup> )	82% (4 <sup>th</sup> )	78% (5 <sup>th</sup> )	78% (6 <sup>th</sup> )
2018	87% (3 <sup>rd</sup> )	85% (4 <sup>th</sup> )	77% (5 <sup>th</sup> )	87% (6 <sup>th</sup> )		74% (3 <sup>rd</sup> )	77% (4 <sup>th</sup> )	75% (5 <sup>th</sup> )	78% (6 <sup>th</sup> )	
2017	80% (4 <sup>th</sup> )	85% (5 <sup>th</sup> )				73% (4 <sup>th</sup> )	71% (5 <sup>th</sup> )			
2016	75% (5 <sup>th</sup> )					71% (5 <sup>th</sup> )				

ISTEP+ Summary of Percent Passing Math										
Class of	Spring 2009 BWE	Spring 2010 BWE	Spring 2011 BWE	Spring 2012 BWE	Spring 2013 BWE	Spring 2009 State	Spring 2010 State	Spring 2011 State	Spring 2012 State	Spring 2013 State
2022					89% (3 <sup>rd</sup> )					80% (3 <sup>rd</sup> )
2021				75% (3 <sup>rd</sup> )	80% (4 <sup>th</sup> )				79% (3 <sup>rd</sup> )	84% (4 <sup>th</sup> )
2020			83% (3 <sup>rd</sup> )	73% (4 <sup>th</sup> )	90% (5 <sup>th</sup> )			78% (3 <sup>rd</sup> )	79% (4 <sup>th</sup> )	87% (5 <sup>th</sup> )
2019		73% (3 <sup>rd</sup> )	77% (4 <sup>th</sup> )	78% (5 <sup>th</sup> )	89% (6 <sup>th</sup> )		75% (3 <sup>rd</sup> )	79% (4 <sup>th</sup> )	86% (5 <sup>th</sup> )	84% (6 <sup>th</sup> )
2018	85% (3 <sup>rd</sup> )	77% (4 <sup>th</sup> )	73% (5 <sup>th</sup> )	84% (6 <sup>th</sup> )		72% (3 <sup>rd</sup> )	75% (4 <sup>th</sup> )	86% (5 <sup>th</sup> )	82% (6 <sup>th</sup> )	
2017	80% (4 <sup>th</sup> )	88% (5 <sup>th</sup> )				70% (4 <sup>th</sup> )	80% (5 <sup>th</sup> )			
2016	80% (5 <sup>th</sup> )					77% (5 <sup>th</sup> )				



### ISTEP+ Summary of Percent Passing Science

Class of	Spring 2009 BWE	Spring 2010 BWE	Spring 2011 BWE	Spring 2012 BWE	Spring 2013 BWE	Spring 2009 State	Spring 2010 State	Spring 2011 State	Spring 2012 State	Spring 2013 State
2021					78% (4 <sup>th</sup> )					N/A (4 <sup>th</sup> )
2020				86% (4 <sup>th</sup> )					78% (4 <sup>th</sup> )	
2019			86% (4 <sup>th</sup> )		82% (6 <sup>th</sup> )			76% (4 <sup>th</sup> )		N/A (6 <sup>th</sup> )
2018		88% (4 <sup>th</sup> )		72% (6 <sup>th</sup> )			75% (4 <sup>th</sup> )		64% (6 <sup>th</sup> )	
2017	83% (4 <sup>th</sup> )					71% (4 <sup>th</sup> )				

### ISTEP+ Summary of Percent Social Studies

Class of	Spring 2009 BWE	Spring 2010 BWE	Spring 2011 BWE	Spring 2012 BWE	Spring 2013 BWE	Spring 2009 State	Spring 2010 State	Spring 2011 State	Spring 2012 State	Spring 2013 State
2020					78% (5 <sup>th</sup> )					70% (5 <sup>th</sup> )
2019				70% (5 <sup>th</sup> )					67% (5 <sup>th</sup> )	
2018			65% (5 <sup>th</sup> )					67% (5 <sup>th</sup> )		
2017		82% (5 <sup>th</sup> )					64% (5 <sup>th</sup> )			
2016	66% (5 <sup>th</sup> )					60% (5 <sup>th</sup> )				

### IREAD-3 Summary of Percent Passing

Class of	Spring 2012 BWE	Summer 2012 BWE	Spring 2013 BWE	Summer 2013 BWE
2022			88%	95%
2021	80%	89%		

## NWEA Data History

The following chart shows a comparison of the Mean RIT Scores by grade level on the NWEA Math, Language Arts, and Reading Tests. The chart shows horizontally the comparison of one class as they progress through the grades taking the test in the Spring of each year. Vertically the chart allows comparison of one grades progress to the next.

### Reading Mean RIT Score

Class Of	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
2025							163(K)
2024						155(K)	179(1 <sup>st</sup> )
2023					158(K)	180(1 <sup>st</sup> )	194(2 <sup>nd</sup> )
2022				161(K)	180(1 <sup>st</sup> )	196(2 <sup>nd</sup> )	204(3 <sup>rd</sup> )
2021				176(1 <sup>st</sup> )	189(2 <sup>nd</sup> )	201(3 <sup>rd</sup> )	209(4 <sup>th</sup> )
2020			178(1 <sup>st</sup> )	190(2 <sup>nd</sup> )	202(3 <sup>rd</sup> )	211(4 <sup>th</sup> )	218(5 <sup>th</sup> )
2019			192(2 <sup>nd</sup> )	200(3 <sup>rd</sup> )	207(4 <sup>th</sup> )	212(5 <sup>th</sup> )	*219(6 <sup>th</sup> )
2018		193(2 <sup>nd</sup> )	206(3 <sup>rd</sup> )	211(4 <sup>th</sup> )	217(5 <sup>th</sup> )	*220(6 <sup>th</sup> )	
2017	192(2 <sup>nd</sup> )	205(3 <sup>rd</sup> )	207(4 <sup>th</sup> )	215(5 <sup>th</sup> )			

### Math Mean RIT Score

Class Of	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
2025							164(K)
2024						156(K)	183(1 <sup>st</sup> )
2023					158(K)	178(1 <sup>st</sup> )	192(2 <sup>nd</sup> )
2022				161(K)	185(1 <sup>st</sup> )	195(2 <sup>nd</sup> )	206(3 <sup>rd</sup> )
2021				177(1 <sup>st</sup> )	188(2 <sup>nd</sup> )	201(3 <sup>rd</sup> )	210(4 <sup>th</sup> )
2020			179(1 <sup>st</sup> )	190(2 <sup>nd</sup> )	205(3 <sup>rd</sup> )	216(4 <sup>th</sup> )	224(5 <sup>th</sup> )
2019			192(2 <sup>nd</sup> )	202(3 <sup>rd</sup> )	209(4 <sup>th</sup> )	218(5 <sup>th</sup> )	*225(6 <sup>th</sup> )
2018		192 (2 <sup>nd</sup> )	207(3 <sup>rd</sup> )	212(4 <sup>th</sup> )	223(5 <sup>th</sup> )	*226(6 <sup>th</sup> )	
2017	191(2 <sup>nd</sup> )	206(3 <sup>rd</sup> )	213(4 <sup>th</sup> )	225(5 <sup>th</sup> )			

## Parent Survey Results

The parent survey was distributed to parents at Fall Parent/Teacher Conferences in October 2012. Eighty Five (85) surveys were returned completed.

Questions	Strongly Agree				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. The principal participates in school activities and functions, and thus is visible to patrons.	82%	15%			3%
2. The principal sets a positive tone for the school and promotes a positive learning environment.	80%	18%			2%
3. School events are communicated well in advance and with adequate information.	72%	24%		2%	2%
4. My child is treated with respect by staff and teachers.	84%	16%			
5. My child feels safe at school.	87%	16%			
6. The school bus is a safe place for my child.	63%	33%	2%		2%
7. School rules affecting students are fair and reasonable.	73%	27%			
8. The staff returns telephone calls and e-mails within 24 hours during the school week.	77%	18%			5%
9. The school demonstrates a genuine interest in my child.	80%	18%			2%
10. Any concerns I may have are resolved in an appropriate manner.	72%	21%			7%
11. I am pleased with the education my child is receiving in Reading.	80%	18%	2%		
12. I am pleased with the education my child is receiving in Mathematics.	78%	22%			
13. The school is neat and clean.	80%	20%			
14. The secretaries and support staffs make me feel welcome when I visit the building.	87%	11%			2%
15. My child enjoys coming to school.	82%	18%			
16. The school's reports of progress (Mid-Terms & Report Cards) provide adequate information on my child's progress at school.	73%	27%			
17. Standardized test results are communicated and interpreted adequately for parents.	64%	33%			3%
18. The school is doing a good job of making my child feel like they belong to the school family.	75%	25%			
19. The school is doing a good job of helping students understand their moral and ethical responsibilities.	67%	29%	2%		2%

## **Parent Report Card**

Evaluation	Grade												
	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
If I were to grade the school overall, the grade would be:	<b>55%</b>	<b>31%</b>	<b>5%</b>	<b>5%</b>			<b>2%</b>		<b>2%</b>				

## **Attendance Data History**

School Year	Attendance Rate
95-96	96.07%
96-97	96.02%
97-98	96.24%
98-99	96.43%
99-00	96.45%
00-01	96.53%
01-02	96.26%
02-03	96.85%
03-04	96.30%
04-05	97.32%
05-06	97.05%
06-07	97.12%
07-08	97.22%
08-09	97.54%
09-10	96.65%
10-11	96.60%
11-12	96.96%
12-13	96.80%

## **SECTION IV: CONCLUSIONS ABOUT CURRENT PROGRAMS**

### **ISTEP+ Testing**

Comparisons show steady progress across grade levels of the percentage of students scoring above the passing standard set by the State of Indiana. Relative weaknesses in the percentage of students passing both Language Arts and Math combined are noted. As shown on the included charts, the percentages of students scoring above the passing level are mostly above the state averages for Language Arts, Math, and Both combined.

### **NWEA Testing**

Comparisons across grade levels show steady and substantial growth over the course of the year when looking at Spring to Spring Median RIT scores for each grade.

### **Parent Survey Results**

The Parent Survey results show that a very high percentage of parents are pleased with the school overall, with 96% scoring in the A+ to B+ range. A relative weakness appears to be the parent's feelings toward how safe the school buses are for their children.

### **Attendance Data**

Accumulated attendance data shows that attendance rates are consistently above the state average and are continually near the 97% rate of attendance.

### **Parental Participation in the School**

A primary reason for the successes of Brandywine Elementary School is the strong, collaborative relationships within the school community. The community, including our parents, has high expectations of excellence for our students and our school staff. In turn, high expectations by the staff for high student performance and parental involvement have been reciprocated.

There are many examples of parental participation in our school. The Brandywine Elementary Parent-Teacher Organization (PTO) has made a significant impact with its fundraising and resulting financial support for the total school program and each classroom. The PTO membership is very active with serving through various committees including the School Improvement Team, Room Parents, Fundraising, and Student/Family Activities. Parent volunteers serve in a variety of capacities throughout the school: tutors, extra hands for the teachers, Guest Readers, special event helpers, chaperones for field trips, etc.

Communication between home and school is essential to a strong working relationship. The use of technology tools (voice mail and e-mail) continues to be increasingly valuable communication instruments. Traditional methods of communication continue to be valuable tools as well. Over the past several years over 95% of our students' families have participated in parent-teacher conferences. The use of assignment notebooks has proven to be an effective communication tool. A weekly school-wide newsletter, The Bulldog Edition, along with periodic newsletters from the classrooms, is another traditional communication tool used at Brandywine. The Brandywine and Southern Hancock Corporation websites continue to grow and are a source of a variety of information about our school and the district.

## **Technology as a Learning Tool**

The need for technology, telecommunication, and Internet services will be an ongoing process. We know that technology is not the end all. Still, it has become an important tool in meeting our student's needs.

Instead of looking at the needs on just the building level we have decided to look at it on a student by student basis. Technology lends itself to meeting individual student needs. As we assess our learning needs we will look at the individual student and whether technology can meet those needs. If technology can benefit that individual then appropriate technology will be made available to that student.

Our current assessment is based upon looking at curricular needs for the Internet, telecommunications, and technology. All needs are assessed by one key benchmark. Is technology a required component of the curriculum? Whether the curriculum is Math, Science, Social Studies, Language Arts or Fine Arts, is technology the best conduit for presenting or supporting the curriculum? In other words, does the curriculum demand a technology component? Is the technology component the best way to serve the curriculum need? If technology is the best method for meeting the curricular goal then the committee makes it a part of the Technology Plan for the building and adds it a budget request.

Today we use the Internet and telecommunications in the following areas:

1. Internet for access for research
2. Internet for communication (e-mail, video conferencing, blogging)
3. Internet for online curriculum based software
4. Internet for Online Testing
5. Internet for Video Distribution (United Streaming)

Brandywine Elementary will integrate technology into the curriculum by using it in the day-to-day activities in the classroom instead of teaching it as though it was a separate subject. Technology is seen as a vital tool in all curriculum areas and is embedded in daily instruction.

Special attention to the integration of technology into meeting the three goals for improvement from Brandywine's School Improvement Plan is being made.

Students in grades K-6 are to make progress in improving their scores in reading comprehension skills on the ISTEP Test. Students will be using Compass, Storybook Weaver, Reading Counts, and Cornerstone to improve reading and reading comprehension skills. Students and staff also use NWEA Testing Programs to pretest and posttest students after their work in the other software programs.

Students will use technology for working collaboratively in communities of inquiry. They will use it to propose, assess, and implement solutions to problems that have been posed to them by their teachers and others. These problems will be real world. Students and staff will use technology to effectively communicate between themselves and with others around the world.

Students starting in Kindergarten are now using technology in online programs. These programs teach students the basics of word processing, spreadsheets, and the Internet. Teachers in Math and Reading integrate these skills into their curriculum to create projects. Students also use technology to research using the Internet and local server databases. From that point teachers then have the student do research papers, elementary Power Point presentations, or spreadsheets to convey their thoughts and to show comprehension.

When the students get to 5<sup>th</sup> grade, they do a full fledged research paper including a presentation to the class.

Students and staff are also using the Internet to access Media Cast Streaming for videos and video clips that are geared to Indiana state standards in Math, Science, Social Studies, and Language Arts.

Students and staff will work with the technology to evaluate, remediate, and communicate individual student progress to improve student learning.

Staff and students will learn to use technology to create student centered learning. Teachers will become mentors who will use technology to help students to acquire 21<sup>st</sup> Century Learning Skills.

Students and staff will use technology and the Internet to help increase reading comprehension scores on the ISTEP and NWEA tests through networked and Internet based programs. The students and staff will also use Internet based solutions and PLATO for improving standardized test scores in the area of reading comprehension.

### **Safe and Disciplined Learning Environment**

In an ever-changing society, the provision of a safe and disciplined learning environment in all schools is essential.

Brandywine Elementary, along with the other Southern Hancock Schools, has developed a comprehensive district-wide school safety plan. As a component of this plan Brandywine has developed an Emergency Crisis plan. This plan is regularly reviewed by the staff as a part of our regular staff meetings as well as through staff announcements. Drills are conducted in accordance to Indiana statutes and rules. Our practices and procedures are reviewed regularly by both local and state agencies. Local law enforcement and safety agencies are our partners in creating and maintaining a safe, disciplined school. Routine procedures include securing the school facility on a daily basis, clearly outlined procedures for the arrival and dismissal of students, school visitor sign-ins, and clearly defined guidelines for students arriving or leaving within the instructional day. These procedures are clearly defined in our student handbook, and included as a part of our school newsletter from time-to-time.

Numerous programs are in place to not only maintain safety within the school, but also to develop lifelong skills among our students. The Southern Hancock Schools has implemented a locally developed program, Skills for Success, as a framework for character education in our classrooms.

A discipline system is outlined for the classroom, lunchroom, and playground settings at our school with a focus on "low tolerance" of misbehavior. The D.A.R.E. program partners our school with the Hancock County Sheriff Department. This 6<sup>th</sup> grade program focuses on resisting drug abuse and violence. The B.A.T. (Basic Aid Training) gives our 4<sup>th</sup> graders the opportunity to learn basic safety and first aid skills.

## **Cultural Competency**

### **Cultural Make-Up History:**

The chart below shows the cultural make-up history of the school community since 1996.

School Year	Black	Hispanic	White	Native American	Asian	Multi-Racial
96-97		2.1%	97.7%			
97-98	.2%		97.9%			1.9%
98-99	.5%		97.2%			2.3%
99-00			98.4%	.2%		1.3%
00-01	.3%		99%			.7%
01-02	.3%		99%			.7%
02-03		1.3%	95.7%	.7%		2.3%
03-04		2.5%	93.9%	1.4%		2.2%
04-05		2.9%	93.5%	.7%	.4%	2.5%
05-06		1.7%	95.2%	1.4%		1.4%
06-07			96.8%	1.1%		1.1%
07-08	.6%	.6%	95.1%	.6%		2.9%
08-09	1%	1.2%	94.9%	.3%	.3%	1%
09-10	1.5%	1.5%	94.8%	.4%	.7%	1%
10-11	.4%	1.8%	94%	.4%	1.4%	2.1%
11-12		1.8%	92.4%	.3%	.3%	5.2%
12-13		2.8%	92.4%	.3%	.3%	4%

### **Cultural Make-Up Conclusions:**

Recent trends seem to indicate an increase, although modest to overall enrollment, in the Hispanic and Multi-Racial population of Brandywine Elementary. Three Hispanic students qualified during the 09-10 school year as language-minority students. Having one teacher and the school nurse on staff fluent in Spanish has been valuable as we ascertain the language competency of incoming students. They are a valuable resource as well to the cultural and social priorities of these families and individual students. As this population grows, sensitivity to cultural differences will be addressed through classroom meetings, staff development, and the School Counselor program.



### **Socioeconomic Make-Up History:**

The chart below shows the socioeconomic make-up history of the school community based on the percentage of students participating in the free and reduced lunch program since the 96-97 school year. A steady increase in the percentage of students on free and reduced lunches is apparent.

School Year	Free/Reduced Lunch Percentage
96-97	7%
97-98	12%
98-99	13%
99-00	9%
00-01	11%
01-02	10%
02-03	10%
03-04	14%
04-05	13%
05-06	15%
06-07	16%
07-08	20%
08-09	23%
09-10	24%
10-11	29%
11-12	33%
12-13	33.4%

### **Socioeconomic Make-Up Conclusions:**

Students on free and reduced lunch are able to obtain lunches using the schools computerized point-of-service system without acknowledgement of their participation in this program. No correlation can be made from available data that these groups of students score lower on our local assessments or on the state required standardized testing. Economic support for student comfort and necessities is available through the School Counselor program and local family welfare programs.

## **Professional Development**

### **The District's Role in Professional Development**

In the past, staff development has been fragmented, disconnected from student learning needs, lacked focus on student learning data, and tended to be short-term with no follow-up. Often educators from across the district would be brought together to hear a “one-shot” presentation on various disconnected topics. The transfer from these one-day inservice sessions to the classroom practices of educators was nearly nonexistent. There was no correlation between staff development practices and improving student learning. Long term planning and goal setting as a result of these sessions was not evident. In the past few years our district's approach to staff development has changed dramatically, focusing directly on improving student learning.

It is understood that staff development focused on the learning needs of students in specific buildings is the best approach. Learning data, including test scores, student work, and antidotal evidence from teachers, should assist educators in identifying areas where students are not performing at the building level. Plans to address these deficiencies should be developed and implemented at the building level—in most cases. There are exceptions when coordinating staff development efforts at the district level is not only desirable, but beneficial and economical. For example, if two elementary buildings identify writing process as an area of need based on student performance, they can work together to share ideas to improve student performance. The collaboration of colleagues is a powerful tool to assist students in learning more and can typically generate a greater pool of ideas when colleagues from various buildings work together. Instead of limited resources being divided between buildings, resources can be shared, optimizing the impact of the funds.

The Community School Corporation of Southern Hancock County recognizes the need for building level staff development as well as that at the district level and has developed an effective method of providing staff development for educators. A district staff development team, comprised of three educators from each building and the building principal, meet to review student learning data, school improvement plans and coordinate staff development in the district. This team also oversees the process of indoctrinating educators new to the district. The team is important because it coordinates the efforts between the buildings, eliminating duplication and allowing the district to optimize limited funds for staff development, while continuing to encourage and support building level activities when appropriate.

The shift in staff development has been from teacher inputs to student outputs—we are looking at student work and learning data to determine if we are effective. While supporting individual growth is important, how that individual fits within the organization's growth is essential. The District Staff Development Team works diligently to honor individual professional growth, while supporting groups and buildings through district-wide events. One such event has been a series of highly successful professional development options, developed by the district team, driven by student learning data, and facilitated by district educators on five evenings in the spring. These sessions provide the support for educators to gain knowledge to address the identified learning needs of students.

Effective staff development takes into consideration the unique needs of the building, but also understands the coordination of group thinking when appropriate to help students learn more.

### **The School's Role in Professional Development**

At the building level, staff development has followed the guidelines utilized at the district level. The focus is on professional development through a Professional Learning Communities Model. The infrastructure for the development of Professional Learning Communities is in place through our Unified Arts flexible schedule.

Through Unified Arts, our instructional teams in grades K-5 are given a common time (about three hours) for planning every third day. Initially the program was implemented in three subject areas: Art, Music, and Physical Education. The fourth component, Spanish, was added during the second year of implementation. Media Science replaced Spanish in the Unified Arts model in the 2003-2004 school year. On a team's Unified Arts day, students in those homerooms rotate between each of the above classes for about a half-day. This common planning time allows teams to work collaboratively on curricular planning. In addition, the Unified Arts team strives to integrate themes and instructional standards across the curriculum through collaboration with the classroom teaching teams. From time to time, the UA team also uses this common time for large group instructional opportunities. Unified Arts also enables us to more easily schedule corporation-wide grade level meetings that take collaboration to the next level.

One indicator of a Professional Learning Community at Work is "teachers work together as members of an interdependent team pursuing a common goal". Unified Arts provides our schools with a valuable tool for the development of these learning communities. To maximize the effectiveness of the Unified Arts we continue to strive to utilize this common time for collaboration on goal-driven school improvement efforts and professional growth opportunities.

The Unified Arts model does not in itself create a Professional Learning Community. But it does provide a context where a Professional Learning Community can be established. In addition to the Unified Arts model, professional development at the building level is accomplished through cross-grade meetings, staff meetings, and building-level professional development opportunities. Brandywine Elementary teachers participate in workshops, conferences, and seminars on a regular basis as participants and as presenters. However, as noted earlier, there has been a paradigm shift in how professional development is implemented at Brandywine Elementary School.

The School Improvement Process has also guided our Professional Development efforts over the past several years. Building-level workshops, grade level meetings, professional development through collaborative teaming, book studies, and data-analysis have been important parts of these efforts.

## SECTION V: GOALS FOR IMPROVEMENT

The three areas of improvement that Brandywine Elementary School will place priority on for the 2013-2014 school year include:

- 1. Increase the percentage of students that score in the Pass and Pass+ categories on the annual ISTEP+ Testing. (Class of graduation comparisons)*
- 2. Improve Scores of Focus-Targeted Subgroups to meet the Annual Measurable Objective proficiency goals established by the U.S. Department of Education. (Subgroups include English/LA White Students and Math, All Students, White Students, Students With Disabilities, and Students That Qualify for Free/Reduced Price Meals)*
- 3. Create and begin implementation of a formal school bus safety plan.*
- 4. Maintain an attendance rate within the upper 25<sup>th</sup> Percentile of State Rankings.*

## **SECTION VI: ACADEMIC HONORS/CORE 40 PROVISIONS**

Provisions for the Academic Honors and Core 40 programs are not applicable to Brandywine Elementary School.

## SECTION VII: PROPOSED INTERVENTIONS

**Goal 1:** *Increase the percentage of students that score in the Pass and Pass+ categories on the annual ISTEP+ Testing. (Class of graduation comparisons)*

### Strategies For Intervention

- Implement school-wide schedule changes that would allow for additional specific intervention and enrichment instructional time
  - *Daily 90 Minute Reading Blocks have been maintained since the 2011-12 school year for Grades 1-6. (Grades 1-3 Mandatory Un-Interrupted Blocks) (Reading Blocks are Reading Only, Not English, Spelling, and Handwriting)*
  - *Daily 30 Minute Reading RTI Blocks have been maintained since the 2011-12 school year*
  - *Daily 45 Minute Math Blocks have been maintained since the 2011-12 school year for Grades 1-6*
  - *Daily 15 Math RTI Blocks have been maintained since the 2011-12 school year*
- Provide grouping strategies that permit similar ability students to learn together
  - *Students at Grades 1-6 are grouped by instructional ability to permit the concentration of Title I Assistants and Special Needs Teachers and Assistants with the students that need the additional instructional support*
- Teach Testing Vocabulary to all students
  - *The use of the Acuity Testing at Grades 3 – 6 acclimate students to the format and vocabulary presented on the ISTEP Tests.*
- Use ACUITY Testing and Reports to diagnose missing and weak skills for re-teaching
  - *Training continues to be provided in the use of Acuity to help determine student weakness in specific standards and skills.*

**Goal 2:** *Improve Scores of Focus-Targeted Subgroups to meet the Annual Measurable Objective proficiency goals established by the U.S. Department of Education. (Subgroups include English/LA White Students and Math, All Students, White Students, Students With Disabilities, and Students That Qualify for Free/Reduced Price Meals)*

### Strategies For Intervention

- Implement school-wide schedule changes that would allow for additional specific intervention and enrichment instructional time
  - *Daily 90 Minute Reading Blocks have been maintained since the 2011-12 school year for Grades 1-6. (Grades 1-3 Mandatory Un-Interrupted Blocks) (Reading Blocks are Reading Only, Not English, Spelling, and Handwriting)*
  - *Daily 30 Minute Reading RTI Blocks have been maintained since the 2011-12 school year*
  - *Daily 45 Minute Math Blocks have been maintained since the 2011-12 school year for Grades 1-6*
  - *Daily 15 Math RTI Blocks have been maintained since the 2011-12 school year*
- Provide grouping strategies that permit similar ability students to learn together
  - *Students at Grades 1-6 are grouped by instructional ability to permit the concentration of Title I Assistants and Special Needs Teachers and Assistants with the students that need the additional instructional support*

- Teach Testing Vocabulary to all students
  - *The use of the Acuity Testing at Grades 3 – 6 acclimate students to the format and vocabulary presented on the ISTEP Tests.*
- Use ACUITY Testing and Reports to diagnose missing and weak skills for re-teaching
  - *Training continues to be provided in the use of Acuity to help determine student weakness in specific standards and skills.*
- Data Meetings Implemented
  - Grade Levels Meet Quarterly to discuss student progress and data
  - Meetings include Classroom Teachers, Social Worker, Instructional Coach, School Psychologist, and Principal
- Create a Data Warehouse of all testing data that allows for immediate access of student testing data by teachers and administration.
  - Pivot Data Warehouse Purchased and Implemented in the Fall of 2013.
  - Teachers Trained in use of the Data Warehouse for student skills grouping purposes, Winter and Spring 2014.
- Using grant funding 1:1 computing for all students will be implemented in the Winter and Spring of 2014.
  - Grades K and 1, iPad Minis
  - Grade 2-4, iPads
  - Grade 5, Dell Laptop Computers
  - Grade 6, MacBook Air Laptop Computers

**Goal 3:** *Create and begin implementation of a formal school bus safety plan.*

#### **Strategies For Intervention**

- Research formal school bus safety resources from existing publishers that might be appropriate for our school use.
- Research the use of student bus assistants as a means to create and maintain a safer environment on the bus.
- Hold periodic safety meetings with the bus drivers to diagnose common problems and discuss solutions.
- Begin a rider of the month certificate to drivers as an incentive for students to show proper behavior on the bus.

**Goal 4:** *Maintain an attendance rate within the upper 25<sup>th</sup> Percentile of State Rankings.*

#### **Strategies For Intervention**

- Stress with parents punctuality at the beginning of the school day
- Continue to present 9-Week Grading Period Attendance Awards
- Emphasis with parents the importance of excellent attendance for success at school
- Continue using the County-Wide plan to involve County Prosecutor in assisting with chronic absents problems
- Consistency with enforcing attendance procedures listed in handbook
- Continue to present Year-Long Attendance Awards

## SECTION VIII: PROFESSIONAL DEVELOPMENT PLAN

1. What is your school's vision toward which this Professional Development Program will lead?  
(The vision may be taken from your school improvement plan or created for this document.)

Caring, Learning, and Growing Together To Build a Better Future One Child at a Time

2. What is (are) the goal(s) of your Professional Development Program?

*Increase the percentage of students that score in the Pass and Pass+ categories on the annual ISTEP+ Testing. (Class of graduation comparisons)*

*Improve Scores of Focus-Targeted Subgroups to meet the Annual Measurable Objective proficiency goals established by the U.S. Department of Education. (Subgroups include English/LA White Students and Math, All Students, White Students, Students With Disabilities, and Students That Qualify for Free/Reduced Price Meals)*

*Create and begin implementation of a formal school bus safety plan.*

3. How will all staff members be involved in continuous learning? How will continuous learning be embedded in practice?

Brandywine Elementary School uses a Unified Arts (Music, Art, Physical Education, and Media Science) Block that allows all teachers from an individual grade level to have a common planning and work time. This block of 1.5 hours every other day allows for on-going training in many areas within the building or district level.

Summer Staff Retreats are also a part of our school traditions and culture, and provide opportunity for staff-wide training.



## **ACTION PLAN**

### **School Goal #1**

*Increase the percentage of students that score in the Pass and Pass+ categories on the annual ISTEP+ Testing. (Class of graduation comparisons)*

<b>Activity*</b>	<b>Intended Audience (Stakeholders)</b>	<b>Person Responsible</b>	<b>Collaborative Partners Needed</b>	<b>Time Line</b>	<b>Resources (People, materials, time)</b>	<b>H a v e</b>	<b>N e e d</b>
Research Quality Programs For High Ability Students	Instructional Staff	Administration and Staff	Publishers for Samples and other schools using programs	Ongoing 2013-2014	Staff Stipends  Sample Materials  Sub. Expenses	X  X  X	X  X  X
Professional Study Groups	Instructional Staff	Administration and Staff	None	Ongoing 2013-2014	Book Purchases  Stipends	  	X  X
Research Use of Current Technology Programs for Advanced Student Use	Instructional Staff	Administration and Staff	Trainers from Current Software Companies	Ongoing 2013-2014	Staff Stipends  Sub Expenses  Trainer Stipends	X  X  X	X  X  X
Professional Conferences	Instructional Staff	Principal	None	Ongoing 2013-2014	Travel and Registration Expenses	X	X
Building Level Collaborative Training	Instructional Staff	Staff and Principal	Content Area Expert Presenters	Ongoing 2013-2014	Staff Stipends Presenter Expenses	X  X	X  X
ACUITY Training	Instructional Staff	Staff and Administration	DOE and CTB Trainers	Ongoing 2013-2014	Sub Expenses	X	X

**School Goal #2**

*Improve Scores of Focus-Targeted Subgroups to meet the Annual Measurable Objective proficiency goals established by the U.S. Department of Education. (Subgroups include English/LA White Students and Math, All Students, White Students, Students With Disabilities, and Students That Qualify for Free/Reduced Price Meals)*

<b>Activity*</b>	<b>Intended Audience (Stakeholders)</b>	<b>Person Responsible</b>	<b>Collaborative Partners Needed</b>	<b>Time Line</b>	<b>Resources (People, materials, time)</b>	<b>H a v e</b>	<b>N e e d</b>
PATINS Conf.	Special Ed. & Regular Ed. Teachers	Administration and Staff	Conference Presenters	Fall 2013	Travel and Registration Expenses  Sub. Expenses	X  X	
Inter-Local Autism Group Participation	Instructional Staff	Administration and Staff	None	Ongoing 2013-2014	Sub Expenses	X	
Pivot Data Warehouse Training	Instructional Staff	Vendor and Central Office Administration	Vendor	Ongoing 2013-2014	Sub Expenses		X
Building Level Collaborative Sharing	Instructional Staff	Staff and Principal	None	Ongoing 2013-2014	None		

**School Goal # 3***Create and begin implementation of a formal school bus safety plan.*

<b>Activity*</b>	<b>Intended Audience (Stakeholders)</b>	<b>Person Responsible</b>	<b>Collaborative Partners Needed</b>	<b>Time Line</b>	<b>Resources (People, materials, time)</b>	<b>H a v e</b>	<b>N e e d</b>
Research Quality School Bus Safety Programs	Instructional Staff	Administration and Staff	Publishers for Samples and other schools using programs	Ongoing 2013-2014	Staff Stipends Sample Materials Sub. Expenses	 X X	X X X
Book Study Groups	Instructional Staff	Administration and Staff	None	Ongoing 2013-2014	Book Purchases Stipends	X  	X X
Professional Conferences	Instructional Staff	Principal	None	Ongoing 2013-2014	Travel and Registration Expenses	 	X
Building Level Collaborative Training	Instructional Staff	Staff and Principal	Content Area Expert Presenters	Ongoing 2013-2014	Staff Stipends Presenter Expenses	X X	X X

## **SECTION IX: WAIVER OF STATUTES AND RULES**

At this time, Brandywine Elementary School is not requesting the waiver of any Indiana statutes or rules.

## **SECTION X: IMPLEMENTATION TIME LINE**

2013-2014 School Year

Implementation of Priorities For Improvement Interventions  
Implementation of Staff Development Plan

2014-2015 School Year

Continue Implementation of Priorities For Improvement Interventions  
Continue Implementation of Staff Development Plan  
Review Success Rate of Implementation of Interventions  
Revise Priorities For Improvement as Needed

2015-2016 School Year

Continue Implementation of Priorities For Improvement Interventions  
Continue Implementation of Staff Development Plan  
Review Success Rate of Implementation of Interventions  
Revise Priorities For Improvement as Needed

# APPENDIX

## Brandywine Elementary School Staff 2012-2013

Name	Staff Position
Bruce A. Miller	Principal
Sarah Allen	First Grade Teacher
Paula Boucher	Art Teacher
Vicki Bryant	Food Service
Jenny Butler	Special Needs Assistant
Lynn Capehart	Speech & Language Pathologist
Danielle Daugherty	Fifth Grade Teacher
Michele Epple	Music Teacher
Cynthia Fincher	Food Service
Melinda Ford-Raub	Special Needs Teacher
Steve Giles	Maintenance
Donna Gish	Title I Assistant
Mary Hardwick	Sign Language Interpreter
Pam Harrison	Food Service Manager
Andrea Hawkins	Special Needs Teacher
Michelle Hayes	Third Grade Teacher
Deanna Hobbs	School Social Worker
Debbie Howard	Special Needs Assistant
Cathy Jennings	Kindergarten Teacher
Mary Kirk	Secretary/Treasurer
Kayann Klepper	Title I Assistant
Eve Koby	Media Center Director
Elaine Landis	Second Grade Teacher
Teresa LeBeau	Title I Instructional Coach
Jane Lyon	First Grade Teacher
April Manning	Fifth Grade Teacher
Trevia McClellan	Food Service
Alison McGovern	Clinic Assistant
Pam McWilliams	Food Service
Julie Peper	Third Grade Teacher
Jeanette Pineda	School Nurse
Marcy Reber	Special Needs Assistant
Kristie Satterfield	Fourth Grade Teacher
Leigh Smith	Title I Assistant
Marla Steele	Fitness Instructor
Pamela Swinford	Second Grade Teacher
JoDe Thomas	Media Center Assistant
Cathy Thompson	Special Needs Assistant
Dennis Walton	Head Custodian
Marty Welter	Custodian
Cindy Willyard	Fourth Grade Teacher
Carrie Whitaker	Title I Assistant
Kelli Whitaker	Kindergarten Teacher

### School Improvement Team 2012-13

<b>Name</b>	<b>Position</b>
Bruce A. Miller	Principal
Paula Boucher	Art Teacher
Teresa LeBeau	Title I Instructional Coach
Jane Lyon	First Grade Teacher
Julie Peper	Third Grade Teacher
Karen Gumberts	Parent
Aaron Long	Parent
Julie Long	Parent
Elisa Bell	Parent
Mandi Piper	Parent
Harold Seib	Parent
Eric Whiteside	Parent
Sonya Whiteside	Parent
Greg Geraldts	Parent
Judy Geraldts	Parent
Jeff Stiller	Parent
Suzanne Stiller	Parent