Indiana School Improvement Plan

Brummitt Elementary School
Duneland School Corporation

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2500 Indian Boundary Rd.
Chesterton, IN 46304
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Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.
Executive Summary
Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.
Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Brummitt Elementary School is one of five elementary schools within the Duneland School District. It is located east of the town of Chesterton and south of the Indiana Dunes State Park. The instructional program is supported by a number of services. The staff includes counseling, Title 1 reading, speech/language, learning disabilities, mildly and moderately handicapped, teachers for art, music and physical education, a media specialist, and a technology aide. A staff of 25 certified teachers, 2 instructional aides, 1 remediation aide, 1 RtI aide, and 3 Title One aides for our 329 children.

Of our 329 students, we have a slightly higher population of boys over girls. Brummitt's population can be broken down into 53.2% (175) boys and 46.8% (154) girls. When looking at Brummitt's socioeconomic status, 101 of our students are in the Free and Reduced population, which is 31% of our schools population.

When looking at Brummitt's ethnicity breakdown, the majority of our school's population is white with 254 (77.2%) students. The remainder of our population consists of 36 hispanic students (11%), 18 multi-race students (5.5%), 5 asian students (1.5%), and 16 black students (4.8%).
School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement:
Brummitt Elementary School is dedicated to academic excellence. Our common goal is to foster responsible, creative, students with a lifelong quest for learning in an ever changing world.

Brummitt Elementary School strives to obtain its goals by setting high expectations for students, keeping communication between school personnel, school families, and students consistent, and through providing programs and services to meet individual student needs and help improve student achievement by encouraging a desire for learning.

Brummitt Elementary School also strives to fulfill the Duneland School Corporation Mission which states: The Duneland School Corporation is dedicated to quality education and committed to developing lifelong learners who demonstrate responsibility, contribute to their community, and succeed in a changing world.

Our goal as a corporation is to provide programs and opportunities that allow all students to meet their potential through the implementation of goals in school improvement plans, the use of fiscal, physical, and human resources to maintain the integrity of the organization, the hiring and retaining of highly qualified staff who are provided effective professional development opportunities, and striving to establish a collaborative climate that enhances, supports, and promotes the educational opportunities for our students.
Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements in the past three years:
- 4 Star school 2011-2012
- RtI and SAT processes are accepted and running well. Our staff feels very strongly about the success of the running of our RtI program. We recently made changes to how the data meetings are organized to help them to run more smoothly. 5 students were placed into LD services during the 2011-2012 school year.
- Science ISTEP scores for fourth grade are up and strong. They are up to 93% passing. Although we saw a drop in our Language Arts and Math ISTEP scores in this past year, the two years prior, we saw some considerable gains. For example, 4th grade Math increased from 76% passing in 2010 to 91% passing in 2011. There was only a 4% drop from the 2001 to 2012 results. We also see this with our 4th grade Language Arts results. In 2010 our fourth graders had a 86% passing rate while in 2011 in increased to 95%.
- Our school improvement plan is updated and implemented annually with staff collaboration. Staff supports the changes made and works with the implementation of this plan. Our staff is divided into three committees to better focus on the tasks at hand for our improvement plan. These committees include: Assessment, Data, and Professional Development. The assessment committee is in charge of determining what assessments we will use with students to determine their success with our school improvement goal. They will also determine the percentage of success we would like to see on these assessments. The data committee takes the individual student data collected by teachers and analyzes this data. The professional development committee is responsible for looking at various strategies to implement to help with improving student achievement. They also look for professional development opportunities for our staff to participate in both at Brummitt as well as in the local area. Some of these professional development opportunities have occurred recently. Dr. Taffy Raphael has come to our school to assist with training in implementing the QAR strategy into classrooms. Teachers attended the Fall 2012 Valparaiso University Literacy Workshop with Lori Oczkus on Reciprocal Teaching. Teachers have also attended other workshops of interest to them to help assist in the development and improvement of instruction.
- Brummitt has a current website that is updated throughout the year. There are links on the site for some classroom teachers as well as a media website that contains links for Kindergarten through fourth grade students. The media site is also updated with current events of after school offerings by our media specialist.
- Many technology updates including the following: document cameras, iPADS, laptops, and classroom computers. There are also many online programs used for instructional or testing purposes. These programs include: accelerated reader, AIMS Web, Razz Reading, Reading Eggs, Read Naturally, Math/Science technology components, IXL Math, Dibels, and Acuity.

Areas for improvement we are striving for in the next three years:
- Reading Comprehension
- Written Math Expression
Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Variety of programs offered to students in all areas:
- Building-wide fitness program started by Physical Education teacher (walking/running in the morning during the first nine weeks, aerobic activities second nine weeks)
- Student Council - assist with special programs and activities throughout the year, annual fundraiser for Christmas for Kids
- Media programs offered after school - VIP nights, Curl-Up and Read, Scholastic Book Fair
- Building-wide Character Education program in place and continuing.

As part of the Duneland School Corporation, Brummitt Elementary School participates in the AdvancEd district accreditation process. An integral component to Duneland’s district accreditation model is the role that the District Internal Review Team (DIRT) plays in the internal review process. Duneland utilizes an annual review protocol where each school principal and internal chair person(s) provide a written and verbal report to DIRT on the progress of the school. DIRT then provides a written response to each school and the district noting strengths, commendations, suggestions and opportunities for improvement and required actions. Oversight of the DIRT process is provided by a larger Steering Committee who also hears annual reports from goal committees.

Duneland’s process consistently includes input from all stakeholder groups. In the fall and spring of 2012, AdvancEd surveys were conducted as well as a repeat of a survey given 5 years ago prior to the first district accreditation QAR visit. Upon completion, survey data was provided to each individual school to analyze and utilize for future planning with emphasis on successes and challenges. Surveys provided valuable insight into the private thoughts of families, staff, and students.

Due to financial restraints placed upon the school corporation through legislative changes, Duneland School Corporation embarked on the process of a general fund referendum in the Spring of 2012. The initiative passed in early May of 2012. Money from the referendum will be available starting in the summer of 2013.
Improvement Plan Stakeholder Involvement
Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.
Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

All staff of Brummitt Elementary School function as a complete unit. As a unit, we communicate and cooperate with tasks as they relate to the operations of the school. In regard to school improvement, all stakeholders have input. The staff is divided into three subcommittees. Those committees are Data, Assessment, and Professional Development. Staff members were given an opportunity to choose which subcommittee they wanted to join. These groups have been cohesive for the last several years, with the exception of new additions to our staff. One member from each subcommittee volunteered to chair each committee. These three serve as the liaison to the steering committee which is comprised of the building principal, NCA chairperson, and a teacher.

The corporation sets aside six early release days a year for school improvement activities to take place. Staff is aware of those days before the school year starts. The steering committee in conjunction with the district school improvement committee/Professional Development Committee guides academic content and presents tools to implement professional development related to school improvement goals throughout the corporation. The building principal distributes staff meeting dates, which includes school improvement items, prior to the start of each year. Agendas are given as a reminder and give content to each meeting to ensure that the professional development tools are understood and implemented.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Each subcommittee is made up of a representative from each grade level as well as special education and related arts. The Professional Development Committee is responsible for researching and presenting professional development opportunities for the staff as they relate to the building school improvement goal/district school improvement goal. The Professional Development Committee along with the building administrator helped to organize Learning Strands that supplemented the professional development of the building school improvement plan. The Data Committee is responsible for examining data to locate existing trends in student learning and student progress. This information helps to determine if teaching strategies and resources are affective in reaching our school improvement goal. Analyzing trend data indicates if new strategies and resources are needed. They work closely with the Assessment committee to make sure the assessments given are relevant and provide reliable data. Information acquired by data results help to drive changes that need to be implemented by these committees.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

A staff meeting is held when the plan is completed. Each committee presents their information and contributions to the new plan. It is an open forum in which critiquing among the stakeholders is welcomed and utilized. Constructive criticism on wording, strategies, and timelines are all taken into consideration. Appropriate modifications are made and the plan is reviewed once more. When the plan is finalized, everyone receives a copy and it is submitted to the state and uploaded to the school website. Parents are also informed of the plan's
completion through class newsletters. The plan is available online or in the professional development resource corner of the school library.
Self Assessment
Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.
Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.
Overall Rating: 3.33

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| 1.1       | The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. | The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success. | •Survey results  
•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)  
•Minutes from meetings related to development of the school's purpose  
•Purpose statements - past and present  
•Copy of strategic plan | Level 3 |
| 1.2       | The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. | Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice. | •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose  
•Survey results  
•The school's statement of purpose | Level 4 |
**Indicator** | **Statement or Question** | **Response** | **Evidence** | **Rating**
--- | --- | --- | --- | ---
1.3 | The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. | School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders. | • Survey results  
• The school data profile  
• Agenda, minutes from continuous improvement planning meetings  
• Communication plan and artifacts that show two-way communication to staff and stakeholders  
• The school continuous improvement plan | Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

- Purpose for Student Success, system-wide - Children and staff understand the district arrow and Brummitt's mission.
  - District and Brummitt mission statement
  - District strategic plan
  - Meeting minutes from district meetings
  - Duneland website, DuneNews, handbook/policies, annual report to school board
- Purpose for Student Success, school-wide -
  - Principal's newsletter to each family monthly
  - Grade level newsletters to each family monthly
  - PTO newsletter
  - Local newspapers
  - Teacher mentor program
  - Brummitt Mission Statement is communicated and recited weekly
- School Culture -
  - Mission Statement
  - Homework Folders, daily
  - Teacher evaluation
  - School-improvement plan
  - District improvement plan
  - Professional development timeline

Communication that happens weekly and daily between stakeholders sustains these areas of strength.
### Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

**Overall Rating:** 3.17

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| 2.1       | The governing body establishes policies and supports practices that ensure effective administration of the school. | Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management. | •Student handbooks  
•Governing body policies, procedures, and practices  
•Staff handbooks  
•Communications to stakeholder about policy revisions  
•School handbooks | Level 4 |
| 2.2       | The governing body operates responsibly and functions effectively. | The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning. | •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest  
•List of assigned staff for compliance  
•Proof of legal counsel  
•Assurances, certifications  
•Governing body policies on roles and responsibilities, conflict of interest  
•Governing code of ethics | Level 4 |
| 2.3       | The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership. | •Roles and responsibilities of school leadership  
•School improvement plan developed by the school  
•Stakeholder input and feedback  
•Survey results regarding functions of the governing body  
•Agendas and minutes of meetings  
•District Strategic Plan, Social Media | Level 3 |
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

**Areas of Strength:**
- Administration of the System and Its Schools
- District policies and procedures (available on the Duneland website)
- District operation manuals

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| 2.4       | Leadership and staff foster a culture consistent with the school's purpose and direction. | Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community. | • Examples of collaboration and shared leadership  
• Survey results  
• Examples of decisions aligned with the school's statement of purpose  
• Examples of decisions in support of the school's continuous improvement plan  
• School Purpose Statement, Improvement Efforts and Innovations in the Education Programs, Professional Development Offerings | Level 3 |
| 2.5       | Leadership engages stakeholders effectively in support of the school's purpose and direction. | Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school. | • Minutes from meetings with stakeholders  
• Copies of surveys or screen shots from online surveys  
• Involvement of stakeholders in a school improvement plan  
• Communication plan | Level 2 |
| 2.6       | Leadership and staff supervision and evaluation processes result in improved professional practice and student success. | The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning. | • Survey Responses, Copies of Surveys, Communication Plan, Minutes from Meetings with Stakeholders | Level 3 |
Areas of Improvement:

- Stakeholder Engagement

The district and its schools are working on improving two-way communication with stakeholders through technology.
Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.83

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| 3.1       | The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. | Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations. | •Survey results  
•Lesson plans  
•Learning expectations for different courses  
•Posted learning objectives  
•Course schedules  
•Enrollment patterns for various courses | Level 3 |
| 3.2       | Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. | School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment. | •Common assessments  
•Products – scope and sequence, curriculum maps  
•Lesson plans aligned to the curriculum | Level 2 |
| 3.3       | Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. | •Professional development focused on these strategies  
•Examples of teacher use of technology as an instructional resource  
•Examples of student use of technology as a learning tool  
•Student work demonstrating the application of knowledge  
•Findings from supervisor walk-thrus and observations | Level 3 |
### 3.4
**Indicator**: School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

**Response**: School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

**Evidence**:
- Documentation of collection of lesson plans and grade books
- Peer or mentoring opportunities and interactions
- Recognition of teachers with regard to these practices
- Surveys results
- Administrative classroom observation protocols and logs
- District Professional Development Committee, Professional Rights & Responsibilities Committee (PR&R) for enrichment opportunities

**Rating**: Level 3

### 3.5
**Indicator**: Teachers participate in collaborative learning communities to improve instruction and student learning.

**Response**: Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.

**Evidence**:
- Agendas and minutes of collaborative learning committees
- Calendar/schedule of learning community meetings
- Survey results
- Examples of improvements to content and instructional practice resulting from collaboration
- Staff meetings and grade level team meetings within each building (informal conversations), District Professional Development Committee, Professional Rights & Responsibilities Committee (PR&R) for enrichment opportunities

**Rating**: Level 2

### 3.6
**Indicator**: Teachers implement the school's instructional process in support of student learning.

**Response**: All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.

**Evidence**:
- Examples of learning expectations and standards of performance
- Examples of assessments that prompted modification in instruction
- Samples of exemplars used to guide and inform student learning

**Rating**: Level 3
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| 3.7       | Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. | All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. | •Professional learning calendar with activities for instructional support of new staff  
•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning | Level 4 |

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| 3.8       | The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. | Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress. | •Volunteer program with variety of options for participation  
•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days  
•Calendar outlining when and how families are provided information on child's progress  
•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process  
•Performance based report cards, examples of learning expectations and standards of performance (assessment notebooks & process writing cards) | Level 3 |

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| 3.9       | The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. | School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills. | •List of students matched to adult advocate  
•Master schedule with time for formal adult advocate structure  
•Description of formal adult advocate structures | Level 4 |
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength:
- Teacher Effectiveness is evident through posted learning objectives pertaining to the Common Core Standards within lesson plans and daily and yearly schedules and various programs such as High Ability, Title One, and RtI
- Instructional Strategies are evident through regular staff evaluations and opportunities such as weekly technology classes with the school media specialist
- School Leadership is evident through a mentoring program, grade level coordinators, administrative classroom observations, professional

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<td>3.10</td>
<td>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</td>
<td>Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</td>
<td>•Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting</td>
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<tr>
<td>3.11</td>
<td>All staff members participate in a continuous program of professional learning.</td>
<td>Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</td>
<td>•Crosswalk between professional learning and school purpose and direction •district professional development plan and quality control procedures through the D.I.R.T (District Internal Review Team)</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.12</td>
<td>The school provides and coordinates learning support services to meet the unique learning needs of students.</td>
<td>School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</td>
<td>•List of learning support services and student population served by such services •Data used to identify unique learning needs of students</td>
<td>Level 2</td>
</tr>
</tbody>
</table>
development opportunities through the district or through enrichment leave, administrative collection of grade books and lesson plans as well as various forms of data pertaining to student achievement, and various surveys

- The Instructional Process is evident through assessment notebooks kept by classroom teachers and the school and data collection through standardized assessments such as Acuity, mClass, NWEA, and ISTEP

- Mentoring programs are evident through the district mentoring academy where teachers are trained to be mentors for new teachers. There are also opportunities listed on the district website to support instructional staff needs.

- The ability to engage families is evident through building Parent Teacher Organizations, online calendars accessible by all, online report cards, parent/teacher/student conferences, and the district website as well as individual building websites.

- Child advocates are evident through programs such as SAT, the Student Action Team, within the building, RtI, Response to Intervention, which includes regular data meetings to discuss student performance and staff assigned to those students with scheduled times.

- Grading and Recording is evident through an end of year form distributed by administration and an online grading and reporting system, RDS, which is also accessible by parents.

Needs of Improvement:

- Data from Multiple Assessments - a process with no known systematic monitoring is sometimes implemented to ensure alignment with curriculum, instruction and assessments. Evidence is limited as far as the vertical and horizontal alignment.

- Collaboration Across Grade Levels - collaboration occasionally occurs, mostly when it is initiated by individual teams. There is support for grade level collaboration, however, implementation is seldom carried out to discuss and analyze student work, discuss action research, reflect, study teams and participate in peer coaching.

- Professional Development - a district professional development committee meets on a regular basis to discuss and implement professional development opportunities for staff members to participate in. However, due to funding cuts at the state level, it is not mandatory for staff to participate in most opportunities, therefore there is a lack in voluntary professional development participation.

- Meeting Unique Learning Needs - data is used to identify special populations of students but not ALL students. School personnel are familiar with research about unique characteristics of learning but often do not stay current on best practices.

Sustaining Strengths:

We feel the school corporation continues to build upon those indicators listed as strengths. For instance, although the state removed the mentoring program, Duneland School Corporation continues to implement a mentoring program to better assist new teachers that is evaluated and improved upon on a regular basis based on feedback from mentors and mentees.

Areas of Need Improvement Plans:

Some of the indicated areas of weakness, such as professional development opportunities, mentoring programs, resources, etc., are no longer being funded by the state. We don't feel as though these areas of weakness are due to something we are not doing correctly, rather, they are out of our control due to lack of resources, particularly funding, from the state level.

Communication continues to remain a weakness. Information is not always communicated from upper administration on a consistent and timely basis and in a way that will reach each staff member. There is a shared drive/intranet that staff members have access to, however not all staff know how to access it and/or retrieve information off of it. Data from curriculum committees seems to be inconsistent as far as instances when committees members change and access to information is limited or the previous committee member did not pass information down. Information is not saved in one central location for new committee members.

Although it has been communicated that curriculum guides are out there or being worked on, teachers do not have them. There is not a paper version of the Duneland Curriculum available to teachers or one that can be handed to new teachers.
## Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.29

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 4.1       | Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program. | Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school. | •Documentation of highly qualified staff  
•Staff rosters | Level 2 |
| 4.2       | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. | Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school’s purpose and direction. | •Examples of efforts of school leaders to secure necessary material and fiscal resources  
•School schedule  
•School calendar  
•Implementation of various current technology | Level 3 |
| 4.3       | The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. | School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly. | •Survey results  
•Documentation of compliance with local and state inspections requirements  
•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.  
•System for maintenance requests  
•Safe Net emails from Director of Safety and Security. Nametags and the use of door buzzing system to keep track of who is in our buildings. Capital Project Fund (CPF) | Level 4 |
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4</td>
<td>Students and school personnel use a range of media and information resources to support the school's educational programs.</td>
<td>All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.</td>
<td>• Budget related to media and information resource acquisition • Data on media and information resources available to students and staff • Schedule of staff availability to assist students and school personnel related to finding and retrieving information</td>
<td>Level 4</td>
</tr>
<tr>
<td>4.5</td>
<td>The technology infrastructure supports the school's teaching, learning, and operational needs.</td>
<td>The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.</td>
<td>• Technology plan and budget to improve technology services and infrastructure • Policies relative to technology use • Technology committee</td>
<td>Level 4</td>
</tr>
<tr>
<td>4.6</td>
<td>The school provides support services to meet the physical, social, and emotional needs of the student population being served.</td>
<td>School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.</td>
<td>• Student assessment system for identifying student needs • Survey results • Social classes and services, e.g., bullying, character education • List of support services available to students</td>
<td>Level 2</td>
</tr>
<tr>
<td>4.7</td>
<td>The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.</td>
<td>School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.</td>
<td>• List of services available related to counseling, assessment, referral, educational, and career planning • Description of referral process</td>
<td>Level 4</td>
</tr>
</tbody>
</table>
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength:
- Schedules are worked out cooperatively across all programs. Necessary instructional materials and technology are provided to teachers. Evidence includes our district school calendar, teacher/class schedules (including RtI, Title I, High Ability, Media, Specials, and Technology Time), and implementation of new technology (Ipad, laptops, mimio, e-beam, etc.)
- The entire system works together to ensure that safety procedures are implemented and followed. Maintaining a clean, healthy, safe environment is a priority. Evidence includes documentation of state requires emergency drills, buzzing in and the wearing of name tags of visitors to the school, Capital Project Fund (CPF) used to finance the maintenance of the building, and SafeNet emails to staff that come from the District Director of Safety and Security to help remind staff of common safety issues.
- The corporation uses strategic planning to effectively allocate resources to best meet student needs. Evidence includes the implementation of a professional development committee and curriculum council to oversee this planning, teacher mentor program to assist with new teachers in the district, corporation handbooks and emergency procedures guide.
- The system has media specialists in each building and a technology department with individual technology aides in buildings who provides a variety of appropriate media resources. Evidence includes schedule of staff availability to assist students and school personnel related to finding and retrieving information, implementation of up to date technology for teacher and student use (IPad, laptop, DVD collection, RDS).
- Staff has been provided numerous pieces of technology that has allowed carrying out their daily responsibilities easier and more efficient. This, in turn, has been passed down to the students, to better meet their daily needs. Evidence includes the implementation current technology including Ipads, document cameras, mimios, e-beam, smartboards, laptops. A technology committee exists to make updates and assist with implementation of these new advancements.
- A variety of services are made available to help students succeed. Constant evaluations occur to make modifications in scheduling and services to help these programs to run more smoothly. Evidence includes lists of support staff available to meet the needs of students, descriptions of the referral and IEP process.

Area of Weakness:
- Support staff fluctuates from year to year due to inconsistent funding and support staff pay scale. Evidence includes having a new RtI math aide every year since the implementation, inconsistency in special education staff (aides and full time staff).
- Programs are in place to assist in placing students to best meet the individual needs of the students academically and socially. Evidence includes lists of support staff and programs available to students.
**Standard 5: Using Results for Continuous Improvement**

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.4

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>The school establishes and maintains a clearly defined and comprehensive student assessment system.</td>
<td>School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.</td>
<td>•Documentation or description of evaluation tools/protocols •RtI placement</td>
<td>Level 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.</td>
<td>Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.</td>
<td>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •RtI data meetings, Updates to school improvement plan</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3</td>
<td>Professional and support staff are trained in the evaluation, interpretation, and use of data.</td>
<td>Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.</td>
<td></td>
<td>Level 1</td>
</tr>
</tbody>
</table>
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

**Areas of Strength:**
- Assessments are consistent throughout the building and are recorded in a way in which other school personnel can have access to it. Examples to support this include the use of mClass, Acuity, ISTEP, and IREAD testing. These are statewide testing that we use to assess students annually. We also assess students in process writing with annual writing and math prompts.
- Our school and district improvement plans help to guide us in decisions regarding student achievement. Data is collected from various sources to help determine the success of our students and the direction in which to take our school improvement plan. Examples to support this include the annual review of our school and district improvement plans to make updates to accommodate changes we observe in student achievement and needs. The district DIRT (District Internal Review Team) Committee helps schools to make continuous improvements within each individual building as well as across the district.
- Student achievement on assessments are reported to stakeholders. These achievements are reported as overall data in the paper, in newsletters, and our school website. Individual student achievements are also reported to parents on individual student data. Student performance is reported to parents on report cards, at conferences, as well as formal letters specific to the testing type.

**Areas of Weakness:**
- System-wide training does not exist for interpretation of data. Some training does occur at some buildings. Many times new technology is given with little to no training. This is true as well with the evaluation, interpretation, and use of data.
- Data is collected continuously throughout the year to document student success and achievement. This data is then used to help evaluate and design changes to our annual review of our school improvement plan. This data is also used throughout the school year to evaluate student learning and the success of our RtI programs and the students receiving services in these areas.
Scores By Section

<table>
<thead>
<tr>
<th>Section Score</th>
<th>Standard 1: Purpose and Direction</th>
<th>Standard 2: Governance and Leadership</th>
<th>Standard 3: Teaching and Assessing for Learning</th>
<th>Standard 4: Resources and Support Systems</th>
<th>Standard 5: Using Results for Continuous Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.33</td>
<td>3.17</td>
<td>2.83</td>
<td>3.29</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Indiana School Improvement Plan
Brummitt Elementary School
Student Performance Diagnostic
Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.
## Student Performance Data

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did you complete the Student Performance Data document offline and upload below?</td>
<td>Yes</td>
<td></td>
<td>Data Dashboard 2016-2017</td>
</tr>
</tbody>
</table>
# Evaluative Criteria and Rubrics

**Overall Rating: 3.5**

<table>
<thead>
<tr>
<th>Statement or Question</th>
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<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment Quality</td>
<td>The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, &quot;must accomplish,&quot; instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.</td>
<td>Level 4</td>
</tr>
<tr>
<td>2. Test Administration</td>
<td>All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.</td>
<td>Level 4</td>
</tr>
<tr>
<td>3. Quality of Learning</td>
<td>Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.</td>
<td>Level 3</td>
</tr>
<tr>
<td>4. Equity of Learning</td>
<td>Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.</td>
<td>Level 3</td>
</tr>
</tbody>
</table>
Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

a. In-house data - Math Prompt for Kindergarten and first grade were higher performing that grades 2-4
b. ISTEP scores - Math ISTEP 3rd Grade - 86% passing (up 3% from previous year)
   Math ISTEP 4th Grade - remained consistent from previous year at 78% passing

Describe the area(s) that show a positive trend in performance.

a. In-house data - During the 2016-2017 school year data was collected to show student success in the area of Math Problem Solving. It was our first year with Problem Solving as our goal. Therefore, there is no trend data to show in regards to our in-house data.

b. ISTEP data - Our 3rd grade scores show a positive trend in Math performance by 3% growth from the previous school year.

Which area(s) indicate the overall highest performance?

a. Overall Math performance was stronger than its Language counterpart

Which subgroup(s) show a trend toward increasing performance?

There is not one specific subgroup showing a trend toward increasing performance. Our subgroup data has remained consistent over recent years and has not shown any significant trend toward increasing performance.

Between which subgroups is the achievement gap closing?

The achievement gap is beginning to close more on our male and female populations. For instance, during the 2015-2016 school year, there was a 17% difference in performance between our male and female population on the ELA portion of ISTEP. During the 2016-2017 school year, the male to female ratio reflected a 12% increase in closing of the gap. This also showed true with our third grade population. During the 2015-2016 school year, there was a 9% difference in performance between our male and female population on the Math portion of ISTEP. During the 2016-2017 school year, the male to female ratio no longer existed. Each subgroup achieved exactly the same.

Which of the above reported findings are consistent with findings from other data sources?

During the 2016-2017 school year, the specific data collected in-house was recorded for the first time for our math problem solving goal. After
one year of inception, the various grade levels typically review benchmarks and expectations, making any necessary changes. Those changes would then be made the following year (which is the current 2017-2018 school year).

Therefore, some comparisons can be made in regards to consistencies with our in-house math prompt, open response, NWEA, and ISTEP. However, these areas are not consistent across all facets.
Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

IREAD - Although we were at 84% passing on IREAD for third grade, this percentage is down from previous school years.

ISTEP - There was a considerable drop in the applied skills section and writing component of both third and fourth grade ISTEP scores.

Describe the area(s) that show a negative trend in performance.

With the most current data, we are seeing a negative trend in writing application. Student data shows this is consistent in both written language as well as the applied skills sections of the ISTEP.

Which area(s) indicate the overall lowest performance?

a. Written Expression

Which subgroup(s) show a trend toward decreasing performance?

There is not one specific subgroup showing a trend toward decreasing performance. The decrease in performance is noticed across all subgroups.

Between which subgroups is the achievement gap becoming greater?

One achievement gap that is tending to show a slight trend toward becoming greater is our 3rd grade special education population in Math. In most cases, the achievement gap between subgroups has not become greater, but rather remains consistent. We have not found there to be any significant decreases in student achievement.

Which of the above reported findings are consistent with findings from other data sources?

When comparing our in-house math problem solving data with state ISTEP written components, we are able to recognize a decrease in student achievement. When students were expected to provide a written response to a math problem solving task, student data shows a decline in providing an appropriately written response. This data is consistent with our ISTEP applied skills data.
## Report Summary

### Scores By Section

<table>
<thead>
<tr>
<th>Section</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Evaluative Criteria and Rubrics: 3.5
Brummitt Elementary School Improvement Plan
2018-2019
Overview

Plan Name

Brummitt Elementary School Improvement Plan 2018-2019

Plan Description
## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
</table>
| 1  | 75% of students at Brummitt Elementary School will demonstrate a proficiency in written language skills across the curriculum. | Objectives:1
    Strategies:1
    Activities:4 | Academic | $2095          |
Goal 1: 75% of students at Brummitt Elementary School will demonstrate a proficiency in written language skills across the curriculum.

Measurable Objective 1:
75% of All Students will demonstrate a proficiency in written language skills across the curriculum in Writing by 05/24/2019 as measured by grade level writing prompts and rubrics, NWEA, writing component of reading series, and applied skills writing portion of ISTEP.

Strategy 1:
Trait-based Writing - Teachers will instruct students daily on a grade level, researched based writing curriculum.

Research Cited: 6 +1 Traits of Writing by Ruth Culham, Units of Study by Lucy Calkins
Writing Through The Year by Deanna Jump and Dee Dee Wills
Writing City

Evidence of success: Teachers will evaluate student writing using grade level developed rubrics four times a year. Teachers will also use data collected from NWEA, ISTEP, and the writing component of the reading series to evaluate student achievement

<table>
<thead>
<tr>
<th>Activity - Utilize Developed Rubrics</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each grade level will use key trait based writing components to teach students how to write and develop writing based off of these essential components found within rubrics.</td>
<td>Academic Support Program</td>
<td>10/01/2018</td>
<td>05/31/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Curriculum Research</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will participate in writing workshops to develop writing strategies and to present to staff on findings.</td>
<td>Academic Support Program</td>
<td>11/13/2018</td>
<td>11/14/2018</td>
<td>$2095</td>
<td>District Funding</td>
<td>Specific teachers attending trainings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Parent Information</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters to parents to explain grade level writing strategies implemented into the classroom for writing instruction.</td>
<td>Academic Support Program</td>
<td>10/31/2018</td>
<td>10/31/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers and principals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Mid Year Prompt Share</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will share graded mid-year prompts home with students including scored rubric and teacher comments attached.</td>
<td>Academic Support Program</td>
<td>03/29/2019</td>
<td>03/29/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers</td>
</tr>
</tbody>
</table>
# Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

## District Funding

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Research</td>
<td>Teachers will participate in writing workshops to develop writing strategies and to present to staff on findings.</td>
<td>Academic Support Program</td>
<td>11/13/2018</td>
<td>11/14/2018</td>
<td>$2095</td>
<td>Specific teachers attending trainings</td>
</tr>
</tbody>
</table>

**Total** $2095

## No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid Year Prompt Share</td>
<td>Teachers will share graded mid-year prompts home with students including scored rubric and teacher comments attached.</td>
<td>Academic Support Program</td>
<td>03/29/2019</td>
<td>03/29/2019</td>
<td>$0</td>
<td>Teachers</td>
</tr>
<tr>
<td>Utilize Developed Rubrics</td>
<td>Each grade level will use key trait based writing components to teach students how to write and develop writing based off of these essential components found within rubrics.</td>
<td>Academic Support Program</td>
<td>10/01/2018</td>
<td>05/31/2019</td>
<td>$0</td>
<td>All teachers</td>
</tr>
<tr>
<td>Parent Information</td>
<td>Letters to parents to explain grade level writing strategies implemented into the classroom for writing instruction.</td>
<td>Academic Support Program</td>
<td>10/31/2018</td>
<td>10/31/2018</td>
<td>$0</td>
<td>Teachers and principals</td>
</tr>
</tbody>
</table>

**Total** $0
Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.