

School Improvement Plan

Brown County Schools

March 1, 2016



Brown County Junior High School

Brian Garman, Principal

**David Shaffer, Superintendent
Deborah Harman, Director of Student Learning
Judy Hardwick, School Board President**

TABLE OF CONTENTS

CONTINUOUS SCHOOL IMPROVEMENT TEAM

INTRODUCTION (AdvancED Standards 1-5)

Narrative description of the school, the community, and the educational programs

BCS AdvancED School Level Standards Committee Structure:

Description and location of curriculum

Titles and descriptions of assessment instruments to be used in addition to ISTEP+

STATE OF MISSION, VISION, AND COLLECTIVE COMMITMENTS (AdvancED Standards 1-5)

School Vision

School Mission

School's Collective Commitments and Norms

COMPREHENSIVE NEEDS ASSESSMENT OF CURRENT LEARNING ENVIRONMENT (AdvancED Standards 2-5)

Summary of data (AdvancED Standards 3, 5)

Data, including graphs, from the annual performance report

Data related to performance indicators other than those included in the annual performance report

Other information about educational programming and the learning environment

Conclusions about the current educational programming (AdvancED Standard 3)

Information about how the school's curriculum supports the achievement of Indiana's College and Career Readiness Standards

Information about how the school's instructional strategies support the achievement of Indiana's College and Career Readiness Standards

Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies

Parental participation in the school (AdvancED Standards 2, 4, 5)

Technology as a learning tool (AdvancED Standards 3, 4)

Safe and disciplined learning environment (AdvancED Standard 4)

Professional development (AdvancED Standard 3, 4)

Specific areas where improvement is needed immediately (AdvancED Standards 3, 5)

GOALS AND PLANS FOR CONTINUOUS SCHOOL IMPROVEMENT (AdvancED Standards 3, 5)

Benchmarks for Progress (AdvancED Standards 3, 5)

Academic Honors Diploma and Core 40 (AdvancED Standard 3)

Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma

Provisions to encourage all students to earn an Academic Honors Diploma or to complete the Core 40 curriculum

Proposed Interventions and Strategies (AdvancEd Standard 3)

Professional Development (aligned with Benchmarks for Progress and Strategies/Proposed Interventions) (AdvancED Standards 3, 4)

Aligns with the core principles of professional development (AdvancED Standards 3, 4)

Includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students (AdvancED Standards 3, 4)

CULTURAL COMPETENCY COMPONENT OF SCHOOL PLAN (AdvancED Standards 3, 4, 5)

Identification: Racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups included in the school's student population (updated annually).

Culturally appropriate strategies for increasing educational opportunities and educational performance for each identified group.

Professional development necessary to increase cultural competency in the school's educational environment.

STATUTES AND RULES TO BE WAIVED

THREE-YEAR TIMELINE FOR IMPLEMENTATION, REVIEW, AND REVISION

CONTINUOUS SCHOOL IMPROVEMENT TEAM

Team Member	Position	AdvancED Standard	Signature
Brian Garman	Chairman	Standard 4	
Lauren Spiece	Chairman	Standard 3	
Thom Miller	Chairman	Standard 1 and 2	
Amy Smith	Chairman	Standard 5	

INTRODUCTION (AdvancED Standards 1-5)

A. Narrative description of the school, the community, and the educational programs

Brown County Junior High School was established as a separate school in 1982. Prior to this date, the junior high was housed in the high school building. Brown County Junior High is located in Nashville, Indiana on a campus that also includes the high school, an intermediate school, and the corporation administrative offices. The junior high school has an enrollment of approximately 340 students and twenty-one full-time teachers. BCJHS has two administrators, one counselor, one media specialist, and a support staff of six. Brown County Schools includes one high school (9-12), one junior high(7-8), one intermediate school (5-6), and three elementary schools (Pre-K through 4). The corporation enrollment is approximately 2,000 students. Of all Brown County students, 56.94% were eligible for free/reduced lunch in 2014-15 while the state average was 48.61%. The college attendance rate for the class of 2014-2015 was 67%. Approximately 29% of county residents hold a bachelor's degree.

Brown County is well known in Indiana and throughout the midwest for its rolling hills, secluded valleys, lush forests, and scenic vistas. This topography sets it apart from the flat landscape that characterizes most of Indiana. Early settlers may have come to Brown County seeking farmland and timber, but those who stayed felt comfortable in the hills that reminded them of their homes in Kentucky and Tennessee. Brown County remains primarily "hill country" rather than "farm country" both geographically and culturally. Nashville is the only incorporated community in the county.

The terrain that historically defined and isolated the county eventually became its most compelling feature. In the early 1900s artists based in Chicago discovered the beauty of Brown County and began working in what was viewed as a

painter's paradise. Their work became well known and respected. More and more people became interested in visiting and living in the areas depicted by these paintings.

Today, Brown County's natural beauty continues to attract artists, tourists, and residents to the area. The county now includes three large recreation areas that comprise 30% of its total acreage: Yellowwood State Forest (2,400 acres), Brown County State Park (16,000 acres), and a part of the Hoosier National Forest (17,000 acres).

Tourism is the county's major industry bringing millions of visitors to Brown County each year. There are currently over 250 shops in the county and over 100 lodging facilities. There are many diverse entertainment and recreation venues including The Brown County State Park, Salt Creek Golf Course, The Log Cabin Tour, The Bill Monroe Blue Grass Festival, and The Brown County Playhouse. There are several cottage industries, private artisans, and some light manufacturing in the county.

Brown County had an estimated population of 14,962 in 2014 making it one of the least populated counties in the state. The population change for Brown County from 1900 to 2000 was +6.2% while the state increased 9.7%. The residents of Brown County are located in 8,460 housing units (2011 census data) and are predominately Caucasian.

The average per capita personal income in 2013 for Brown County residents was \$25,833. Brown County workers age sixteen and over drive an average of 35.9 minutes to work. According to the Brown County Chamber of Commerce, 44% of residents work outside Brown County. Of those working in the county, 56% are employed in low paying retail/service jobs. 21.1% of Brown County residents over 25 years of age have a bachelor's degree or higher.

The Brown County Junior High School faculty has created curriculum guides based on the Indiana Academic Standards and Core Standards for each discipline. The course description guides are revised and updated yearly to address the current state standards and proficiencies. These are distributed yearly to students and parents during the course selection process for the upcoming school year. Brown County Junior High offers regular and accelerated

courses for each of its core subject classes. In addition, BCJHS offers elective courses in a variety of areas including: visual art, technology and engineering, digital citizenship, journalism, the performing arts and foreign language. Other educational programs at BCJHS include: Science Fair, History Day, Academic Teams, School-wide Spelling Bee and Geography Bee, Book Club, Spoken Word Poetry Club, National Junior Honor Society and Student Council.

BCS AdvancED School Level Standards Committee Structure:

Objective: To provide stakeholders at each school (staff, students, parents, and community) the opportunity to participate in a process for continuous school improvement using a shared committee structure aligned to the following five AdvancED Standards for Schools.

- (1) Purpose and Direction;
- (2) Governance and Leadership;
- (3) Teaching and Assessing for Learning;
- (4) Resources and Support Systems; and
- (5) Using Results for Continuous Improvement.

School level AdvancED standards committees are listed in the PL221 School Improvement Plan for each school. Each building has a five committees, one for each standard. All staff within the building serve on at least one committee. Each committee has one chairperson or two co-chairs. Committee chairs and co-chairs) also serve on the building's PL221 team. This structure assures a connection between Indiana's school improvement process (PL221) and continuous improvement through AdvancED accreditation.

Building Standards Committee Structure

Role	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Chair(s):	Thom Miller	Thom Miller	Lauren Spiece	Brian Garman	Amy Smith
Members:	Amy Oliver	Amy Oliver	Emily Pettijohn	Mike Potts	Thor Davis
	Brad Baughman	Brad Baughman	Sarah Cochran	Wendy Weddle	Ryan Wilcoxon
	Jim McFall	Jim McFall	Bruce Koopman	Tim Hebert	Justin Schwenk
	Dave Chastain	Dave Chastain	Kevin Roush	Debi Sumner	Mike Harmon
	Jenn Day	Jenn Day	Dan Lewellen	Gavin Steele	Shelley Williams
	Vicki Reinking	Vicki Reinking			

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)

Role	Standard #1	Indicator/Evidence	Powerful Practices
<p>Chair(s): Thom Miller</p>	<p>Purpose & Direction</p>	<p>1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student successes</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● purpose statements: past and present ● minutes from meetings related to development of the school's purpose ● documentation or description of the process for creating the school's purpose including the role of stakeholders ● communication plan to stakeholders regarding the school's purpose ● examples of communication to stakeholders about the school's purpose (website, newsletter, annual report, and student handbook) ● survey results 	<ul style="list-style-type: none"> - mission statements are posted in every classroom - included in student and teacher handbooks - reviewed and communicated with students and parents during orientation

Members (Teachers, Staff, Parents): Amy Oliver, Brad Baughman, Jim McFall, Dave Chastain, Jenn Day, Vicki Reinking	<p>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</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● the school’s statement of purpose ● agendas and/or minutes that reference a commitment to the components of the school’s statement of purpose ● survey results 	<ul style="list-style-type: none"> - regular staff professional development - monthly departmental meetings - monthly staff meetings
	<p>1.3 The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning</p> <p>Score: 3</p>	<ul style="list-style-type: none"> - staff and departmental meetings - staff and student handbooks - meeting agendas - school improvement committee meetings and documentation

		<p>Evidence:</p> <ul style="list-style-type: none"> ● agenda, minutes from continuous improvement planning meetings ● communication plan and artifacts that show two-way communication to staff and stakeholders ● the school data profile ● the school continuous improvement plan ● survey results 	
--	--	---	--

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)			
Role	Standard #2	Indicator/Evidence	Powerful Practices
Chair(s): Thom Miller	Governance and Leadership	<p>2.1 The governing body establishes policies and support practices that ensure effective administration of the school</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Governing body policies, procedures, and practices ● Staff handbook ● Student handbook 	<ul style="list-style-type: none"> - regular school board meetings - administrator meetings - distribution of staff and student handbooks - school board meeting meeting minutes - procedural policies are distributed and administered

		<ul style="list-style-type: none"> • Communications to stakeholders about policy revision 	
Members (Teachers, Staff, Parents): Amy Oliver, Brad baughman, Jim McFall, Dave Chastain, Jenn Day, Vicki Reinking		<p>2.2 The governing body operates responsibly and functions effectively</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Governing body policies on roles and responsibilities • Governing code of ethics • Communication of plan to inform all staff on code of ethics, responsibilities, conflict of interest • Governing body minutes related to training • Governing body training plan • Assurances, certifications • Proof of legal counsel • List of assigned staff for compliance • Historical compliance data 	<ul style="list-style-type: none"> - leadership training for administrators - professional development for staff - protocols in place for actions by school administration and staff
		<p>2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to</p>	<ul style="list-style-type: none"> - administrative meetings and agendas - staff meetings and agendas - staff and student handbooks

		<p>manage day-to-day operations effectively</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● roles and responsibilities of school leadership ● school improvement plan developed by the school ● agendas and minutes of meetings ● maintenance of consistent academic oversight, planning and resource allocation ● survey results regarding functions of the governing body ● stakeholders input and feedback ● communication regarding board actions 	<ul style="list-style-type: none"> - staff professional development meetings and agendas
		<p>2.4 Leadership and staff foster a culture consistent with the school's purpose and direction</p> <p>Score: 3</p>	<ul style="list-style-type: none"> - leadership training for administrators - professional development for staff - school wide incentives opportunities and programs and consistent discipline plans

		<p>Evidence:</p> <ul style="list-style-type: none"> ● examples of collaboration and shared leadership ● examples of decisions aligned with the school’s statement of purpose ● examples of decisions in support of the school’s continuous improvement plan ● survey results 	
		<p>2.5 Leadership engages stakeholders effectively in support of the school’s purpose and direction</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● survey responses ● copies of surveys or screen shots from online surveys ● communication plan ● minutes from meetings with stakeholders ● involvement of stakeholders in a school improvement plan 	<ul style="list-style-type: none"> - administrative meetings and agendas - staff meetings and agendas - staff and student handbooks - staff professional development meetings and agendas - regular communication with parents with emails, newsletters, teacher websites, and school newsfeeds
		<p>2.6 Leadership and staff supervise and evaluate processes result in</p>	<ul style="list-style-type: none"> - administrative meetings and agendas - teacher evaluations

		<p>improved professional practice and student success</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none">● job specific criteria● supervision and evaluation documents with criteria for improving professional practice and student success noted● representative supervision and evaluation reports● governing body policy on supervision and evaluation● examples of professional development offerings and plans tied specifically to the results from supervision and evaluation	<ul style="list-style-type: none">- staff professional development meetings and agendas- teacher handbooks
--	--	---	---

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)

Role	Standard #3	Indicator/Evidence	Powerful Practices
<p>Chair(s): Lauren Spiece</p>	<p>Teaching and Assessing for Learning</p>	<p>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.</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Descriptions of instructional techniques ● Course descriptions ● Course schedules ● Learning expectations for different courses ● Representative samples of student work across courses ● Lesson plans 	<ul style="list-style-type: none"> -Course syllabi -classroom observations -Common unit plans in core subjects -Individualized lesson plans -Study Island -IXL
<p>Members (Teachers, Staff, Parents): Emily Pettijohn, Sarah Cochran, Bruce Koopman, Kevin</p>		<p>3.2 - Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an</p>	<ul style="list-style-type: none"> -SLOs -2-3 significant assessments each 9 weeks -STEEP -Study Island -IXL

<p>Roush, Dan Lewellen</p>		<p>examination of professional practice.</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Curriculum writing process ● A description of the systematic review process for curriculum, instruction and assessment ● Curriculum guides ● Lesson plans aligned to curriculum 	<ul style="list-style-type: none"> -Observations -Common unit plans in core subjects -Individual teacher lesson plans
		<p>3.3 - Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Teacher evaluation criteria ● Findings from supervisor walkthroughs and observations ● Student work demonstrating the application of knowledge 	<ul style="list-style-type: none"> -Student projects/essays -Use of multiple strategies and a variety of methods to provide differentiated instruction -Chromebooks/IPADS/Laptops -Interactive whiteboards -Teacher-created assessments -In house professional development sessions -Cross-curricular art projects

		<ul style="list-style-type: none"> ● Examples of teacher use of technology as in instructional resource ● Examples of student use of technology as a learning tool ● Interdisciplinary projects ● Authentic assessments ● Professional development focused on these strategies 	
		<p>3.4 - School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Supervision and evaluation procedures ● Unit plans ● Peer or mentoring opportunities and interactions ● Recognition of teachers with regard to these practices ● Administrative classroom observation protocols and logs ● Documentation of collection of lesson plans and grade books 	<ul style="list-style-type: none"> -Formal observations -Department meetings -Common unit plans in core subjects -Teacher of the year

		<p>3.5 - Teachers participate in collaborative learning communities to improve instruction and student learning.</p> <p>Score: 2</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Calendar/schedule of learning community meetings ● Examples of improvements to content and instructional practice resulting from collaboration ● Examples of cross curricular projects, interdisciplinary instruction and classroom action research project 	<ul style="list-style-type: none"> -Department meetings -Special education/general education collaboration -Curriculum and grade level collaboration -Cross curricular art projects
		<p>3.6 - Teachers implement the school's instructional process in support of student learning.</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Samples of exemplars used to guide and inform student learning 	<ul style="list-style-type: none"> -Rubrics and study guides to inform students of expectations -Course syllabi -Student handbook -Teacher modeling in class -Explicit directions -Timely feedback on assessments -Modified instruction based on tests/quizzes -STEEP

		<ul style="list-style-type: none"> ● Examples of learning expectations and standards of performance ● Examples of assessments that prompted modification in instruction 	
		<p>3.7 - Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</p> <p>Score: 2</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Personnel manuals with information related to new hires including mentoring, coaching and induction practices 	<ul style="list-style-type: none"> -Teacher handbook -New hire orientation
		<p>3.8 - The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</p> <p>Score: 4</p> <p>Evidence:</p>	<ul style="list-style-type: none"> -Volunteers at sporting and fundraising events -Skyward -School and teacher websites -Email -Phone calls -Newsletters -Parent nights

		<ul style="list-style-type: none"> ● Volunteer program with variety of options for participation ● Calendar outlining when and how families are provided information on child's progress ● List of varied activities and communications modes with families 	<ul style="list-style-type: none"> -Open houses -Comment cards
		<p>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.</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Description of formal adult advocate structures ● List of students matched to adult advocate ● Curriculum and activities of formal adult advocate structure 	<ul style="list-style-type: none"> -Sports -Clubs -Tutoring -Math/LA remediation -Character education -Positive behavior program -Teacher of record

		<p>3.10 - 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.</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Policies, processes and procedures on grading and reporting ● Sample communications to stakeholders about grading and reporting ● Sample report cards for each grade level and for all courses ● Evaluation process for grading and reporting practices 	<ul style="list-style-type: none"> -Grading scale and practices stated in student handbook -Report cards each 9 weeks -Signed progress reports -2 grades per week in Skyward -Newsletter -Category grading
		<p>3.11 - All staff members participate in a continuous program of professional learning.</p> <p>Score: 2</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Crosswalk between professional learning and school purpose and direction 	<ul style="list-style-type: none"> -In house professional development sessions -Contract requirement of 4 hours of professional development

		<ul style="list-style-type: none"> ● Brief explanation of alignment between professional learning and identified needs 	
		<p>3.12 - The school provides and coordinates learning support services to meet the unique learning needs of students.</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● List of learning support services and student population served by such services ● Data used to identify unique learning needs of students ● Training and professional learning related to research on unique characteristics of learning 	<ul style="list-style-type: none"> -Support staff -Study skills class -Math/LA remediation -Accelerated courses -Differentiation in instruction -High ability coach -Cogat -ISTEP -WIDA placement test for ELLs -Teacher of record for special education and ELL students -Professional development sessions to support student learning

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)

Role	Standard #4	Indicator/Evidence	Powerful Practices
<p>Chair(s): Brian Garman</p>	<p>Resources and Support</p>	<p>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.</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● survey results ● corporation policies regarding hiring and retention of qualified staff ● school budget - allocation of necessary funds to hire and retain qualified staff ● documentation of highly qualified staff 	<ul style="list-style-type: none"> ● annual assessments of staffing by building principal, superintendent and director of student learning ● commitment to student/teacher ratios that insure an effective learning environment ● extensive and thorough searches are conducted to find the most highly qualified staff available ● thorough interview and screening process to insure the hiring of the most qualified staff ● annual review of staffing by building principal and guidance counselor to insure the most effective and proficient use of staff when master schedules are built ● weekly review of paraprofessional staffing by principal and special education teachers to insure the most effective and

			proficient use of those resources for students
Members (Teachers, Staff, Parents): Mike Potts, Wendy Weddle, Tim Hebert, Debi Sumner, Gavin Steele		<p>4.2 Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● survey results ● school calendar ● school master schedule ● school budget - allocation of sufficient funds to support identified school initiatives ● school technology and programs ● new wood gym floor ● new STEM labs ● purchase of technology devices - classroom sets for all four core subject areas 	<ul style="list-style-type: none"> ● purchase of technology resources such as Study Island, Read Works, World Book Online, Audible Books, Accelerated Reader, that are utilized by students on a daily basis ● construction of a new wooden gym floor that is utilized by students during physical education classes each day ● prioritization of STEM education ● prioritization of engineering and technology education (PLTW) ● high ability and instructional coaches provide school based professional development on a regular basis for teachers to insure best practices are being utilized in the classroom
		<p>4.3 The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.</p> <p>Score: 3</p>	<ul style="list-style-type: none"> ● annual review of all emergency safety protocols and procedures ● regular meetings are scheduled for school safety committee

		<p>Evidence:</p> <ul style="list-style-type: none"> ● maintenance schedules ● system for maintenance requests ● school safety committee ● documentation of compliance with local and state inspection requirements ● documentation of emergency procedures such as fire drills, evacuation and other emergency procedures ● survey results ● state police building audit for active shooter event ● emergency safety audit conducted by Brown County Emergency Management director ● installation of school security camera system ● survey results 	<ul style="list-style-type: none"> ● security cameras are utilized frequently to insure student safety ● emergency drills such as fire, tornado, earthquake, and lockdown are practiced on a regular schedule as prescribed by law ● blue emergency bags are present in all classrooms and inventoried on a regular basis ● charts which outline safety and emergency procedures are present in all rooms and in each blue emergency bag
		<p>4.4 Students and school personnel use a range of media and information resources to support the school’s educational programs.</p> <p>Score: 3</p>	<ul style="list-style-type: none"> ● publication of a monthly school newsletter ● posting of school information on website news feed ● use of School Messenger System to communicate with parents

		<p>Evidence:</p> <ul style="list-style-type: none"> ● survey results ● budget allocation for media and information resource acquisition ● corporation website ● BCJHS website ● BCJHS teacher webpage ● food service webpage ● school media specialist ● School Messenger System ● Skyward Student Management System 	<ul style="list-style-type: none"> ● requirement for teachers to keep information on their webpage current with regards to class activities and assignments ● use of Remind 101 to communicate with parents of students who participate on extracurricular teams ● publication of core subject unit plans on school webpage ● publication of school course guide on school webpage ● school calendar with upcoming events is available on school webpage
		<p>4.5 The technology infrastructure supports the school's teaching, learning and operational needs.</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● survey results ● policies related to internet use ● wireless access throughout the building 	<ul style="list-style-type: none"> ● school-wide computer based ISTEP prep program ● 5 Star audit to identify technology needs and future direction ● internet access policies that are enforced consistently ● teachers use document cameras on a consistent basis to support classroom instruction ● online STEEP testing ● wireless and non-wireless technology devices are utilized on a daily basis.

		<ul style="list-style-type: none"> ● technology plan and budget to improve technology services and infrastructure ● implementation of CANVAS learning system ● document cameras in all classrooms ● classroom sets of technology devices for core subjects ● designated lab for engineering/technology classes ● 3-D printers for engineering/technology classes ● security cameras 	<ul style="list-style-type: none"> ● security cameras are used routinely to help insure a safe and positive learning environment
		<p>4.6 The school provides support services to meet the physical, social and emotional needs of the student population being served.</p> <p>Score: 2</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● survey results ● part time school counselor ● character education program ● annual anti-bullying presentation 	<ul style="list-style-type: none"> ● school counselor works with students to meet their educational and social needs ● CenterStone counseling services are welcomed throughout the school day ● bully boxes are provided for students to anonymously report incident and are checked on a daily basis ● character education instruction is delivered two times each month during homeroom classes

		<ul style="list-style-type: none"> ● anonymous reporting of bullying through bully boxes ● student of the month ● school social events such as dances and pep sessions ● annual anti-drug presentation ● community wrap around services ● GEI meetings ● school psychologist ● Circle of Care Committee ● development of student behavior plans based on behavior assessments ● Ms. Day’s support group for girls sponsored by CenterStone 	<ul style="list-style-type: none"> ● students are recognized monthly via the “character wall of fame” and “student of the month” program ● social events such as dances and pep sessions are conducted on a regular basis throughout the school year ● monthly “Circle of Care” meetings are conducted which include key community stakeholders ● GEI meetings are conducted throughout the year ● functional behavior assessments are conducted on a regular basis ● behavior plans are constructed and implemented routinely throughout the school year ● extensive testing is provided by the school psychologist at parent request
		<p>4.7 The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.</p> <p>Score: 3</p>	<ul style="list-style-type: none"> ● assessment data is analyzed and used to identify student academic deficiencies and develop interventions ● GEI meetings are conducted throughout the year

		<p>Evidence:</p> <ul style="list-style-type: none"> ● survey results ● PSAT ● GEI meetings ● STEEP testing ● College GO Week ● Reality Store ● Career Education Program ● annual IEP review 	<ul style="list-style-type: none"> ● activities are planned for College GO Week to encourage students to begin thinking about post high school educational opportunities ● school partners with the community each year to create a simulation for 8th grade students called “Reality Store” through which students can experience typical “real life” financial responsibilities ● monthly career education presentations from experts in 9 different career fields

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)

Role	Standard #5	Indicator/Evidence	Powerful Practices
<p>Chair(s): Amy Smith</p>	<p>Using Results for Continuing Improvement</p>	<p>5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Brief description of student assessment system and range of data produced ● Evidence that assessments are reliable and bias free ● Documentation of evaluation tools/procedures ● Survey Results (School survey: Score: Level 3) 	<ul style="list-style-type: none"> ● Most assessments, especially those related to student learning, are proven reliable and bias free. ● Brown County Schools assessment calendar ● Survey results ● Common assessments ● Publisher created assessments ● Study Island ● 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. ● Read Theory ● Read Works ● ISTEOP ● Newsela ● Google Classroom ● Skyward

Members (Teachers, Staff, Parents): Thor Davis, Ryan Wilcoxon, Justin Schwenk, Mike Harmon, Shelley Williams	<p>5.2 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.</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Written protocols and procedures for data collection and analysis ● list of data sources related to student learning, instruction, etc. ● Examples of use of data to design, implement, and evaluation continuous improvement plans and apply learning ● survey results: (Survey results: Level 3) 	<ul style="list-style-type: none"> ● Steep, Study Island, ISTEP, Teacher pre/post tests, other formative and summative assessments in the classroom for data collection ● Study Island programs specifically designed to meet the needs of student learning objectives ● Teachers assess student data for appropriate placement in classes
	<p>5.3 Professional and support staff are trained in the evaluation, interpretation and use of data.</p> <p>Score: 2</p>	<ul style="list-style-type: none"> ● Professional Development for staff by professional coaches ● Regular Subject Area meetings ● Monthly faculty meetings

		<p>Evidence:</p> <ul style="list-style-type: none"> ● Training materials specific to the evaluation, interpretation and use of data ● documentation of attendance and training related to data use ● professional learning schedule specific to the use of data ● Policies specific to data training ● Survey results: Score: Level 2 	
		<p>5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Description for process for analyzing data to determine verifiable improvement with student learning ● Agendas, minutes of meetings related to analysis of data 	<ul style="list-style-type: none"> ● Use of various computer-based programs to track student progress in the areas of language arts and math – e.g., Study Island, Read Theory ● Classroom-based assessments, based on classroom curriculum and state standards ● Use of assessment results to evaluate and modify continuous improvement action plans ● BCJHS Self-Assessment Survey results: 61.9 % of sBCJHS uses various forms of assessment to determine student readiness, success, and areas

		<ul style="list-style-type: none">● Evidence of student growth● evidence of student readiness for the next level● Examples of use of results to evaluate continuous improvement action plans● Student surveys	<p>of need. The staff, through whole staff meetings and various small group/committee meetings, analyze the data and make educational plans to meet the needs of all students.</p> <ul style="list-style-type: none">● Weekly, systematic ISTEP preparation during homeroom to not only ensure student success on the test, but to practice skills needed to be successful in the classroom.● Use of school-wide CBM assessments to help identify students who may be at risk for academic failure. These students will then be assessed further to determine skill readiness.● staff members responded that policies and procedures describe a process for analyzing data that determine verifiable improvement, including readiness for and success at the next level. (LEVEL 3)
--	--	--	--

		<p>5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.</p> <p>Score: 3</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● School leadership monitoring process of information about student learning, conditions that support learning and achievement of goals ● Communication plan regarding student learning, to stakeholders ● samples of communications to stakeholders ● Executive summaries of student learning reports to stakeholder groups ● Minutes of board meeting regarding student achievement of learning goals ● Survey Results 	<ul style="list-style-type: none"> ● Principal and Director of Learning Communicate information about student learning to teachers and other stakeholders ● School newsletter ● Open House sessions for incoming students ● Chili Cook-off, Parent Night ● District Website ● School website ● Teacher websites ● Survey Results
--	--	--	--

B. Description and location of curriculum

The Brown County Junior High School faculty has created curriculum guides based on the Indiana Academic Standards and Core Standards for each discipline. The course description guides are revised and updated yearly to address the current state standards and proficiencies. These are available to parents and students. Curriculum guides are located on Curriculum Loft.

Beginning in the year 2011-12, curriculum guides were developed and updated using Curriculum Loft software. This web-based program houses curriculum for the entire corporation. Each subject area and grade level is aligned by standards. This allows teachers to collaborate and share activities and strategies in each subject area.

Textbook selection is based on the updated curriculum guides in each learning area. These textbooks also reflect the Indiana Academic Standards and are on the state textbook adoption list for that school year. Curriculum guides are distributed yearly to students and parents during the course selection process for the upcoming school year.

C. Titles and descriptions of assessment instruments to be used in addition to ISTEP+

Brown County Junior High also uses the iSTEEP benchmark test. iSTEEP is a curriculum-based measurement that determines if students are performing below, at or above grade level in the areas of reading and math.

STATE OF MISSION, VISION, AND COLLECTIVE COMMITMENTS (AdvancED Standards 1-5)

A. School Vision

Brown County Schools will prepare students to achieve success through quality instruction.

B. School Mission

Brown County Schools provides a safe and supportive learning environment with high expectations effectively meeting the needs of our students and helping them reach their individual academic goal.

C. School's Collective Commitments and Norms

The staff of Brown County Junior High School believes:

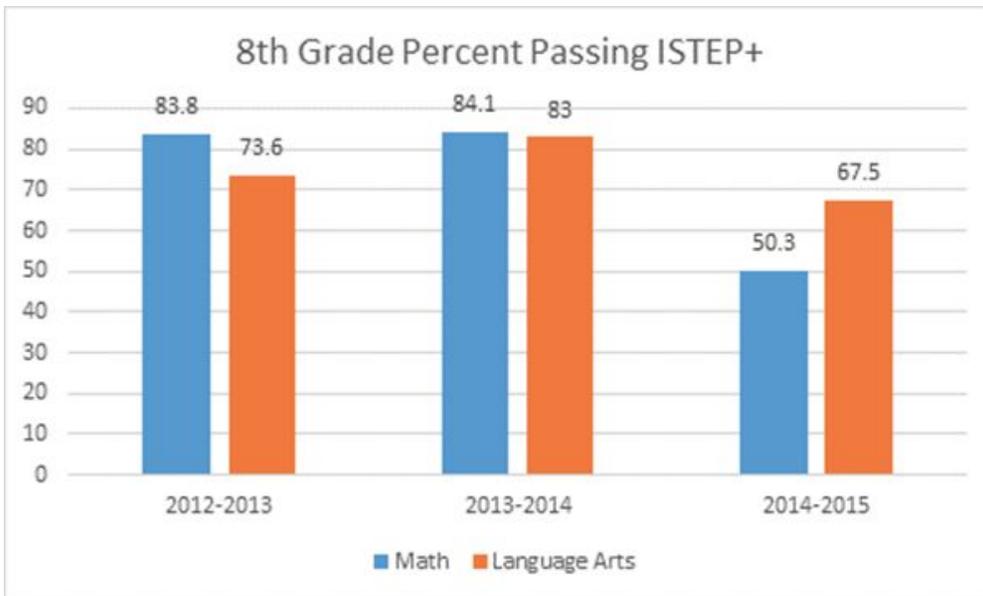
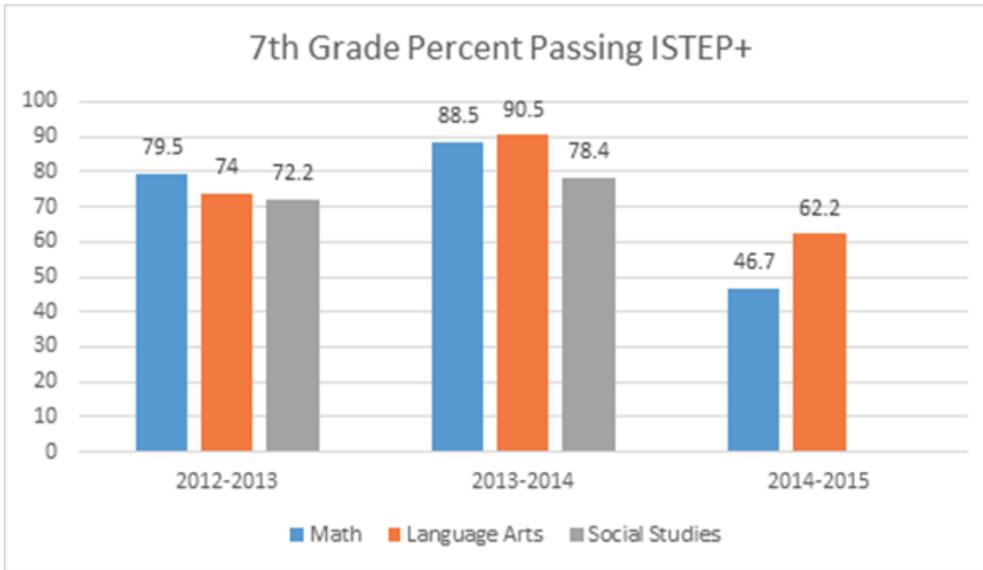
- in the equity and equality of education.
- all students want to learn.
- in a safe and comfortable environment.
- all students are individuals with individual needs and learning styles.
- students should be prepared to participate in society and contribute to community.
- students are more productive when positively reinforced.
- all students should have access to up-to-date resources and materials including, but not limited to technology.
- all students, regardless of ability level, need to be challenged.
- all students should receive praise and recognition.
- in communication.
- in the right to be educated.
- in opportunities for academic, athletic, and social environment.
- students should develop a sense of responsibility in their role as citizens and adults.

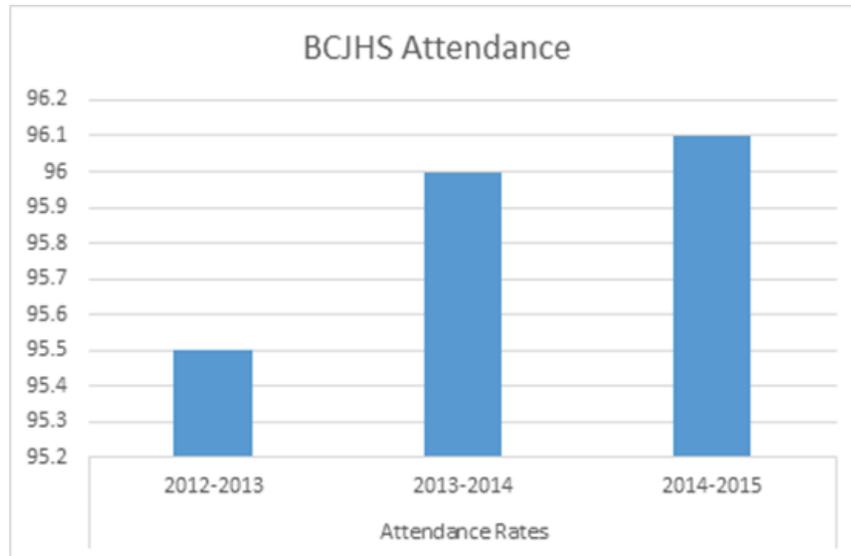
COMPREHENSIVE NEEDS ASSESSMENT OF CURRENT LEARNING ENVIRONMENT (AdvancED Standards 2-5)

A. Summary of data (AdvancED Standards 3, 5)

a. Data, including graphs, from the annual performance report

Indicator	'12-13	'13-14	'14-15
Grade 7 Percent Passing ISTEP+ Math Standard	79.5	88.5	46.7
Grade 7 Percent Passing ISTEP+ Language Arts Standard	74	90.5	62.2
Grade 7 Percent Passing ISTEP+ Social Studies Standard	72.2	78.4	N/A
Grade 8 Percent Passing ISTEP+ Math Standard	83.8	84.1	50.3
Grade 8 Percent Passing ISTEP+ Language Arts Standard	73.6	83	67.5
Attendance Rate	95.5	96	96.1





b. Data related to performance indicators other than those included in the annual performance report

Data for middle of year iSTEEP benchmark assessment (2015-2016):

Indicator	Percent Above Average	Percent Average	Percent Below Average
Grade 7 Math Concepts/Applications	41.3	46.5	12.3
Grade 7 Advanced Math Concepts	17.2	50.3	32.5
Grade 8 Math Concepts/Applications	23.4	57.6	19
Grade 8 Advanced Math Concepts	12	41.8	46.2

Indicator	Percent Proficient	Percent Basic	Percent Below Basic
Grade 7 Advanced Literacy	32.9	42.2	24.8
Grade 7 Smart Cloze	80.4	15.8	3.8
Grade 8 Advanced Literacy	21.1	49.1	29.8
Grade 8 Smart Cloze	76.2	14	9.8

c. Other information about educational programming and the learning environment

Brown County Junior High school provides students with an equitable and challenging curriculum in a safe and positive learning environment. Brown County Junior High offers regular and accelerated courses for each of its core classes. In addition, BCJHS offers elective courses in a variety of areas including: visual art, technology and engineering, digital citizenship, journalism, the performing arts and foreign language.

Teachers use a variety of instructional practices and assessments to meet the learning needs of all students. To help meet these needs, two instructional coaches and one high-ability coach have been added to provide professional development opportunities for staff as well as workshops for parents. Professional development opportunities are tailored to the specific needs of the staff.

In the area of technology, all social studies classes are currently equipped with a class set of chromebooks, with additional chromebooks coming to all language arts classes. One math class is currently using IPADs as well. Every classroom is also equipped with an interactive whiteboard projector. Mobile labs with laptops are also available for teacher use. The science classrooms at BCJHS have recently been renovated into new STEM labs. Each science teacher now has a full classroom area, as well as a laboratory setting within each classroom. The STEM labs have many new items such as glassware, measuring devices, software and laptops.

To encourage school spirit, two school pep rallies are scheduled throughout the year. Student athletes are introduced to the student body, the band performs and fun competitions between students and staff are included in this event.

Other programs to help create a positive and supportive learning environment include: the student of the month recognition program where teachers nominate and vote on students for this honor, positive communication with parents through postcards, and the character education program. The character education program includes homeroom “character” education based on the character word of the month (i.e. respect, responsibility, etc.). Homerooms complete short, simple activities associated with each theme and teachers can nominate students who exhibit these behaviors above and beyond the ordinary. These students’ pictures are placed on the Character Wall of Fame each month.

A Data Walkthrough of the School Community (Advanced Standards 3, 5)					
Attendance Center:					
Student Achievement Results					
Indicator		Year: 2012-2013	Year: 2013-2014	Year: 2014-2015	Facts About Our Data
State Assessment Data					
White	Reading	75.2% pass	87.2% pass	63.9% pass	
	Math	81.1% pass	85.9% pass	48% pass	
Black	Reading				Data for other indicators not available
	Math				
Hispanic	Reading				
	Math				
Asian	Reading				
	Math				
Multiracial	Reading				
	Math				

SES	Reading	71.6% pass	87.7% pass	57.4% pass	
	Math	75.4% pass	83.2% pass	44.2% pass	
Special Education	Reading	47.9% pass	60% pass	20.6% pass	
	Math	53.2% pass	77.1% pass	14.5% pass	
Grade 3 Cohort	Reading				
	Math				
Grade 4 Cohort	Reading				
	Math				
Grade 5 Cohort	Reading				
	Math				
Grade 6 Cohort	Reading				
	Math				
Grade 7 Cohort	Reading	74% pass	90.5% pass	62.2% pass	
	Math	79.5% pass	88.5% pass	46.7% pass	
Grade 8 Cohort	Reading	73.6% pass	83% pass	67.5% pass	
	Math	83.8% pass	84.1% pass	50.3% pass	
Student Engagement Data					
Average Daily Attendance		95.5%	96%	96.1%	
Percentage of Students in Extracurricular Activities					
Percentage of Students Enrolled in Most Rigorous Courses Offered					36% for '15-16 school year
Percentage of Students Graduating					
Student Discipline					
Number of Out-of-School Suspensions		20	19	33	
Number of Expulsions		3	2	0	
Survey Data					
Student Satisfaction or Perception Assessment					

Alumni Satisfaction or Perception Assessment				
Parent Satisfaction or Perception Assessment				
Teacher Satisfaction or Perception Assessment				
Administration Satisfaction or Perception Assessment				
Community Satisfaction or Perception Assessment				
Student Demographic Data				
Total Number of Students Enrolled	341	350	323	
Percent Free and Reduced	48	51	50	
Percent Mobility	9.6	9.8		data not available in '14-15 APR report
Percent Special Education	19.06	17.14	22.91	
Percent English as a Second Language	.59	.57	0	
Percent White	93	93	93	
Percent Black	0	0	.3	
Percent Hispanic	.8	.2	1.8	
Percent Asian	.5	1.1	.6	
Percent American Indian	1.4	.5	1.2	
Percent Native Hawaiian or Other Pacific Islander	0	0	0	
Percent Multiracial	3.8	3.4	2.4	

B. Conclusions about the current educational programming (AdvancED Standard 3)

a. Information about how the school's curriculum supports the achievement of Indiana's College and Career Readiness Standards

Brown County Junior High School provides an equitable and challenging curriculum that is monitored through course syllabi, classroom observations, common unit plans and individual teacher lesson plans. All course syllabi, unit plans and lesson plans are aligned to Indiana's Academic Standards. Course description guides are revised and updated yearly to address the current state standards and proficiencies. Textbook selection is based on the updated curriculum guides in each learning area. These textbooks also reflect the Indiana Academic Standards and are on the state textbook adoption list for that school year.

b. Information about how the school's instructional strategies support the achievement of Indiana's College and Career Readiness Standards

The teachers at Brown County Junior High use a variety of instructional and assessment strategies to ensure student achievement in regard to Indiana's College and Career Readiness Standards. Teachers in all classes have developed strategies in their content area to help students successfully achieve the math and language arts goals of the school. These strategies are implemented on a regular basis in individual classrooms and teachers are responsible for the implementation of classroom activities. Teachers revise strategies as their curriculum changes to assure that standards for both math and language arts are being addressed in each class. These adaptations as well as sharing of work, occurs in monthly department meetings. This gives each department an opportunity to share ideas for implementation of these strategies. BCJH teachers have aligned their strategies with the Indiana Standards for each subject.

Along with using a variety of learning strategies to provide differentiated instruction, the teachers at BCJHS have incorporated technology as an instructional and learning tool in their classroom. Teachers and students use interactive whiteboards, Chromebooks, IPADS and laptops on a daily basis.

Several remediation strategies are also in place to help students who did not pass or barely passed the ISTEP+. Remediation sessions will take place both during and after school depending on the schedule of each student. Study Island and IXL are two online resources for remediation that will be used. Homeroom ISTEP+ remediation takes place during the spring semester.

c. Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies

Students at BCJHS scored significantly lower on the ISTEP+ in 2015 than the previous two years. BCJHS had a significantly lower passing percentage of 48% in math than the state average of 61%. The passing percentage for the language arts section was 64.8%, which is more comparable to the state average of 67%. There were variety of issues regarding the 2014 test that may have affected student performance.

The data from the middle of the year iSTEAP benchmark assessment shows that almost 88% of 7th grade and 81% of 8th grade students scored average or above average on Math concepts/applications, while in the area of Advanced Math concepts, there is a significant percentage of students below average (32.5% Grade 7, 46.2% Grade 8). In the area of reading, students in both grade levels scored very well in the Smart Cloze section with 80.4% (Grade 7) and 76.2% (Grade 8) of students scoring proficient. The data from the Advanced Literacy section indicates around half of the students in both grades scoring at the basic level.

d. Parental participation in the school (AdvancED Standards 2, 4, 5)

Parents are invited to participate in all facets of BCJHS both academic and extracurricular. Parents are invited each year to participate in an open house event which takes place during the first week of school and parent-teacher conferences which take place in mid-october. Our parents are also extremely involved in supporting our students in extracurricular activities, which the school sponsors, such as academic competitions, music programs and festivals, dramatic arts presentations, and numerous sports programs. Our parents provide direct support to these programs through hours of volunteer time. In addition, our parents conduct all fundraising efforts associated with our *We the*

People civic education program which has participated in the national competition in Washington DC the past four years.

e. Technology as a learning tool (AdvancED Standards 3, 4)

All social studies classes at Brown County Junior High School are currently equipped with a class set of chromebooks, with additional chromebooks coming to all language arts classes. One math class is currently using IPADs as well. Every classroom is also equipped with an interactive whiteboard projector. Mobile labs with laptops are also available for teacher use. Teachers use the mobile labs to access the internet for research, online educational programs such as Study Island and IXL, and to access any Microsoft and Google programs. The science classrooms at BCJHS have recently been renovated into new STEM labs. Each science teacher now has a full classroom area, as well as a laboratory setting within each classroom. The STEM labs have many new items such as glassware, measuring devices, software and laptops.

The library at BCJHS holds seven computer stations, all of which have internet access and are available for student use and research. Students can also access the Accelerated Reader program, a computer program that helps teachers and librarians manage and monitor children's independent reading practice, in the library. In addition, Audible Media software has been downloaded to these computer stations for student assistance through the application of audible books.

BCJHS also offers a semester long Digital Citizenship course that focuses on teaching students proper keyboarding technique through the use of software packages like Microsoft Word, PowerPoint, Excel, Publisher and Prezi. Students also learn about Google Classroom, Google Docs, Google Slides, Google Forms as well as an introduction to computer programming.

f. Safe and disciplined learning environment (AdvancED Standard 4)

Brown County Junior High provides all students with a safe and disciplined learning environment. Each student receives a student handbook at the beginning of each year which clearly outlines expectations for student behavior and

subsequent consequences. The Skyward Student Management System provides an efficient way for teachers to report student misbehavior and for school administrators to address, record, and communicate with parents. An extensive security camera system also assists school administrators in their efforts to provide a safe and disciplined learning environment for all students. Brown County Junior High has established comprehensive emergency procedures and protocols for fire, severe weather, earthquake, and active shooter scenarios that are communicated and practiced by students and staff on a routine basis.

g. Professional development (AdvancED Standard 3, 4)

Brown County Junior High teachers and staff attend monthly professional development sessions lead by professional development coaches. In addition, our staff is committed to being on the cutting edge of educational strategies. Staff members are also provided with opportunities to attend outside professional development sessions. The current teacher contract requires at least four hours of professional development.

C. Specific areas where improvement is needed immediately (AdvancED Standards 3. 5)

Based on survey results and assessment data, the following items have been identified as areas where improvement is needed: ISTEP+ scores, collaboration, mentoring/coaching/induction programs and professional development. Immediate steps have been taken to improve ISTEP+ scores. A remediation/review program is in place during the spring semester of homeroom using the Study Island program. Math and Language Arts teachers also use the IXL program for review in the classroom. After school tutoring is also provided for students who did not pass the ISTEP+.

GOALS AND PLANS FOR CONTINUOUS SCHOOL IMPROVEMENT (AdvancED Standards 3, 5)

Schoolwide Goals (AdvancED Standard 3)				
Corporation Goals:		1. Students will demonstrate growth in literacy (90% proficiency).		
		2. Students will demonstrate growth in mathematical skills (90% proficiency).		
		3. Faculty and staff will engage in a collaborative culture for improved student learning.		
Building Goals:		1. Improve ISTEP+ Math Pass Rates		
		2. Improve ISTEP+ ELA Pass Rates		
		3. Create a positive behavior intervention program.		
Goals	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Current Reality: Goal 1: Improve ISTEP+ Math Pass Rate	1. Creation of ISTEP+ prep program through homeroom classes which strategically constructs assessments which provide data to	1. Creation of assessments is completed by Mr. Chastain who is a math and special education teacher.	1. Release date of 2016 - 2018 ISTEP+ math results 2. Improve ISTEP+ math pass rates by 30	1. Consistent improvement on weekly math assessments. 2. ISTEP+ math pass rates which improve by

	<p>inform classroom instruction.</p> <p>2. Creation of instructional strategies in targeted subject areas to assist with a deeper understanding of “conceptual math”.</p>	<p>2. Targeted standards for weekly assessments is a collaborative effort of the math teachers.</p> <p>3. Data review and instructional adjustments - math teachers</p> <p>4. All homeroom teachers participate in the administration of weekly assessments.</p> <p>5. Science and engineering/technology teachers implement targeted instructional strategies.</p>	<p>points over a three year period beginning in 2016</p>	<p>a minimum of 10 points each year from 2016 through 2018.</p> <p>3. Classroom evaluations which reflect implementation of identified instructional strategies.</p>
<p>Current Reality:</p> <p>Goal 2: Improve ISTEP+ ELA Pass Rate</p>	<p>1. Creation of ISTEP+ prep program through homeroom classes which strategically constructs assessments which provide data to inform classroom instruction.</p>	<p>1. Creation of assessments is completed by Mr. Baughman who is a language arts teacher.</p> <p>2. Targeted standards for weekly assessments</p>	<p>1. Release date of 2016 - 2018 ISTEP+ math results</p> <p>2. Improve ISTEP+ ELA pass rate by 25 points over a three year</p>	<p>1. Consistent improvement on weekly ELA assessments.</p> <p>2. ISTEP+ ELA pass rates which improve by a minimum of 10 points each in 2016 and 2017</p>

	<p>2. Creation of instructional strategies in targeted subject areas to assist with the development of higher level thinking skills</p>	<p>is a collaborative effort of the ELA teachers.</p> <p>3. Data review and instructional adjustments - ELA teachers</p> <p>4. All homeroom teachers participate in the administration of weekly assessments.</p> <p>5. Social Studies and Science teachers implement targeted instructional strategies.</p>	<p>period beginning in 2016</p>	<p>and a minimum of 5 points in 2018.</p> <p>3. Classroom evaluations which reflect implementation of identified instructional strategies.</p>
<p>Current Reality:</p> <p>Goal 3: Create a positive behavior intervention program.</p>	<p>1. Creation of PBIS Committee.</p> <p>2. Partnership with CenterStone to secure grant funding and support services.</p> <p>3. Partnership with BCI to insure flow and</p>	<p>1. PBIS Committee Members: Thor Davis, Dave Chastain, Tim Hebert, Rachel Hardy, Jenn Day, Vicki Reinking, Gavin Steele, and Brian Garman</p> <p>2. Implementation will be the responsibility of</p>	<p>1. Fully implement PBIS initiatives at the start of the 2016 school year.</p> <p>2. Reduce student suspensions and general discipline referrals by 10% each year between 2016 and 2019.</p>	<p>1. 30% reduction in student suspensions and general discipline referrals over a three year period beginning with the 2016-17 school year.</p> <p>2. Consistent increase in the number of students who earn</p>

	consistency in program grades 5-8. 4. Creation of targeted PBIS goals and strategies. 5. Implementation of PBIS Program.	all BCJHS staff members.		positive behavior rewards over a three year period.
Current Reality: Goal:	1.	1.	1.	1.
Current Reality: Goal:	1.	1.	1.	1.

A. Professional Development (aligned with Benchmarks for Progress and Strategies/Proposed Interventions)
(AdvancED Standards 3, 4)

Brown County Junior High Teachers participate in numerous professional development opportunities designed to support the school improvement goals. These professional development opportunities include:

- Reading Apprenticeship Program (RAWC) - language arts, science, social studies teachers
- Conceptual Math Presentation by IDOE for corporation math teachers
- Positive Behavior Intervention Training - PBIS committee members

- Effective Questioning @ Higher Levels - building based professional development for all BCJHS teachers
- AdvancED Conference - science, math, language arts, math teachers
- Differentiation Strategies for Middle School Students - building based professional development for all BCJHS teachers

B. Aligns with the core principles of professional development (AdvancED Standards 3, 4)

Goals and plans for continuous school improvement should align to the following **five core principles** of professional development cited in the 2013 Center for Public Education Report, “Teaching The Teachers; Effective Professional Development in an Era of High Stakes Accountability”.

Principle 1: The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with issues of implementation.

Principle 2: There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.

Principle 3: Teachers’ initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.

Principle: 4 Modeling has been found to be a highly effective way to introduce a new concept and help teachers understand a new practice.

Principle: 5 The content presented to teachers shouldn’t be generic, but instead grounded in the teacher’s discipline (for middle school and high school teachers) or grade-level (for elementary school teachers).

At Brown County Junior High, we continually strive to improve our professional development opportunities for our staff. Our Instructional Coaches offer professional development sessions once a month on relevant topics. Recent session topics have included, “Engaging the Middle Level Student, “ and “Webb’s Depth of Knowledge Levels.” In addition, as noted in Principle 5 above, teachers and staff members are given opportunities to engage in professional development grounded in the teacher’s discipline. Teachers are approved for professional days to attend conferences in their subject area. In recent years, staff members from the junior high have attended conferences in a variety of fields including technology, writing strategies, math strategies, History Day, and music.

While BCJHS offers professional development that meets some of the needs of our staff members, we feel like we still have significant room for improvement. As indicated by the Level 2 result from Standard 5.3 Self-Assessment survey, our staff feels like we are not trained well in the evaluation, interpretation, and use of data. We will be exploring additional professional development sessions that meet this need in the future. In addition, future professional development will work towards the other guiding principles of giving teachers more engaging, not passive exposure to varied approaches, more support during the implementation phase of a new concept, and more modeling to demonstrate the use of a concept in the classroom.

CULTURAL COMPETENCY COMPONENT OF SCHOOL PLAN (AdvancED Standards 3, 4, 5)

A. Identification: Racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups included in the school’s student population (updated annually).

	‘12-13	‘13-14	‘14-15
Percent Free and Reduced	48	51	50
Percent Special Education	19.06	17.14	22.91
Percent English as a Second Language	.59	.57	0
Percent White	93	93	93
Percent Black	0	0	.3
Percent Hispanic	.8	.2	1.8
Percent Asian	.5	1.1	.6
Percent American Indian	1.4	.5	1.2

Percent Native Hawaiian or Other Pacific Islander	0	0	0
Percent Multiracial	3.8	3.4	2.4

B. Culturally appropriate strategies for increasing educational opportunities and educational performance for each identified group.

These methods are currently being used to improve cultural competency at BCJHS.

- Spanish and French language classes are offered at BCJHS.
- Seventh grade geography classes study cultures throughout the world.
- Language Arts 7/8 use of novels that reflect a variety of cultures. Implemented were many novels at both levels to provide awareness of diversity.
- Eighth grade American History studies impact of various cultures on American History.
- Art 7/8 studies Art of many cultures.
- Health 7/8 had been expanded to a 12 week rotation to include topics dealing in diversity and cultures.
- All students participate in Veterans’ Day program.
- The school library/media center provides multi-cultural materials to support Cultural Competency.
- The 7th and 8th Grade Band and the 7th and 8th Grade Choirs study and perform music of many world cultures. In addition, the choirs sing pieces in several languages throughout the school year.
- Students participated in a World Cultural Week each year. The purpose of this week is to increase student knowledge and understanding of world cultures through cross-curricular integration.
- Study skills class for special education students
- Adult advocate for special education/language minority students (teacher of record)
- ELL teacher available for language minority students

C. Professional development necessary to increase cultural competency in the school's educational environment.

There is always room for growth in addressing the variety of groups in the student population. While there is little ethnic diversity at BCJHS, the school and teachers use multiple strategies to increase cultural awareness. Based on survey results, professional development in general is an area of weakness, even though there has been an increase of staff development sessions over the past two years. Our goal is to provide professional development that applicable to all of our student population.

STATUTES AND RULES TO BE WAIVED (Section 4 Executive Summary ASSIST)

THREE-YEAR TIMELINE FOR IMPLEMENTATION, REVIEW, AND REVISION (Goals and Plan Builder)