

Bremen Elementary-Middle School

School Improvement Plan

Administration

Principal: Mr. Larry Yelaska

Assistant Principal: Mr. Ryan Dickinson

Assistant Principal: Mrs. Emily Tracy

School Improvement Team

Mrs. Janet Davis, 5th Grade Teacher

Mr. Ryan Dickinson, Assistant Principal

Mrs. Lana Mark, Middle School Math Teacher

Mrs. Rhonda McIntyre, 1st Grade Teacher

Mrs. Cyndy McKenzie, Literacy Coach/High Ability Coordinator

Mrs. Emily Tracy, Assistant Principal

Mr. Larry Yelaska, Principal

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BREMEN PUBLIC SCHOOLS

VISION - MISSION - CORE VALUES - GOALS

MISSION

The Bremen Public School community works collaboratively to provide a safe, nurturing environment where students are empowered academically and socially to succeed in life.

CORE VALUES

**MUTUAL RESPECT
CARING SCHOOL COMMUNITY
GREAT EXPECTATIONS**

VISION

Bremen Public Schools offers an exciting, enjoyable learning environment. This is evident from the positive relationships that exist on all levels. The staff models compassion, understanding and empathy through daily interaction with each other and their students. Through instruction and daily modeling, students learn how and why good social skills are important. Bremen students get along well with others, feel a deep sense of belonging and internalize the social skills that are modeled as their own.

School policy and procedures do not tolerate mediocrity in teaching and learning. At Bremen Public Schools, students experience a variety of opportunities, both academic and extracurricular, that matches their interests and challenge their abilities. Various disciplines encourage and support career exploration. Students are expected to complete homework, be self motivated and work collaboratively with classmates. Technology is utilized by every student in every classroom, thus creating competency for a technical world. Students are encouraged to think creatively and critically in an effort to address today's problems and formulate the solutions of tomorrow.

Bremen Public Schools produces graduates who are competent with the necessary social skills to be successful citizens.

"A BREMEN GRADUATE..."

Demonstrates intellectual curiosity
Thinks critically
Excels academically
Draws on a variety of experiences
Exhibits technological competence
Is a capable communicator
Acts with respect and honor
Demonstrates integrity
Knows oneself and is selfless

Abides laws
Becomes employable and
self-supporting
Contributes to the community
Uses resources wisely
Demonstrates a sense of humor and
optimism; enjoys life
Leads a goal oriented lifestyle
Appreciates diversity

Unique Local Insights

Data Collection Instruments

We selected the following instruments to collect data regarding Unique Local Insights:

- Analysis of Special Populations
- Records of Suspensions and Expulsions

Analysis of Data

Analysis of Special Populations

Bremen Elementary Middle School serves 954 students grades Kindergarten through grade eight. Currently, 244 of our students are served in Title I. These students are in grades K-5, and represent approximately thirty-nine percent (39%) of all students in these grades.

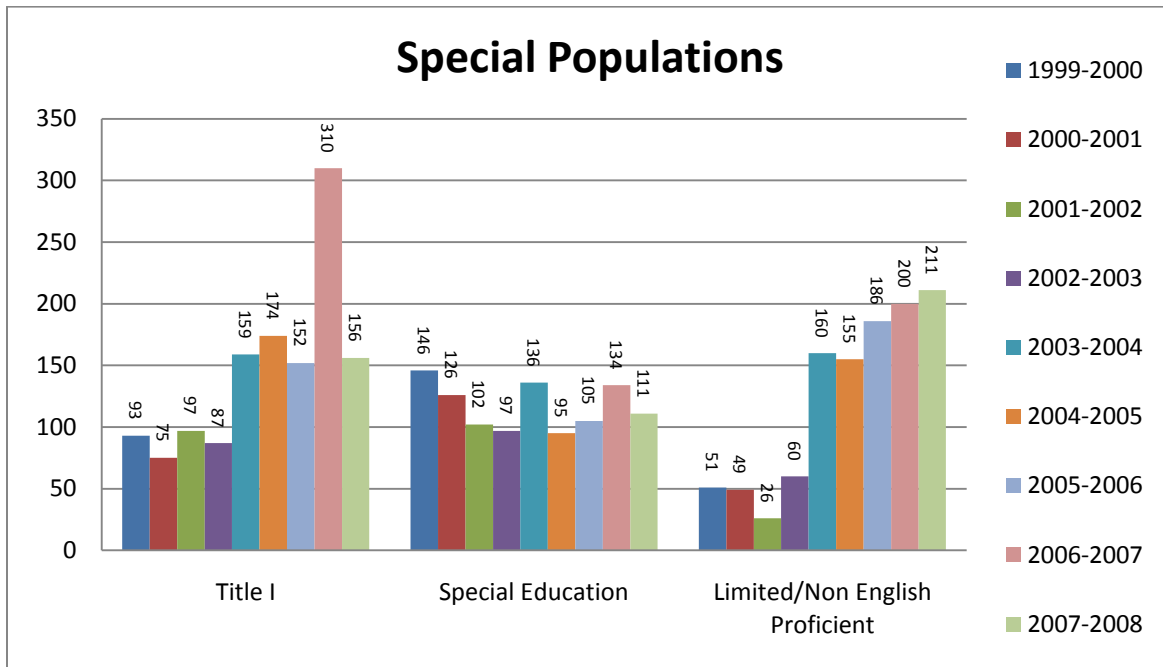
Ten percent (10%) of our population is qualified for special education. The Bremen Public Schools serves all of its special education students on campus in inclusive settings unless the Individualized Education Program (I.E.P.) dictates differently.

Our community demographic data shows a marked growth in the Hispanic population. Trend data of school enrollment supports the increase of Hispanic students who are not proficient in the English language. This is one of our challenges.

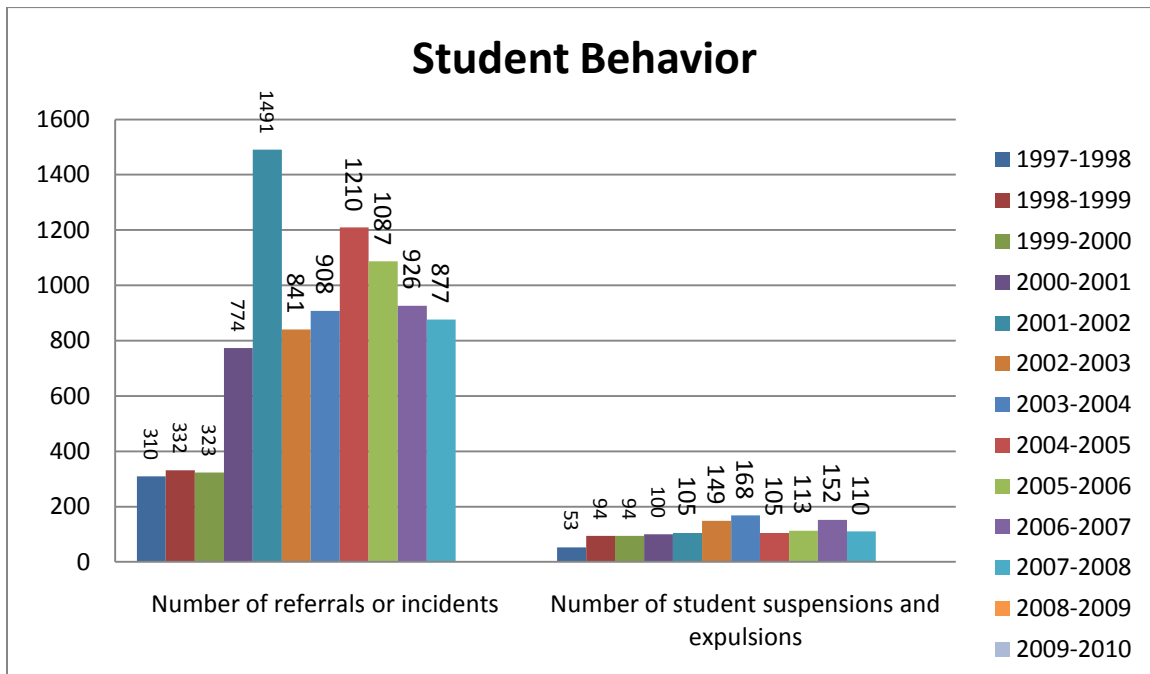
Records of Suspensions and Expulsions

Our discipline records show that our students are well behaved. We have expelled zero students in the last four years. Our discipline records appear to have remained relatively flat over the past three years. We believe that these records are reflective of parent and teacher expectations for students. Students respond to these expectations in a positive way.

Presentation of Data: Unique Local Insights



Our special populations compose about fifty percent (50%) of our total population. Our numbers of Limited English Proficient students have increased dramatically. ENL student population was grossly underreported prior to 2003-2004. Title I serviced students in grades K-5 during the 2006-2007 school year. Prior to that and since that school year, in an effort to provide more intensive services Title concentrates its efforts in grades K-3.



Our numbers of suspensions and expulsions has remained relatively flat over the past three years. Discipline referrals appear to have increased dramatically in 2001-2002 due to a new computerized reporting system that tracks both classroom and office discipline reports.

Implications for Action: Unique Local Insights Student Performance Goals

Students will meet or exceed Indiana reading comprehension standards.
Students will meet or exceed Indiana writing standards.
Students will meet or exceed Indiana mathematics standards.

Non-Student Data

We need to collect data that determines how much our parents are involved in the education of their children. The goal will be that at least 50% of our parents will work with their children on activities that will build their skills in Reading, Mathematics, and Writing at least three times each week.

Other Data Needed

We need to collect data about the number of contacts that teachers make with parents and the amount of time that parents spend working with their children on activities directly related to our goals. Finally, we need to obtain data about the relationship between the activities parents conduct with their children and the success of the students in reading, mathematics, and writing assessments.

Clarifying Goals

Our unique insights determine that parental involvement is identified both as a strength and as a necessary element in student success. Teacher, parents and student questionnaires all indicate that parent involvement is valued, and that parents send strong supportive messages to their children.

We must include interventions that will involve parents in achieving our reading, mathematics, and/or writing goals. We must develop assessments that will clarify the success of the parental programs that we implement.

To address discipline patterns, a more refined reporting and recording system is utilized that allows us to track trends in student behavior.

Interventions

We will involve parents as an intervention group to help obtain student goals.

Other Actions Needed

The Bremen Elementary Middle School must assure that we educate parents about our goals and the helpful activities that parents can conduct to help us reach our goals.

Follow-Up of Former Students

Data Collection Instruments

We selected the following instruments to collect data regarding Follow-Up of Former Students:

- I.S.T.E.P.+ Data - English/Language Arts for Grades 9 & 10
- I.S.T.E.P.+ Data - Mathematics for Grades 9 & 10
- 9th Grade Student Survey

Analysis of Data

I.S.T.E.P.+ Data - English/Language Arts for Grades 9 & 10

Sixty-eight percent (68%) of the current ninth graders passed the English/Language Arts portion of ISTEP+ (Test Date: 9/17/07). This is up six percentage (6%) points from when the same students took ISTEP+ as eighth graders in 2006.

Seventy-seven percent (77%) of the current tenth graders passed the English/Language Arts portion of ISTEP+. (Test Date: 9/17/07). This is five percentage (5%) points lower than when the same students took ISTEP+ as eighth graders in 2005.

I.S.T.E.P.+ Data - Mathematics for Grades 9 & 10

Seventy-seven percent (77%) of the current ninth graders passed the Mathematics portion of ISTEP+ (Test Date: 9/17/07). This is down six percentage (6%) points from when the same students took ISTEP+ as eighth graders in 2006.

Seventy-seven percent (77%) of the current tenth graders passed the Mathematics portion of ISTEP+ (Test Date: 9/17/07). This is down eleven percentage (11%) points from when the same students took ISTEP+ as eighth graders in 2005.

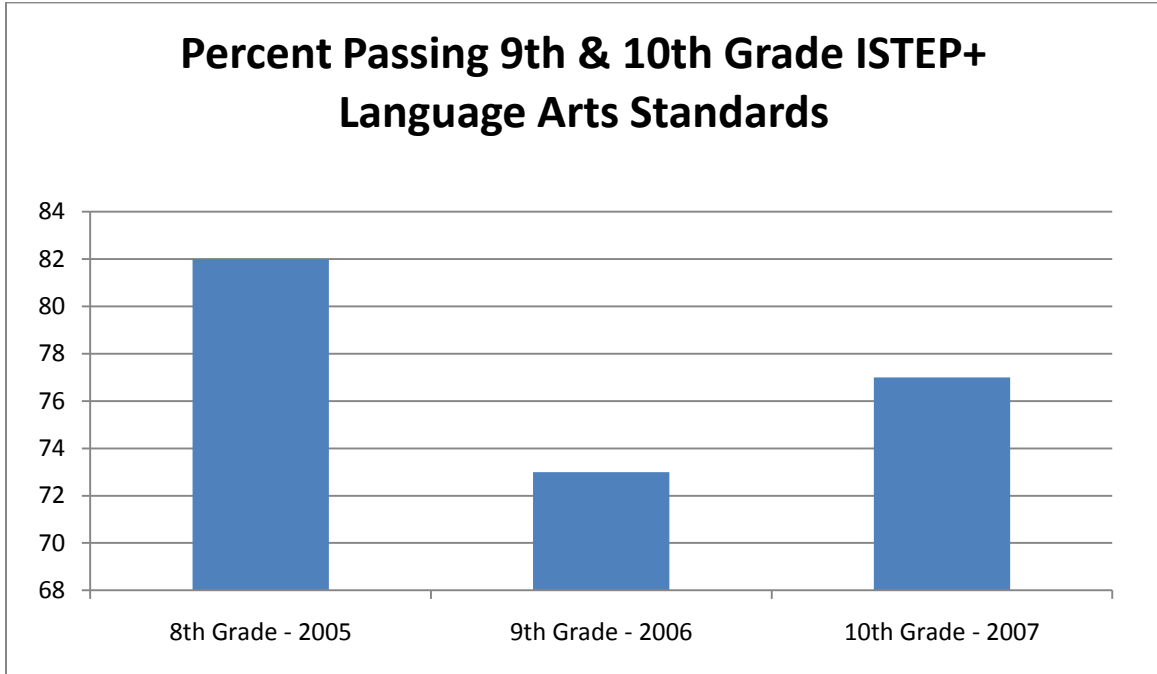
9th Grade Student Survey

A survey was conducted with the freshman class at Bremen High School in 2002. Of the 117 Freshmen enrolled in Bremen High School in 2002, 103 students responded to our survey. Results indicated that 94% of the students felt confident that they can read and understand textbooks and informational material. Forty-one percent (41%) of students indicated that they do not read for personal enjoyment and 30% of students shared that it is difficult to understand implied or symbolic messages in poems, essays, and stories.

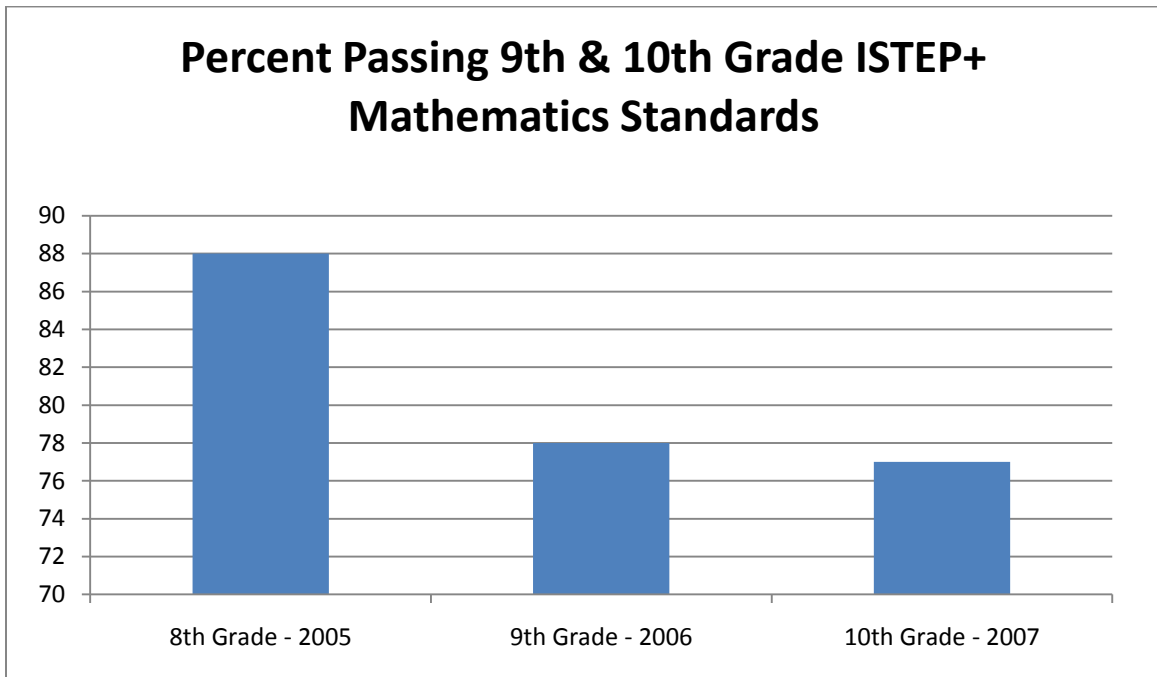
The survey results in Mathematics revealed that 86% of students felt comfortable with solving math problems in class and felt that they had the skills needed to succeed in their Freshman Math class. Twenty-five percent (25%) of students shared they had difficulty with math application situations encountered in everyday life experiences.

Ninety-one percent (91%) of the freshman students indicated that they understand and are able to successfully apply proper punctuation in their writing. Twenty-one percent (21%) of the students felt inadequate in the organization and development of their ideas when given a writing assignment.

Presentation of Data: Follow-Up of Former Students

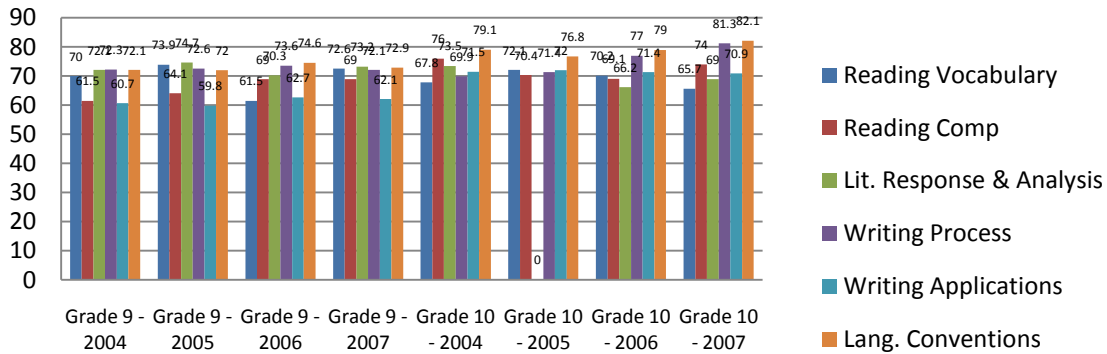


In cohort group comparisons, tenth graders decreased 5% over the three year period. New standard requirements may have impacted the performance.



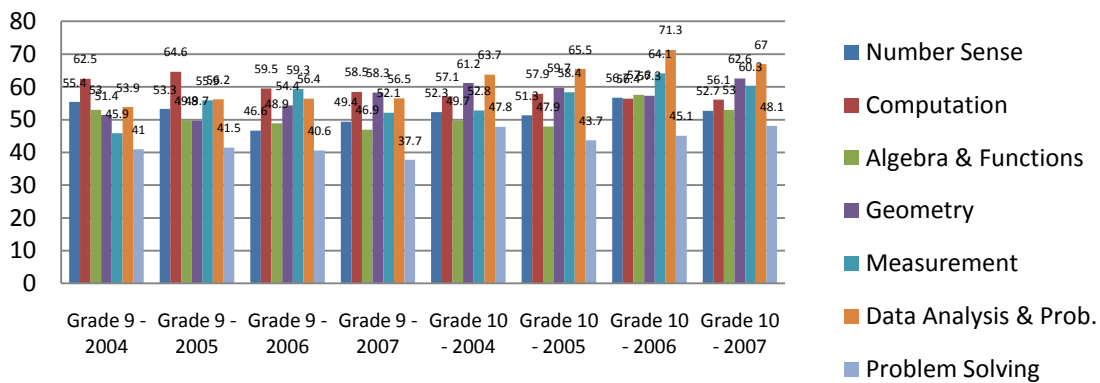
In cohort group comparisons, tenth graders decreased 11% over the three year period. New standard requirements may have impacted both the ninth grade and tenth grade performances.

ISTEP+ English/Language Arts Group Academic Standards Summary (Grades 9 & 10 Using Mean Indiana Performance Index)



Ninth grade had their lowest scores in reading comprehension and writing applications. Tenth graders had their lowest scores in reading vocabulary and literary response and analysis. Reading vocabulary needs to be addressed in curriculum and instruction for 9th grade as there was a 12.4% decrease from 2005. There has been a decrease in reading comprehension at 10th grade for the past two consecutive years.

ISTEP+ Mathematics Group Academic Standards Summary (Grades 9 & 10 Using Mean Indiana Performance Index)



Lowest scores were obtained in algebra and functions and problem solving for ninth grade and number sense and problem solving for tenth grade. This data suggests that math problem solving is an area of needed curriculum and/or instruction review.

Implications for Action: Follow-Up of Former Students Student Performance Goals

Students will improve their skills in reading comprehension.
Students will increase their writing skills.
Students will increase their math problem solving skills.

Non-Student Data

No non-student performance goals are identified.

Other Data Needed

No other data is necessary.

Clarifying Goals

This is only the fourth year in which ninth graders have taken the ISTEP+ test which has counted. Both ninth grade ISTEP+ and the tenth grade Graduation Qualifying Exam results were based on recently normed standards. In order to see an increase in the number of tenth graders passing the ISTEP+ math presents the need to teach and reinforce the more rigorous standards.

Interventions

In order to continue to build skills and provide support, we need to continue to identify students who are struggling in Math and Language Arts and to provide opportunities for these students to participate in activities structured to meet their needs. Currently, we are providing a “double dose” or additional English class in seventh and eighth grade, remedial math classes in sixth, seventh, eighth grades, and summer school to meet the needs of students not passing ISTEP+. In addition, during the 2005-2006 school year, teams of teachers at every grade level (K-12) developed “Power Standards” for math and better aligned math curriculum K-12. During the 2006-2007 year all content areas began identifying and developing Power Standards cross grade levels and creating common local assessments in math. During the 2007-2008 school year, 6-8 math teachers have implemented common local assessments they have created and will revamp assessments as needed. Other content areas (K-12) continue creating common local assessments.

Other Actions Needed

We must assure that our curriculum in Math and Language Arts builds from grade eight through the high school. An analysis of the curriculum will determine whether we are teaching our students the standards necessary to maintain high levels of student success on the high school Graduation Qualifying Exam. The 2004 Math Curriculum revision for the K-8 building was written to include every Indiana Math standard and an assessment for each standard at every grade level K-8. Teachers in all grades will continue to review student assessment information on an ongoing basis to make adjustments in instruction as needed to support all students in mastering the standards.

Existing School Data: Student Data

Data Collection Instruments

We selected the following instruments to collect data regarding Student Data:

IDOE Attendance Trend Graph

ISTEP+ Score Reports

Northwest Evaluation Association MAP Summaries

AIMSweb Scores

Analysis of Data

IDOE Attendance Graph

The Bremen Elementary-Middle School student population has a consistently high attendance rate as demonstrated by our graphical data. Our lowest percent of attendance over the past ten years was 96.4% in 2002-2003. Our highest percentage was in 1993-1994 and 1996-1996. That percentage was 97.1%. We are below the top 95th percentile of schools, which were at a low of 97.5% for the last nine years and at a high of 97.7%. State averages were at their lowest percentage (95.4)% in 1992-1993, 1993-1994, and 1994-1995. The highest State average was in 1999-2000, 2001-2002, and 2003-2004, 95.9%. For eleven consecutive years, our attendance rate average has been higher than that of the state average. Our goal is to achieve the attendance levels held by Indiana schools in the 95th percentile. Our attendance percentage for 2003-2004 was 97%, 2004-2005 was 96.9%, 2005-2006 was 97%, and 96.9% in 2006-2007, 2007-2008, 2008-2009, and 96.6% for 2009-2010 and 2010-2011.

ISTEP+ Score Reports

The ISTEP+ graph summaries indicate that Bremen Elementary-Middle School students in most grade levels tested have a higher percent of students pass the Indiana Mathematics Academic Standards in the 2007-2008 school year than state averages. Students in grades 3 and 4 had a slight decrease in pass the Indiana Math Standards. Students in grades 6 and 8 had a higher percent passing the Indiana Language Arts Standards than state averages in 2008. Students in grades 3, 4, 5, and 7 were slightly below the state average.

Northwest Evaluation Association MAP Summaries

The sub-skill areas with the highest percentage of students scoring in the “low” category were as follows:

Problem Solving (Grades 5, 6, & 7)

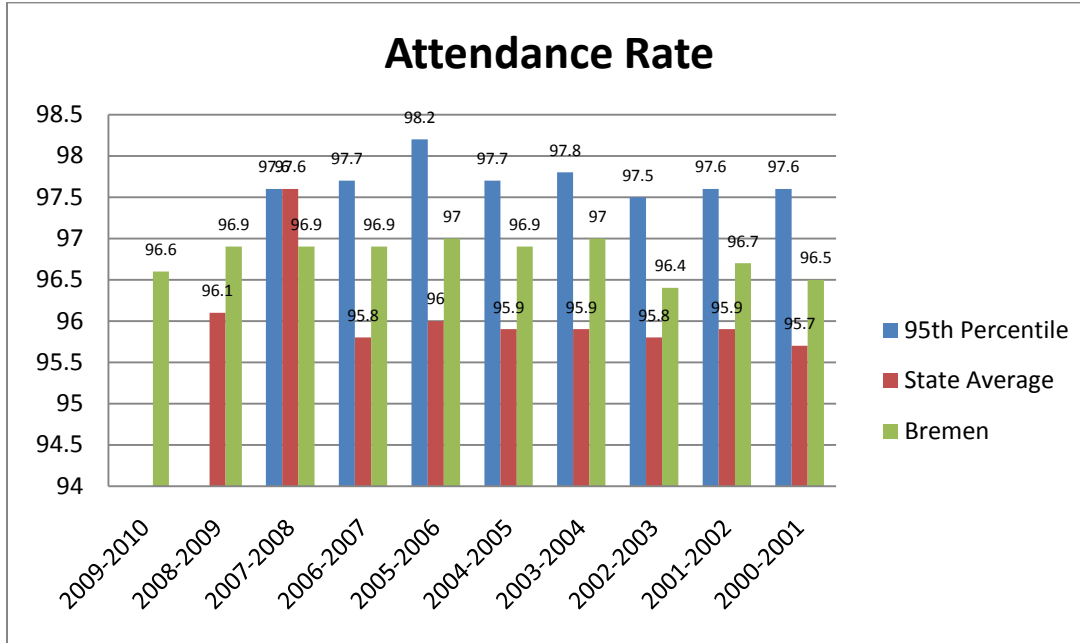
Conventions: Grammar (Grades 4, 5, 6, & 8)

Word Recognition & Vocab (Grades 4 & 5)

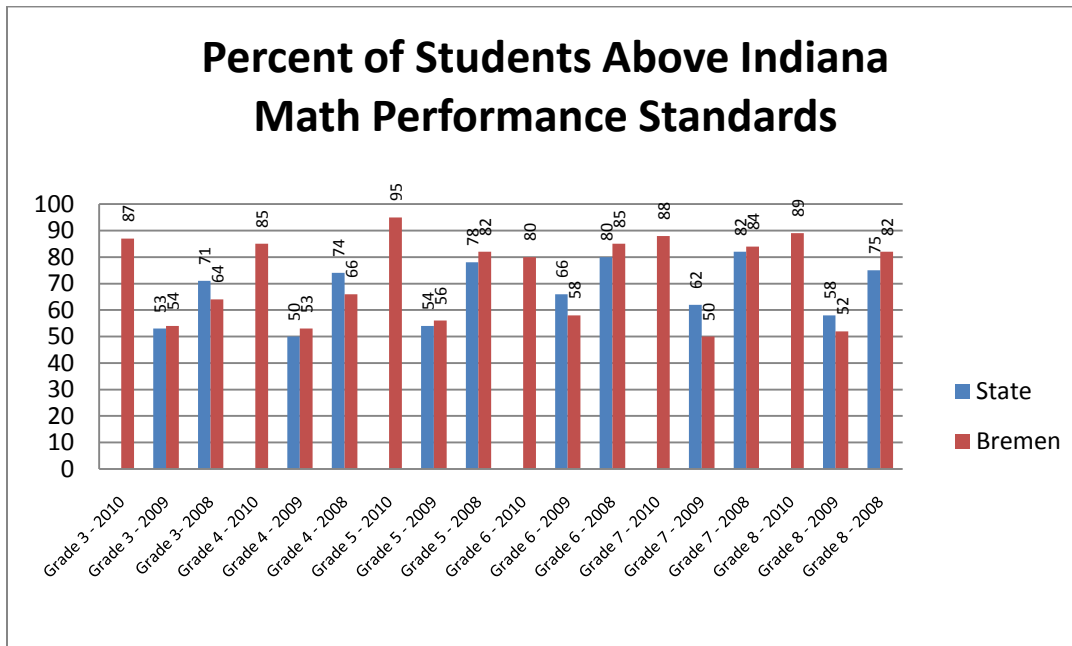
Informational Text: Structural (Grades 2 & 5)

Literary Text: Structural (Grades 6 & 8)

Presentation of Data: Student Data

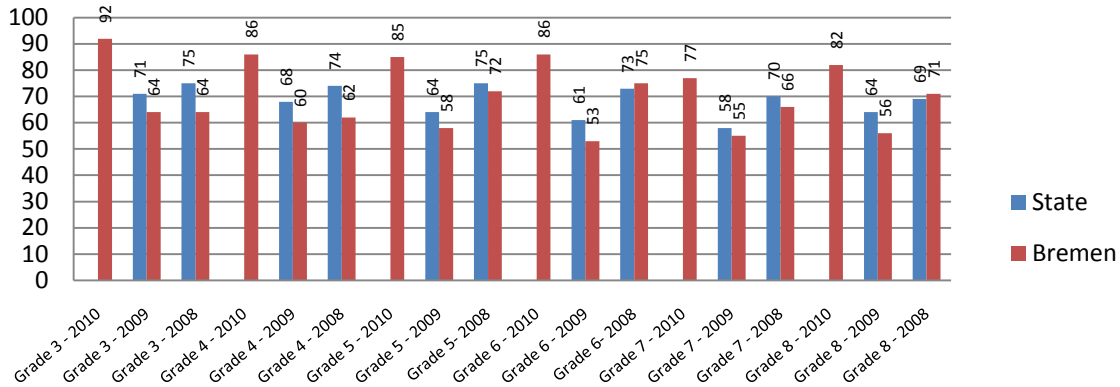


Bremen students' attendance rate has exceeded the state averages and is close to the level of the top five percent of schools in the state. Exceeding the state average has been the trend for at least the past ten consecutive school years.



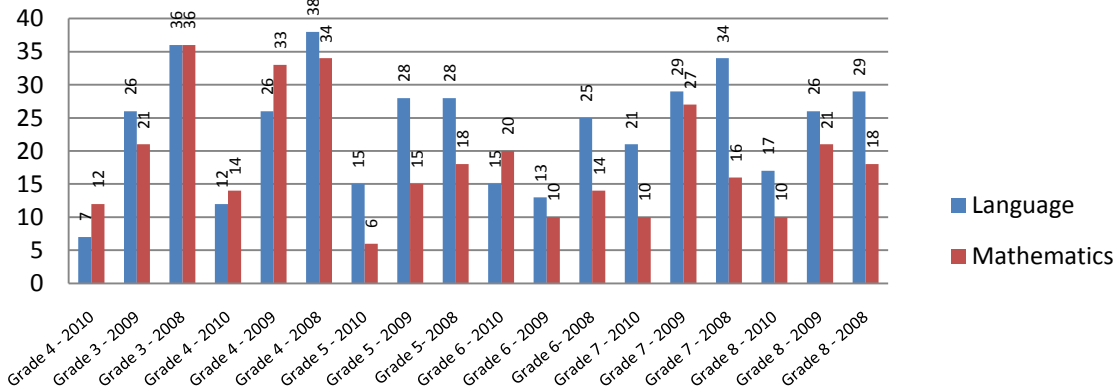
The percent of Bremen students who have scored at or above the Indiana Math Performance Standards has consistently been higher than the state percentages for the past several years. Although 3rd grade fell below state percentages by 3% in 2006, 2% in 2007, and 7% in 2008 and 4th grade fell below state percentages by 8% in 2008, and 5th grade fell below state percentages by 1% in 2004 and 2% in 2007.

Percentage of Students Above Indiana Language Arts Performance Standards



The percent of Bremen students in grade 7 have been below state average for 2005-2006 and 2006-2007 but were above state average in 2007-2008 by 8%.

Percent of Students Below Indiana State Standards



The overall trend data suggests that more students are meeting Indiana Academic Standards (drop in failing) as measured on the ISTEP test in math and language arts over the past several years.

Indiana Academic Standards that were Mastered by Less than 75% of Students in Grade Level

English/L.A. Essential Skills	3rd	4th	5th	6th	7th	8th
	2008 % Mastery (Students)	2008 % Mastery (Students)	2008 % Mastery (Students)	2008 % Mastery (Students)	2008 % Mastery (Students)	2008 % Mastery (Students)
Reading Vocabulary (MC)	66	67	70		66	70
Reading Comprehension (MC)	66	63	68	71	68	70
Literary Response and Analysis (MC)	64	64	71	74	66	72
Writing Process (MC)	68	64	73	74	65	
Writing Applications (MC, OE)	67	65			65	
Language Conventions (MC, OE)	67	64			67	69

Mathematics Essential Skills	3rd	4th	5th	6th	7th	8 th
	2008 % Mastery (Students)	2008 % Mastery (Students)	2008 % Mastery (Students)	2008 % Mastery (Students)	2008 % Mastery (Students)	2008 % Mastery (Students)
Number Sense (MC, OE)	67	67				
Computation (MC)	67	66				
Algebra and Functions (MC, OE)	69	67				
Geometry (MC,OE)	63	72				
Measurement (MC)		68				
Problem Solving (OE)	70	64				

This table identifies Indiana Academic Standards in grades three through eight where less than 75% of the students mastered the objectives in 2008.

NWEA Percent of Students in Low Sub-Skill Category – Grades 2-8, Spring, 2009

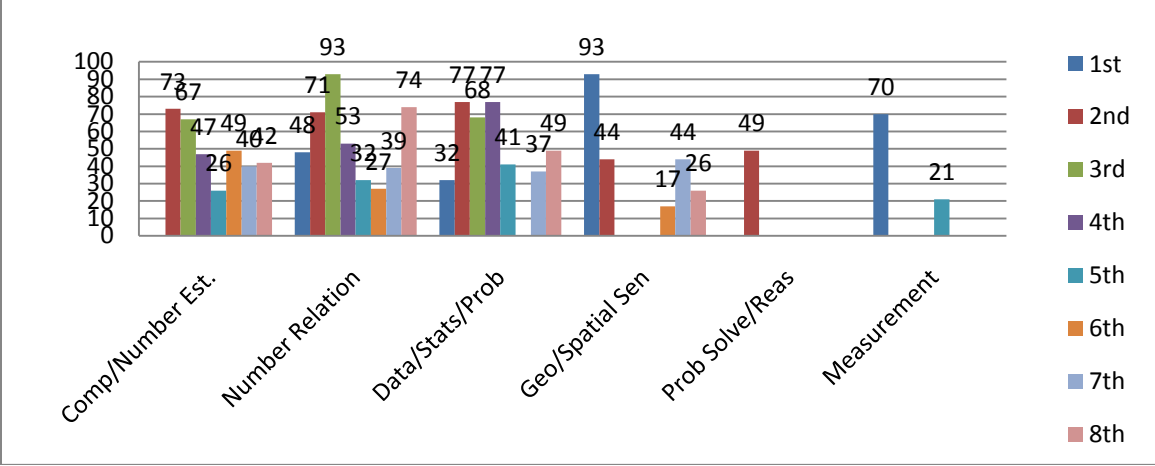
MATHEMATICS	2nd	3rd	4th	5th	6th	7th	8th
	Low	Low	Low	Low	Low	Low	Low
Number Sense	35%	14%	29%	20%	18%	26%	20%
Computation	60%	25%	36%	24%	25%	32%	20%
Algebra & Functions	51%	31%	36%	24%	20%	20%	10%
Geometry	35%	15%	28%	22%	16%	24%	16%
Measurement	28%	23%	37%	27%	30%	34%	29%
Stats/Data/Probability	34%	28%	48%	25%	20%	32%	22%
Problem Solving	54%	30%	38%	41%	30%	42%	28%

LANGUAGE USAGE	2nd	3rd	4th	5th	6th	7th	8th
	Low	Low	Low	Low	Low	Low	Low
Writing Process & Features	66%	35%	36%	31%	19%	42%	20%
Different Types of Writing	57%	30%	33%	24%	23%	35%	17%
Conventions: Grammar	56%	32%	36%	32%	30%	41%	23%
Conventions: Mechanics	60%	29%	33%	30%	29%	38%	17%

READING	2nd	3rd	4th	5th	6th	7th	8th
	Low	Low	Low	Low	Low	Low	Low
Word Recognition & Vocab	54%	31%	42%	36%	27%	35%	23%
Informational Text: Structural	61%	32%	35%	36%	27%	37%	23%
Informational Text: Comprehension	59%	33%	41%	31%	29%	36%	26%
Literary Text: Structural	47%	26%	33%	32%	30%	43%	28%
Literary Text: Comprehension	54%	28%	27%	33%	23%	46%	23%

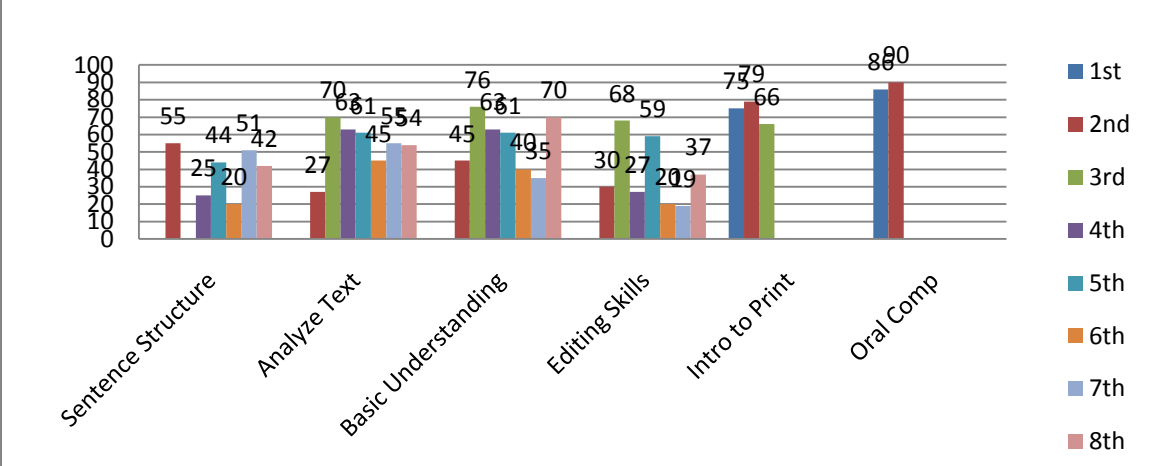
The highest percent of students scoring in the "low" sub-skill category in Math was in Math Computation. The highest percent of students scoring in the "low" category in Language Arts was in Writing Process. The highest percent of students in the "low" category in reading was in Informational Text: Structural.

Average Percent of Terra Nova Math Objectives Mastered (Grades 1, 2, 3, 4, 5, 6, 7, & 8)



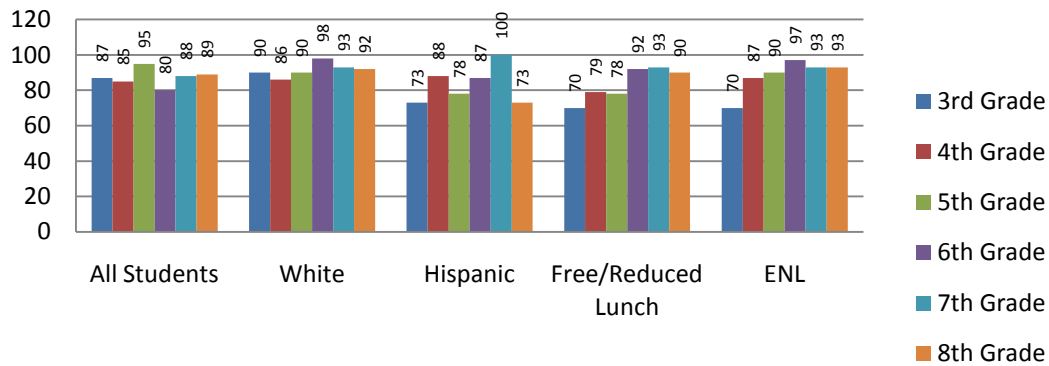
The Terra Nova Mathematics Objective that had the most grade levels with lowest average percent mastery (below 62%) was Math Computation and Number Relation.

Average Percent of Terra Nova Language Arts Objectives Mastered (Grades 1, 2, 3, 4, 5, 6, 7, & 8)



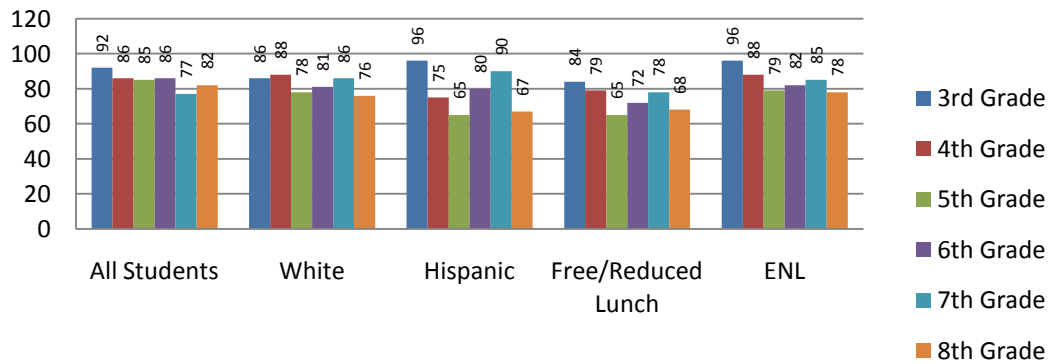
The Terra Nova Language Arts Objectives which had the most grade levels with lowest average percent mastery (below 60%) were Sentence Structure and Editing Skills.

Spring 2010 Percent of Students Mastering ISTEP+ Math



ENL and Free and Reduced students show the lowest percent of students mastering the ISTEP Math Standards in most grade levels.

2010 Spring Percent of Students Mastering ISTEP+ Language Arts



Free and Reduced students and ENL students show the lowest percent of students mastering ISTEP+ Language Arts in most grade levels.

Implications for Action: Student Data

Student Performance Goals

Students will meet or exceed Indiana reading comprehension standards.
Students will meet or exceed Indiana writing standards.
Students will meet or exceed Indiana mathematics standards.

Non-Student Data

Staff will be accountable to improve instruction and will be assisted in their efforts through participation in school-wide initiatives. These initiatives will include but are not exclusive to: Theories on Dealing with Change, Best Practices Theory, Focused/Appropriate Staff Development, Alignment of Curriculum with New State Standards, Integration of Technology in Instruction/Learning, Writing Development across Content Areas, Differentiation of Instruction, and the 8 Step Process.

Other Data Needed

Teachers will need to identify students for differentiated instruction and special classes as determined by student needs.

Clarifying Goals

Instructional time and strategies that lead to more higher-order thinking skills and problem-based learning will be emphasized. Less review of concepts that are already mastered and willingness to abandon less important content will be necessary work for all teachers. Time will be prioritized for data-driven improvements and for implementing State standards based instruction.

Interventions

The highest number of students who scored below the ISTEP+ Standard is in Language Arts indicating that interventions need to occur that address these weak areas. A writing coach will assist teachers at every grade level to address students writing skills.

Other Actions Needed

To elevate students' performance whose scores fall below state standards, all grade levels will utilize Best Practices based programs. Remediation will be provided both during the school year for all grade levels, and before school begins in the summer for all grade levels.

Existing School Data: Instructional Data

Data Collection Instruments

We selected the following instruments to collect data regarding Instructional Data:

- Staff Development Data
- Instructional Practices Survey
- Teacher Statistics

Analysis of Data

Staff Development Data

During school year 2001-2002 and 2002-2003, we polled the teachers about their levels of training and implementation of various instructional strategies and assessment techniques that we named in our action plan. Our graph shows the increases in numbers of trained staff for many of the our strategies, namely, Accelerated Reader, Math Their Way, Math a Way of Thinking, Bridges, Star Reading, Intensive Phonics, CornerStone, Tucker Signing, Big Blocks, Building Blocks/Four Blocks, and Writer's Workshop and Best Practice.

During 2002-2003, we worked with initiatives as they incorporate technology interventions. We also trained staff to work with our LEP population more effectively.

2003-2004 Staff training was directed at technology, integration of technology into the curriculum, and strategies for teaching our growing ENL student population.

2004-2005 Staff development initiatives focused and differentiation of instruction and math across the content areas. Writing strategies and skills will be the focus of our professional development plans for 2005-2006.

2005-2006 Staff training included developing power standards for math at every grade level, training a cohort group of teachers in All-Write training and developing local writing assessments and rubrics at every grade level. In addition, all certified staff members received "Simple Six" writing instruction training from Kay Davidson of Pieces of Learning Group. Middle school teachers also participated in Ruby Payne's "Understanding Poverty" training and discussion, while elementary faculty received advanced training in Building Blocks, Four Blocks, and Big Blocks.

2006-2007 Staff in-service opportunities included presentations on motivating students, differentiation of instruction, and further training on "Understanding Poverty". In addition, early release times were dedicated to developing and/or refining power standards and creating common local assessments.

2007-2008 Staff training included Reading Workshop/Swap, Everyday Math Refresher and Winter Workshop Continuation for K-5 staff. 6-8 Staff continued to align Power Standards and create end of course assessments.

2008-2009 Staff training included RtI, Accelerated Reader, Making Meaning, Benchmark, Leveled Library, Technology Integration, Aimsweb Data Training, Data Binder, Sitton Spell, Clear, NCA Accreditation, Harmony, CPI, CPR, PBIS, ESL, and Differentiated Instruction.

Instructional Practices Survey

According to our Language Arts Instruction Practices Survey, completed in 2002, the most used instructional strategy in Language Arts is Whole Class Instruction followed by Individual Instruction, Reading Strategies, Cooperative Learning, and Writing Strategies. It appears as though there is a similar use of instructional strategies school-wide. Best Practices research shows a need to consider strategies to incorporate writing instruction and practice more frequently.

Results of our Instructional Practice Survey show that our most frequent Math instructional strategies are Whole Class Instruction and Paper/Pencil/Blackboard Computation Problems. The least used instructional strategy is Math Journaling. The survey results illustrate the need for more frequently used research-based Best Practice instructional strategies.

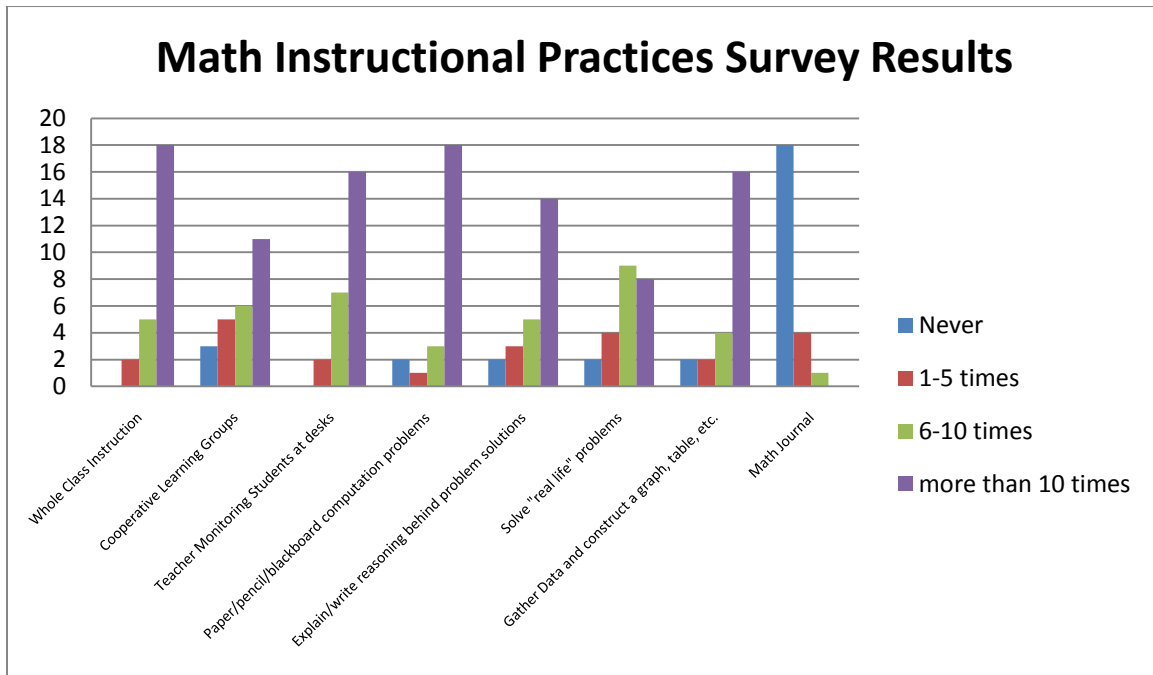
Teacher Statistics

Our teaching staff is very stable with little turnover. Our most tenured teacher boasts 40 years of teaching. We have one teacher who is experiencing her first year in the classroom. All of our classroom teachers hold degrees in Education and are highly qualified. Twenty-two percent (22%) of our teachers have obtained Bachelor's degrees. Thirteen percent (13%) have a Bachelor's degree and at least fifteen years of additional college work. Forty-seven percent (47%) of our teachers have obtained a Master's degree. Nine percent (9%) of our teachers have added at least 15 additional hours beyond their Master's degree. Nine percent (9%) of our sixty-four teachers have at least thirty graduate hours beyond their Master's degree.

Presentation of Data: Instructional Data

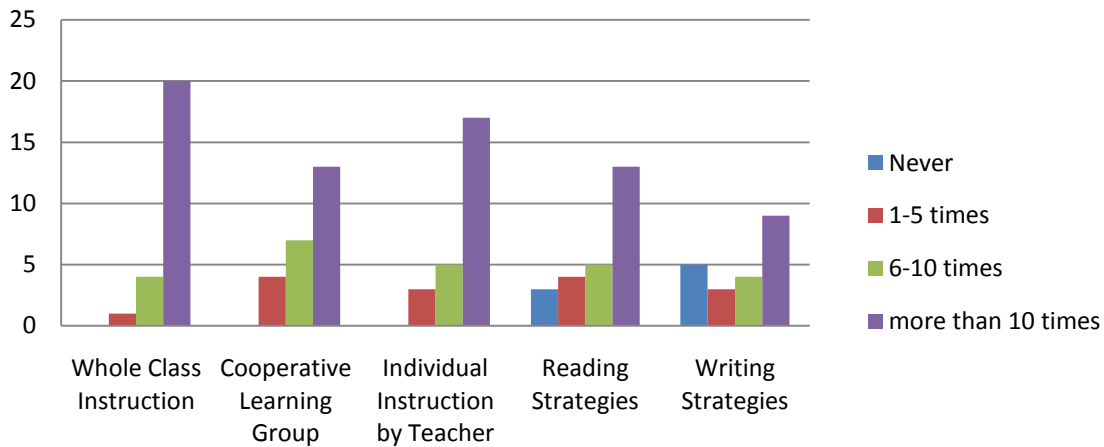


This graph shows the training levels of staff regarding instructional strategies that are listed in our action plan. We are making progress with teacher training in identified targeted instructional interventions. Twenty teachers were trained in All-Write, 45 (plus) teachers were trained in Simple 6 Writing Instructional Strategies, and 32 teachers were trained in Building Blocks/Four Blocks/Big Blocks during the 2005-06 school year.



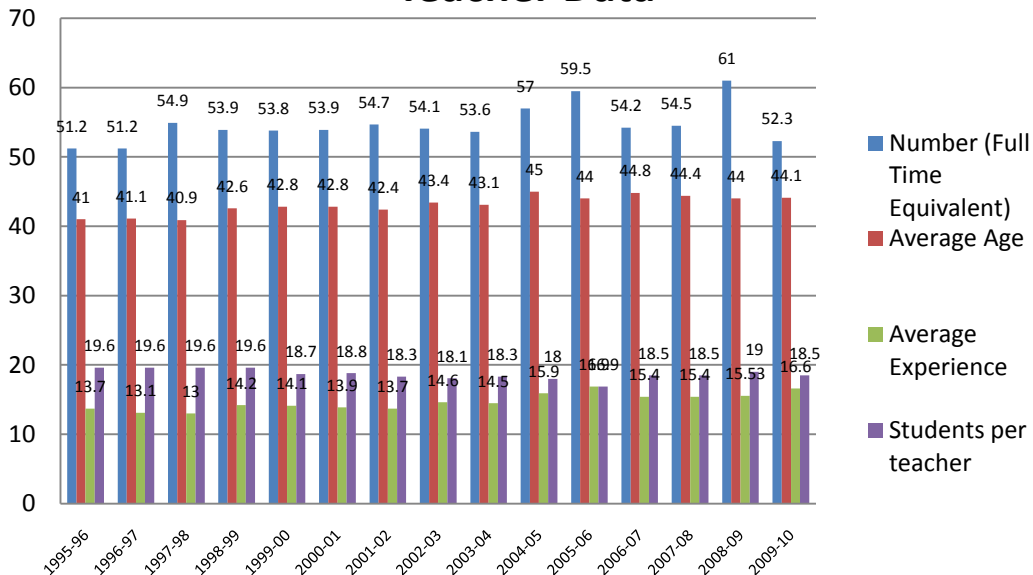
Results of our Instructional Practices Survey, conducted in 2001, show that our most frequent Math instructional strategy is Whole Class Instruction, and that the least used in Math Journaling.

Language Arts Instructional Practices Survey Results

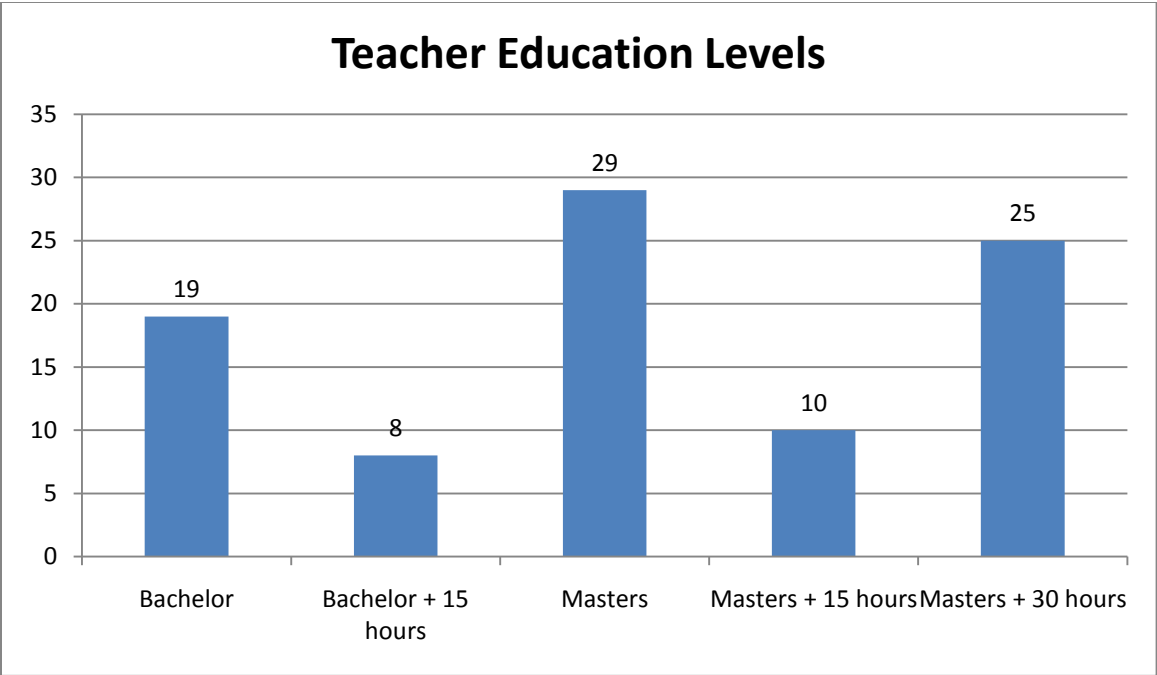


According to our Language Arts Instruction Practices survey, conducted in 2001, the most-used instructional strategy in Language Arts is Whole Class Instruction. The least-used strategies are those that deal with Writing.

Teacher Data



Bremen Elementary-Middle School boasts experienced teachers and an overall low student to teacher ratio.



All of our classroom teachers hold college degrees in education and hold valid Indiana teaching licenses and are considered “Highly Qualified” according to the standards and criteria established by the No Child Left Behind Act.

Implications for Action: Instructional Data

Student Performance Goals

Students will meet or exceed Indiana reading comprehension standards.
Students will meet or exceed Indiana writing standards.
Students will meet or exceed Indiana mathematics standards.

Non-Student Data

Teachers will participate in staff development activities that build their instructional skills.
Effective, developmentally appropriate instruction will be implemented in each classroom.

Other Data Needed

We need to determine how effectively identified instructional practices are being applied in the classroom setting. We need to assure that students have access to appropriate instructional practices to meet individual needs.

Clarifying Goals

Teachers need to apply instructional strategies that will assure students master state standards. Teachers must utilize assessment processes that will track student progress toward targeted goals. Teachers will use the school's written curriculum, found in each classroom, the school office, and the corporation office to guide instruction and meet standards. The curriculum is based on Indiana standards and is sensitive to local values.

Interventions

Teachers will intervene with effective, research-based instructional strategies.
Teachers will utilize effective assessment.

Other Actions Needed

The action plan must reflect necessary training.

Existing School Data: Community Data

Data Collection Instruments

We selected the following instruments to collect data regarding Community Data:

School and Town Historical Documents
Indiana Census 2000
Indiana Department of Education

Analysis of Data

School and Town Historical Documents

Bremen Elementary-Middle School, which is now housed in part in the original, 1937, grades 1-12 school building, serves approximately 1,000 children from the Town of Bremen and German Township. The Elementary-Middle School employs sixty-five full and part-time certified staff together with thirty-five classified personnel who are directly involved with K-8 student instruction.

In 1957, 1978, 1987, and 1996 renovations took place to enlarge the school facility, and that brought it to its present condition: a modern K-8 facility, housed under one roof, with a student population of about 1,000 students. Located in the center of town, the campus of Bremen Public Schools serves as a focal point for the citizens of our community. Patrons actively support our mission to help all students become responsible, self-reliant citizens through the generous giving of their time, energies, and presence. There are numerous active civic groups including: The Bremen Lions Club, The Kiwanis Club, Masons, V.F.W, Tri Kappa, Psi Iota Psi, Booster Clubs (supporting Arts and Academics), Home Ec Club, and numerous local scholarship funds including Dollars for Scholars.

There is no public transportation. We are a predominately rural community with 64% of students bussed (round trip our buses travel 372 miles). Over half of German Township's 8,580 residents live within the city limits. A strong and varied economic base exists despite recent downsizing to weather an economic downturn; with over fifty manufacturing industries, eighty-five retail businesses and eighty-six service providers registered with the town government. The faculty and staff of the Bremen Elementary-Middle School are dedicated to providing the children of our community with the best possible education. The average age of the teaching staff is 44 years with an average of 16.9 years of experience. Several members of the Board of School Trustees, many teachers, and other staff members are graduates of Bremen Public Schools or are long-time residents of the surrounding communities. Many of the employees' children are part of the student body. This vested interest inspires every member of the school to work diligently to make Bremen Elementary-Middle School a positive, productive, and supportive learning environment for each and every child entrusted to our care.

Indiana Census 2000

The Town of Bremen, Indiana, has a total of 1,689 households. Of these households, 583 consist of family households with children under the age of eighteen years. Four-hundred fifty households consist of married-couple families with their own children under eighteen years old. In German Township which Bremen Schools service, there are currently 139 single parent households with children under age 18. The divorce rate in Marshall County fluctuates between 48-51%. Present in our community are 107 female households with children under eighteen years old, and twenty-six (26) single male households with children under 18.

Of our adult population over age eighteen, twenty-five percent (25%) (825 individuals) are over age sixty-two (62). The per capita income average for Marshall County was reported to be \$13,576 in 1989.

Indiana Department of Education

Education Levels

In the Bremen area, 71.2% of adults over 25 years old have a high school diploma, and 12.3% have a B.A. or higher degree. Seventy-two percent (72%) of the 2006 senior class took the SAT. This year seventy-six percent (76%) of Bremen High School students passed the Indiana Graduation Qualifying Exam compared to the seventy-three percent (73%) state average. Statewide 76% of school graduates pursued higher education. In Bremen, that percentage is 81%.

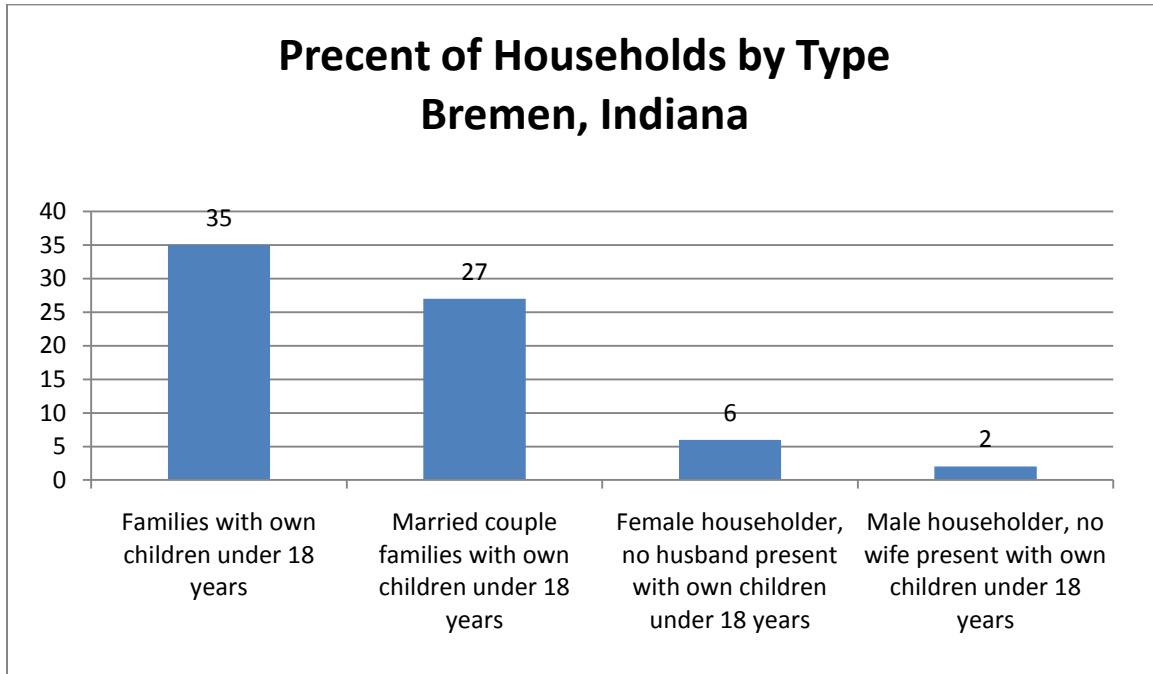
Ethnicity

The Bremen schools are witnessing an increasingly diverse student population. The Hispanic population has been the fastest growing minority. The Hispanic population has worked together to provide its members with housing and jobs while school services have grown to reflect the needs of this population. A full time 'Spanish Services' position was created in 2000 and has proven to be a very effective link with the Spanish speaking community. In addition, two bilingual aides were added to our ENL staff in 2003. The 2004-05 ethnic breakdown in Bremen Elementary-Middle School was 82.2% White, 0.3% Black, 14.3% Hispanic, 0.4% Asian, and 2.8% Multi-racial. In 2005-2006 81% White, 0% Black, 15% Hispanic, 0% Asian, and 3% Multi-racial. In 2006-2007 77% White, 0% Black, 18% Hispanic, 0% Asian, 0% Native American, and 5% Multi-racial.

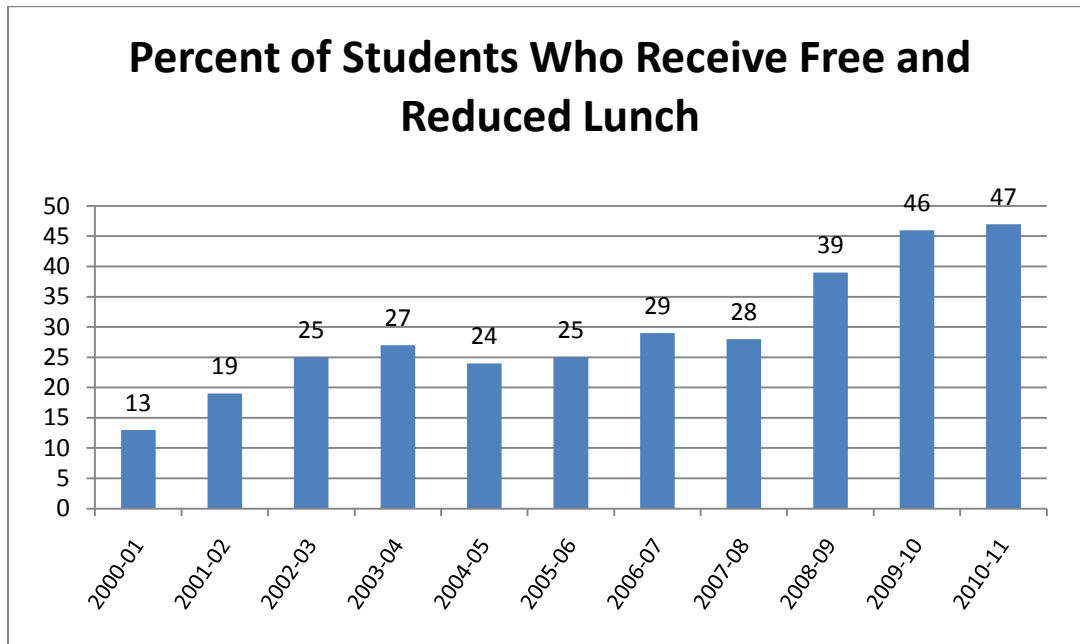
Socio-Economic Information

Within the Bremen Public Schools population as of March, 2007, 24% of students are eligible for the Free and Reduced Lunch Program. At every grade level a third of the student population has non-traditional family structures. Counselors and student services workers have noted a marked increase in the number of at-risk students. (At-risk is defined as those students facing significant obstacles that could result in failure to complete high school).

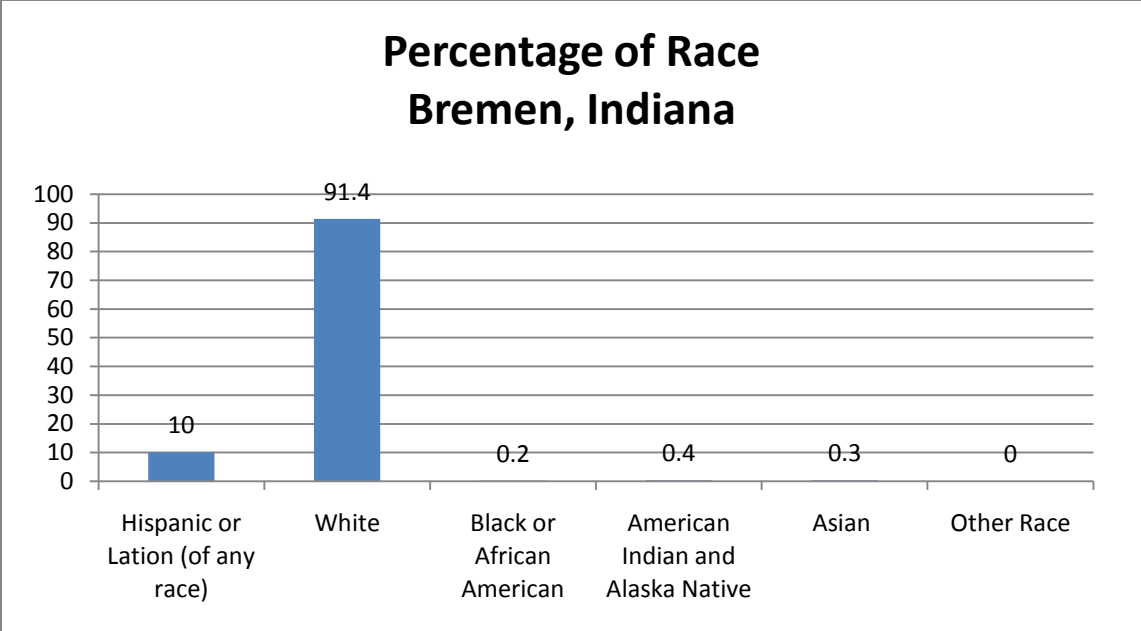
Presentation of Data: Community Data



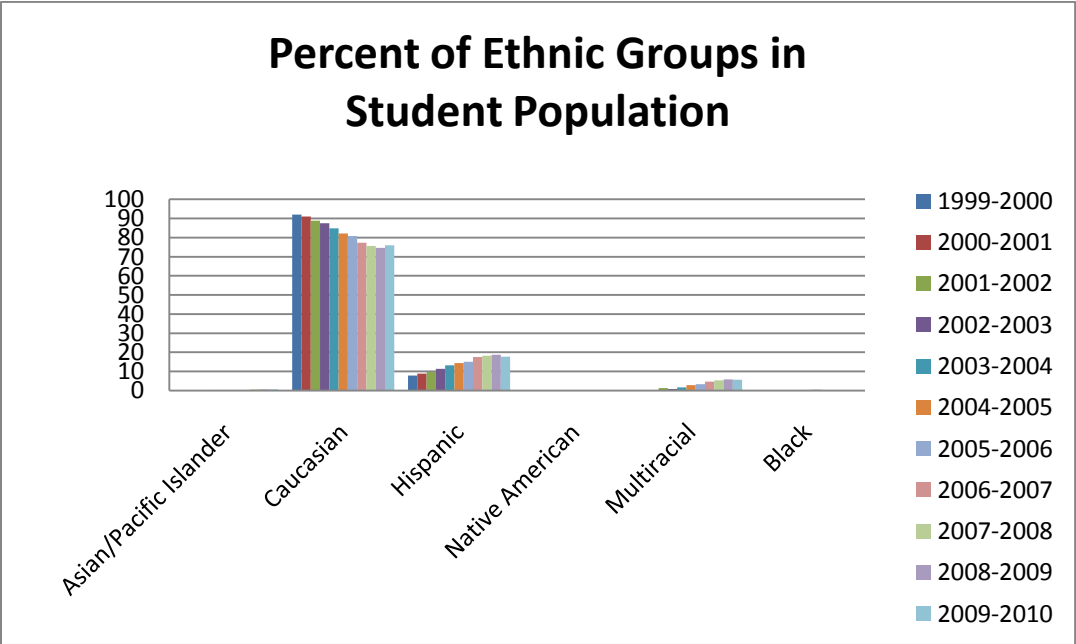
According to the 2000 Indiana Census, 35% of the households in Bremen consist of families with children under the age of 18 years. Twenty-seven percent (27%) of the families with children have a married couple in the home who serves as the caregivers for the children.



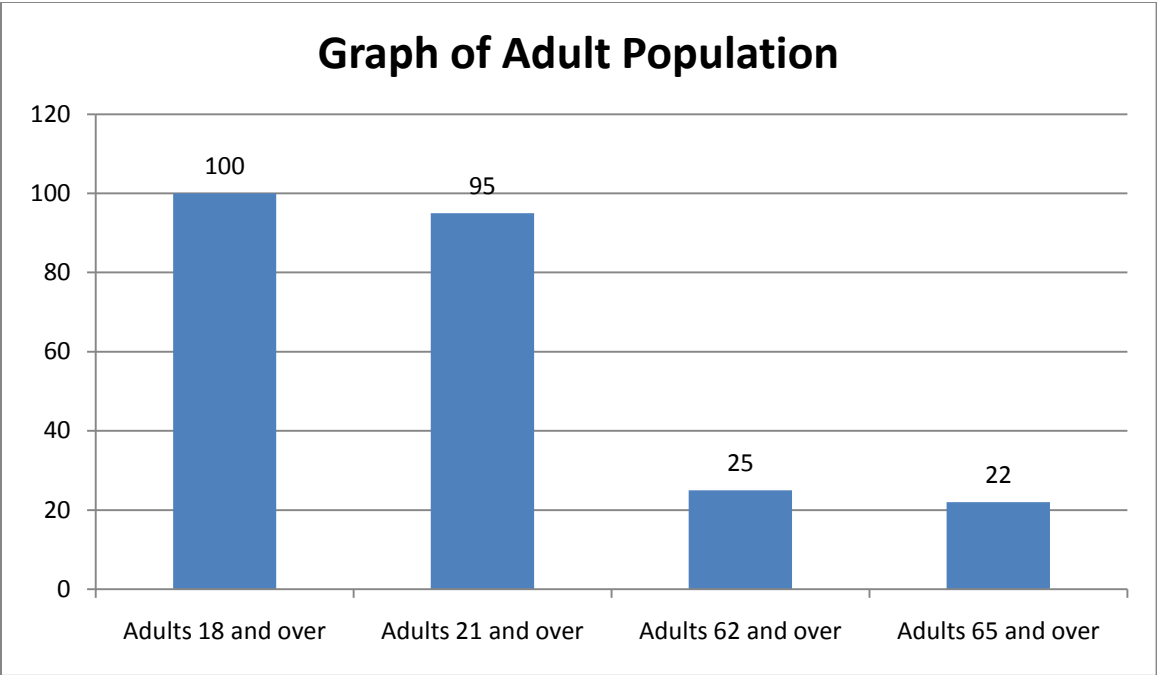
Numbers of students on free and reduced lunch show an overall trend increasing during the past several years. This may be related to the closing of several local businesses during that time period.



Our community is still predominantly white, but our growing Hispanic/Latino population is raising challenges and opportunities for our school and community. The figures represented here are based on the 2000 census.



The percent of Hispanic students continues to increase while the percent of Caucasian students have shown a marked decrease in the past eight years.



The Bremen community has a large resource in its population of retirement age. This statement is supported by the data from the 2000 census.

Implications for Action: Community Data Student Performance Goals

Students will meet or exceed Indiana reading comprehension standards.
Students will meet or exceed Indiana writing standards.
Students will meet or exceed Indiana mathematics standards.

Non-Student Data

The school needs to develop ways to tap the mentoring potential of our retirement-age population.

Other Data Needed

A study should be done that will help us devise a plan for reaching the most economically disadvantaged families and providing programs that will support their learning needs. A breakfast program for students was started in 2002-2003 school year.

Clarifying Goals

Because the number of Hispanic families in our community is increasing, our school must address the unique language, educational, and cultural needs of this population.

Interventions

We will need to learn instructional strategies that are most effective with Hispanic populations and especially those students with limited English proficiencies.

We need to provide opportunities to help meet the unique needs of our most socioeconomically disadvantaged families.

Other Actions Needed

Our breakfast program needs to be continued so that we can determine its effectiveness.

Summary

Change is an integral part of developing any school improvement plan. During school year 2000-2001, our staff began the change process by becoming introduced to concepts about and responses to change. The book, "Who Moved my Cheese" was assigned as summer reading, and staff was asked to respond to questions that targeted concepts about change and its impact on themselves, their colleagues, and our school. The goal was to remove inhibitions about change, and look forward to the positive benefits that change affords.

We met with our advisory committee, which included teachers, parents, and key community leaders, and explained the key goals and processes that we needed to complete during this school year. We also determined that the process was in alignment and supported Bremen Elementary Middle School's current mission statement. The advisory committee was informed about the importance of expecting the entire staff to be an integral part in each step of the school improvement process. Members of the advisory committee were selected from the staff to be key leaders for their colleagues, and their leadership qualities were utilized to maintain cohesiveness among the staff. This configuration of staff meetings fostered consistent sharing of information. This is necessary at Bremen Elementary Middle School because of the size and scope of our staff, and the number of grade levels we serve.

Our profile development began with an explanation of the PL221/NCA process to our staff. We started by organizing data packets for teachers to evaluate student achievement on Indiana Standards both currently and over time. Teachers were challenged to track data to research student achievement. The data packets served to educate staff about the data analysis process. Staff became familiar with using data organizers, and the development of powerful summative statements. We collected necessary data about aggregated student groups and our community. Finally, we identified strength and weakness areas across and among grade levels and within special populations and identified our overriding goals. Further work targeted supportive sub skill goals at each grade level.

Research-based instructional strategies were matched to appropriate grade-level needs. Careful selection of these strategies was necessary in order to provide a consistent, cohesive education program for students. We found strategies that supported one another, and that would provide effective transitions for students who progress through the grades. We were strategic in our selection to assure that our weak areas would be strengthened with the implementation of the strategies.

Our staff development program supports teachers in acquiring the skills needed to implement the new instructional strategies. Our assessments are in alignment with our goals and will determine, through students' achievement, our progress toward meeting them.

Action Plan



2011

PROPOSED INTERVENTIONS AND STAFF DEVELOPMENT

Goal: 1

Bremen Elementary-Middle School will continue to improve the English/language arts ISTEP+ scores by 3% in 2012 as we work toward reaching and maintaining scores in the 90th percentile range.

Intervention #1:

Students will receive focused instruction based on the 8-Step Process.

Intervention #2:

The RTi process, which includes a universal screener to determine tiered instruction, will continue to be refined and expanded at Bremen Elementary-Middle School.

Activities to Implement the Intervention:

1. Bremen Elementary-Middle School implements a ninety-minute literacy block to increase literacy scores in grades K-5.
2. Bremen Elementary-Middle School continues to implement a Flex-literacy model schedule to ensure a thirty-minute reading comprehension and literacy skills block twice a week.
3. Realign staff to accommodate scheduling changes yearly.
4. Students in the K-5 building will participate in a balanced literacy model schedule to include daily differentiated guided reading groups.
 - Swoop groups of 8 or less students
 - Groups differentiated based on instructional reading levels
 - Flexible grouping based on data
 - Every student receives 30 minutes of small group instruction planned by a certified teacher daily
5. Literacy Coaches will model and guide the reader's and writer's workshop process on best practices in instruction.
6. Lead Teachers will demonstrate best practice instruction in their classrooms and provide support for teachers and staff.
7. The use of Accelerated Reader continues to be building wide and utilized in grades K-8 based on student Early STAR and STAR reading scores.
8. The staff will continue to collaborate on reading and writing skill development and implementation.
9. The K-5 BEMS Data Wall will be used to identify students' strengths and weaknesses to drive instruction.

10. Bremen Elementary-Middle School will use the data warehouse Dashboard technology to streamline student data.
11. The 8 Step Process continues for grades K- 8. Instructional calendars and 3 week formative assessments are used for all students. Students receive enrichment/remediation activities during Success Period.

Staff Development:

- All new certified staff will read *Closing the Achievement Gap* by Patricia Davenport and training will occur during the 2011-2012 school year. BEMS will continue to implement year third of the 8 Step Process.
- Administrators and identified staff members will receive continued training on the use of Aimsweb student data and the use of formative assessments. An Assessment Team will expand training and staff members to increase the use of the benchmarking tests grades K-5.
- Administrators and staff will continue to be trained in the balanced literacy model to include: SWOOP (guided reading), reading strategies, Sitton Spelling, accelerated reader, reader's workshop, and writer's workshop.
- Weekly collaboration time will be spent on ongoing staff training, development and alignment of the English/language arts curriculum grades K-12.
- Training will be provided on new technology and the Dashboard.
- Bremen Elementary-Middle School continues to utilize a teacher-mentoring program for staff members that are in the year one and year two of their teaching career. New staff members are assigned a mentor that has completed the mentor training program. New teachers are required to complete the online IMAP enrollment process. They are also provided with the corporation's Beginning Teacher Mentoring and Assessment checklist. The mentor also serves as a resource in assisting the new teacher with the corporation initiatives and goals. The mentor schedules meetings with the mentee during the both years of the program. Along with completing the checklist the mentee submits the required material to the building administrator. At the completion of year two in the program the building administrator will submit the necessary material to the DOE for license renewal.

PROPOSED INTERVENTIONS AND STAFF DEVELOPMENT

Goal: 2

Bremen Elementary-Middle School will continue to improve the Mathematics ISTEP+ scores by 3% in 2012 as we work toward reaching and maintaining scores in the 90th percentile range.

Intervention #1:

Students will receive focused instruction based on the 8-Step Process.

Intervention #2:

The RTi process, which includes a universal screener to determine tiered instruction, will continue to be refined and expanded at Bremen Elementary-Middle School.

Activities to Implement the Intervention:

1. Realign staff to accommodate scheduling changes yearly.
2. Students receive differentiated instruction in mathematic in their classes. Students receive differentiated instruction through scheduling and flexible grouping to meet the needs of all students including High Ability, ENL, Title I, special needs, and at-risk students.
3. The use of staff collaboration to focus on mathematic skill development and implementation.
4. Bremen Elementary-Middle School will increase the use of technology during math instruction.
5. The 8 Step Process has been implemented for grades K- 8. Instructional calendars and 3 week formative assessments will be used for all students to drive instruction. Students will receive enrichment/remediation activities during Success Period.
6. Bremen Elementary-Middle School will implement the data warehouse Dashboard technology to streamline student data.

Staff Development:

- All new certified staff read *Closing the Achievement Gap* by Patricia Davenport and training will occur during the 2011-2012 school year. BEMS will continue to implement year three of the 8 Step Process.

- Administrators and identified staff members will receive continued training on the use of Aimsweb student data and the use of formative assessments. An Assessment Team will expand training and staff members to increase the use of the benchmarking tests grades K-5.
- Weekly collaboration time will be spent on ongoing staff training, development and alignment of the math curriculum grades K-12. Administrators and staff will research, analyze, and seek opportunities to accelerate the math curriculum focusing on increasing performance and alignment with high school requirements.
- Staff at Bremen Elementary-Middle School will receive additional professional development for our Envision math Program.
- Training will be provided on new technology and the Dashboard.
- Bremen Elementary-Middle School continues to utilize a teacher-mentoring program for staff members that are in the year one and year two of their teaching career. New staff members are assigned a mentor that has completed the mentor training program. New teachers are required to complete the online IMAP enrollment process. They are also provided with the corporation's Beginning Teacher Mentoring and Assessment checklist. The mentor also serves as a resource in assisting the new teacher with the corporation initiatives and goals. The mentor schedules meetings with the mentee during the both years of the program. Along with completing the checklist the mentee submits the required material to the building administrator. At the completion of year two in the program the building administrator will submit the necessary material to the DOE for license renewal.

