

District Data - Contact Information

District Information

District Name:	BROOKWOOD SD 167	District Address:	201 E GLENWOOD DYER RD
City/State/Zip:	GLENWOOD, IL, 60425 1845	RCDD Number:	070161670020000
Superintendent:	Dr. Valorie Moore	Superintendent Email:*	vmoores@brookwood167.org
District Phone:	7087585190 Ext:	District Fax:	7087572104

Please enter your Rising Star leadership team members (Process Manager , Capacity Builder(s) , Primary RTTT3 contact and Improvement Team Member) contact information.

Name	Rising Star Team Role	Phone	Email	Title/Position	Actions
District Leadership Team BW 167	District Superintendent	7087585190	phollich@brookwood167.org	Superintendent	Edit Delete
Valorie Moore	District Superintendent	(708)757-2102	vmoores@brookwood167.org		Edit Delete
Rene Santiago	District Superintendent Designee	708-758-5190	rsantiago@brookwood167.org		Edit Delete
Juan Lyle	Technology Plan User	708-758-5190	jlyle@brookwood167.org	District Staff	Edit Delete
Reginald Patterson	District Improvement Team Member	708-757-2100	rpatterson@brookwood167.org	Principal	Edit Delete
Onquanette Nowels-Pierce	District Improvement Team Member	708-758-5350	onowels@brookwood167.org	Principal	Edit Delete
Bethany Lindsay	District Improvement Team Member	708-758-5252	blindsay@brookwood167.org	Principal	Edit Delete
Shawn Jackson	District Improvement Team Member	708-758-4520	sjackson@brookwood167.org	Principal	Edit Delete

Please enter School Board member contact information.

Name	Phone	Email	Actions
There are no members added.			

District Data - Report Card Analysis



Summary - What do the District Report Card data tell you about student performance in your district? If appropriate, the district will consider grade-level and subgroup performance.

In 2013 District-wide, there were 2 ethnic subgroups; Hispanic and Black. There were 3 other subgroups; low-income, LEP and Students with Disabilities.

The Hispanic subgroup performed higher in Reading (48.5) and in Math (46.2) than the Black subgroup (Reading 47.4 and Math 39.2).

Students with disabilities scored the lowest in Reading (8.3) and Math (19.4) than any other subgroup.

LEP students scored a 30.4 in Reading and a 43.5 in Math. In Reading, LEP students scored below the Black and Hispanic subgroups. In Math, LEP students scored lower than the Hispanic subgroup, and higher than the Black subgroup.

All subgroups had a decrease in achievement on the 2013 ISAT assessment. The decrease occurred across the state of Illinois due to the change in Cut Scores.

ACCESS information is out-dated; last results were in 2011.

District 167 students have performed under the average growth districtwide; Reading is 97 and Math is 93. The average growth for the state was 101 for Reading and 102 for Math.



Analysis - What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the district.

On the 2013 ISAT in Reading, the Hispanic, Black and Low-Income subgroups performed better in Reading than in Math. Students with Disabilities and LEP students performed higher in Math than in Reading.

On the 2013 ISAT, LEP students performed higher in Math than the Black subgroup. Also, LEP students performed higher in the area of Math than in Reading.

Students with disabilities scored significantly lower in Reading than in Math.

The Hispanic subgroup was the only subgroup to make AYP in Reading by meeting the Safe Harbor Target in Reading.

External Factors: All subgroups had a decrease in achievement on the 2013 ISAT assessment. The decrease occurred across the state of Illinois due to the change in Cut Scores.

Internal Factors: LEP students may have done better in Math since Math performance is less dependent on the English Language. LEP students may have done better in Math than Black students due to a motivation factor. Motivating students to perform better on assessments may increase scores.

The most significant achievement gap for all subgroups is between male and female students. Female students are performing higher than male students in all tested subjects. The greatest achievement gap with female and male students is in the area of Reading.

There is a significant achievement gap between the Students with Disabilities and all other subgroups.

Although were raised in 2013 and all subgroups declined in achievement in Reading and Math, Students with Disabilities had the greatest decrease in the areas of Reading and Math.

Grade 4 and 7 had the greatest decrease in performance on the Reading and Math ISAT assessments in 2013.

In 2013, there was the greatest decrease in performance on the ISAT in the areas of Reading and Math than many years previous.

There were fewer students who exceeded on the ISAT in 2013 for Reading, Math and Science than previous years.

District Data – Local Assessments



Summary - What do the Local Assessment data tell you about student performance in your district?. If appropriate, the district will consider grade-level and subgroup performance.



Analysis - What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the district.

Technology Data - Analysis



Summary - Briefly describe the technology deployment data in all district and school facilities (refer to the District Summary Technology Report). Technology deployment includes technology infrastructure, instructional technology integration, information technology, and telecommunications. What do these data tell you? All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.



Analysis - In what ways, if any, has technology deployment including technology infrastructure, instructional technology integration, and information technology contributed to student performance?



Conclusions - What do these factors imply for next steps in continuous improvement planning? Address these improvement priorities in Assess Indicators (Step 2) and Create Plan (Step 3).

Step 2 - Assess Indicators
District Vision and Direction

CC02	The district develops and communicates its vision to ensure college and career readiness for all students to all stakeholders (e.g., school board, primary caregivers, teachers, staff, and community). (2320)	SC
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The Superintendent and School Board have created Board Goals and a Strategic Plan called, Going Forward, that expresses a clear vision for preparing students for college and career readiness.	
IA08	The school board and superintendent present a unified vision for school improvement. (8)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The school board is actively involved in the process of strategic planning with assistance from IASB. The top three focus areas for the next three years are curriculum improvement/enhancement, student achievement, and district facilities. The data that was recently collected from the Town Hall meeting on December 7 and Board strategic planning from October 8 and December 19 will be incorporated into the current Action Plan that includes goals, objectives, and activities. The community stakeholders have been actively involved in this process. The Board is actively engaged in promoting the District's vision to the community. Next steps include galvanizing the community to support future initiatives that support District improvement efforts. There's a Board Curriculum Committee...put specific information about purpose of committee. Review contents from last years info... New leadership has brought forth higher expectations and a clearer vision for success	
IA09	The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (9)	SP, ELL, SD, DTI
Level of Development or Implementation for this Indicator.	Full Implementation	

<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>Currently the Superintendent and Assistant Superintendent and/or Designee is actively involved with district level committees to promote academic achievement and maintain the climate of high expectations for all students and ensure that staff has access to resources and professional development including technology to support student learning. The district leadership addresses the academic achievement of specific subpopulations such as ELL, low-income, and special education students to differentiate instruction for increased academic progress. Based on the ISAT data from the previous two school years there is a significant discrepancy between the reading and mathematics achievement between boys and girls with boys scoring significantly lower. There is professional development for teachers and related services staff that serve sub-group populations to increase academic and social/emotional progress.</p>
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Step 2 - Assess Indicators
District and School Improvement Processes

<p>IA01</p> <p>RT3 Expectations: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment (ISLE) and the redesigned State Report Card to support and build partnerships with municipal and civic leaders.</p>	<p>The district includes municipal and civic leaders in district and school improvement planning and maintains regular communication with them. (1)</p>	<p>SC,RT3</p>
<p>Level of Development or Implementation for this Indicator.</p>	<p>Full Implementation</p> <p>The Board of Education established five board committees during the 2013-2014 school year. They are Finance, Personnel, Policy, Buildings and Grounds, and Male Parent Advisory Committees. Municipal and Civic Leaders as well as Board Members sit on these committees. Committees meet regularly monthly or quarterly to provide updates to the community or board as needed. Town Hall Meetings and Parent Advisory Council meetings are held to solicit input from all community stakeholders. Municipal and Civic Leaders also attend our Crisis Team Meetings and Risk Watch meetings. Minutes are kept for all meetings listed. The Fire and Police departments of Glenwood, Illinois provide resources and information to keep our plans current. The Police Chief and Fire Chief come to notify us when aspects of safety have changed for Crisis Changes and Safety Measures. They bring us information from the meetings they attend from larger meetings. They assist us with some of our safety drills as well.</p>	
<p>IA02</p> <p>RT3 Expectations: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build partnerships with community organizations.</p> <p>Title I Expectations: Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, and Even Start.</p>	<p>The district includes community organizations in district and school improvement planning and maintains regular communication with them. (2)</p>	<p>SC,RT3,DTI</p>
<p>Level of Development or Implementation for this Indicator.</p>	<p>Full Implementation</p> <p>The Board of Education established six board committees during the 2013-2014 school year. They are Finance, Personnel, Policy, Buildings and Grounds, Curriculum and Male Parent Advisory Committees. Community leaders, as well as Board Members, participate on these committees. Committees meet regularly monthly or quarterly to provide updates to the community or board as needed. Town Hall Meetings and Parent Advisory Council meetings are held to solicit input from all community stakeholders. Municipal and community members also attend our Crisis Team Meetings and Risk Watch meetings. Minutes are kept for all meetings listed. Meetings are held monthly and some quarterly. Some district staff is represented on some committees.</p>	
<p>Evidence that this indicator has been fully and effectively implemented:</p>		

IA03	<p>The district includes parent organizations in district and school improvement planning and maintains regular communication with them. (3)</p> <p>RT3 Expectations: The district will use school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build parental engagement.</p> <p>Title I Expectations: Describe how the district implements effective parental involvement strategies. (See Section 11118 for specifics)</p>	SC,RT3,DTI
<p>Level of Development or Implementation for this Indicator.</p> <p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>Full Implementation</p> <p>The Board of Education established five board committees during the 2013-2014 school year. They are Finance, Personnel, Policy, Buildings and Grounds, and Male Parent Advisory Committees. Representatives from parent organizations as well as Board Members sit on these committees. Committees meet regularly monthly or quarterly to provide updates to the community or board as needed. Town Hall Meetings and Parent Advisory Council meetings are held to solicit input from all community stakeholders. Representatives from parent organizations also attend our curriculum committee meetings. Minutes are kept for all meetings listed. In addition, there is a District-wide Parent/Teacher Association that meets monthly where parents and the community are informed about student performance and school improvement efforts. Furthermore, a District-wide Curriculum Fair is open to the public to inform parents and the community about student learning in District 167. .</p>	
<p>IA07</p> <p>Level of Development or Implementation for this Indicator.</p> <p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>Title I Expectations: Describe student academic assessments, if any, that are in addition to state academic assessments used.</p> <p>Full Implementation</p> <p>The assistant superintendent for assessment meets quarterly with school principals to review individual school data and achievement targets in the Rising Star Plans to meet the needs of all students including student in various subgroups. The DIP team reviews data as a group and sets learning targets in the Rising Star Plans based on data analysis.</p>	SS,ELL,SD,DTI
<p>IB01</p> <p>Level of Development or Implementation for this Indicator.</p>	<p>The district operates with district-level and school-level improvement teams. (16)</p> <p>RT3 Expectations: The district establishes professional learning communities to support all aspects of the instructional improvement process.</p> <p>Full Implementation</p>	SS,RT3

Evidence that this indicator has been fully and effectively implemented:	<p>1. The superintendent and all four principals have participated in training for Professional Learning Communities. Principals use a collaborative decision making process at the building level with staff assigned to that school. 2. School improvement teams are in place at all four schools. 3. The Board of Education and Superintendent have developed a new strategic plan. Board members have attended workshops sponsored by IASB regarding governance, finance, and the law. A new mission statement and belief statements were formally adopted by the Board of Education in 2013/2014 at a board meeting. All community stakeholders are invited to this interactive meeting that will be facilitated by IASB to gather input that will be used to develop the strategic plan. The Board will hold a retreat to develop a goals for the 2013/2014 school year. 4. The District Improvement Team consists of six board committees comprised of board members, community members, teachers, and administrators and the Curriculum Council that is comprised of teachers and administrators. Parents, students, and community members are invited to participate in subject area committees. The five committees are Curriculum, Policy, Finance, Buildings and Grounds, Personnel, and Male Parent Advisory Committee. These committees meet regularly and provide input to the Board of Education and administration as part of the decision making process. 5. Staff from all four school, administration and the School Board will be offered Professional Learning Communities training during the 2013/2014 school year.</p>
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IB03 For each restructuring school, the district makes reference to guidance from What Works When regarding how to assess what the best restructuring options are given its unique district and school context. (1134)	SR
Level of Development or Implementation for this Indicator.	Partial Development/Implementation
Index:	6 (Priority Score x Opportunity Score)
Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	<p>Brookwood Middle School has established teams of teachers to analyze students academic performance data and create plans to improve learning in reading and math. The What Works When is used to complete the Restructuring Plan for Brookwood Middle School. African American Males have been identified as being the lower performing sub-group in the school. This sub-group receives additional reading time with a male mentor in the building. The school has a building budget and funds will be used to support these students by purchasing Graphic novels and additional literature books across all genres to engage the male students in reading and mathematics. The staff will receive professional development geared towards teaching african american children.</p>

IB04 For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school. (1135)	SR
Level of Development or Implementation for this Indicator.	Full Implementation

Evidence that this indicator has been fully and effectively implemented:	The plan is created using ILRC data to determine specific targets for weaknesses. Strengths are identified and communicated to all staff. There are quarterly meetings between the building principal and district designee to review the progress of students in areas of weakness and to identify areas of strength. Action plans are discussed to ensure the plans are aligned to School and Board. The outcomes are shared with building staff, parents and students.
IB05 For each restructuring school, the district ensures that the restructuring plan reflects the resources available to ensure its success. (1136) Level of Development or Implementation for this Indicator. Evidence that this indicator has been fully and effectively implemented:	Full Implementation Rti interventions are provided to students who have not met learning targets. Students receive additional support in reading and math to improve academic learning identified in the item analysis from the ILRC. All students are benchmarked three times a year to identify learning needs or weaknesses in ELA and math. Students who receive Rti services are progress monitored more frequently throughout the school year. AIMSweb is used to progress monitor students.
IB06 For each restructuring school, the district ensures that the restructuring plan includes both changes in governance and a detailed plan for school improvement. (1137) Level of Development or Implementation for this Indicator. Evidence that this indicator has been fully and effectively implemented:	Full Implementation The School Improvement Team collectively makes decisions about the school. The team consists of teachers and the building principal. Interventionists meet with the principal to create intervention plans for students to improve student performance in reading and math. The Superintendent or designee meets with the principal quarterly to review the school improvement plan and analyze academic data for all students and particularly students who have not met AYP.
IB07 The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (1138) Level of Development or Implementation for this Indicator. Evidence that this indicator has been fully and effectively implemented:	Full Implementation The school improvement plans include research based instructional materials and staff development from the 95% Group, Fountas and Pinnell, Gretchen Courtney, Rti models, and AIMSweb. Common Assessments are currently being used in fifth and 6th grade. The data is analyzed at the end of each quarter to identify students who need additional supports. The students receive strategies to master skills that are taught to them. Teachers are being given articulation time to analyze data and discuss rigor of the assessment items and make suggested changes for revisions to the Common Assessments so that the proper instruction is implemented. The principal conducts daily walk-throughs in the classroom to increase the visibility and involvement in the instruction of the school. The principal gives teachers feedback on their implemented lessons and their lesson plans. Rti interventions are available to all students to support them in Reading and Mathematics. A more intensive Rti program was implemented this year with a co-teaching philosophy.

IB08 (1139)	The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved.	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The goals in the school improvement plans are written as SMART goals (sustainable, measurable, attainable, realistic, and timely) to reflect the District Improvement Plan. Goals include subgroups and areas for improvement based on the Illinois State Achievement Test using the IIRC. More specifically, the goals are written to improve the achievement of subgroups that have not met or exceeded standards on the ISAT.	

IB09	The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement. (24)	SR
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6 (Priority Score x Opportunity Score)	
Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions)	
Current level of development or implementation:	The principal of each school works with their School Improvement Teams to create goals to meet the academic needs of the students they serve. The goals are outlined in the Rising Star plans. The principal meets regularly with teachers to create tier 1 and tier 2 interventions to improve instruction and learning during team meetings. The principal will work with grade-level teams and RtI interventionist to determine appropriate reading and math interventions. The principal and teaching teams will make recommendations for support to improve teaching and learning. A tier 3 intervention is needed for both reading and math.	

IB10	The district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (25)	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The principal/change agent works with the building staff to create strategic plans for improving student performance. Regular faculty meetings and team meetings are held to collaborate and create action plans to address areas of weakness. Newsletters are sent home to parents and families to inform parents of school improvement efforts. Student outcomes is the focus district-wide. Data from benchmark and progress monitoring assessments are utilized by the building leader/principal to ensure all students are learning. When students are identified with learning deficiencies, the building leader/principal devise interventions to address the needs. Instructional decisions are data driven.	

IB11	The district ensures that school improvement plans in rapid improvement situations include "quick wins," early successes in improvement. (26)	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Currently, school improvement teams continue to analyze school-wide data and specific student performance data to provide tiered interventions to help all students close the learning gaps. Short-term goals are set to ensure "quick wins." The "quick wins" include progress monitoring, intervention resources that provide immediate feedback of student learning. An after school tutor program will be in place to develop learning and meet short-term goals.	
IB12	The district is prepared for setbacks, resistance, and obstacles on the path to rapid and substantial improvement. (27)	SR
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6 (Priority Score x Opportunity Score)	
Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Staff and building leadership are supportive of new initiatives. There is a clear vision established for the school. School improvement teams exist at the building level and staff. Lines of communication are kept open between parents, students and the school. Monthly newsletters inform parents and families of school improvement endeavors throughout the school year. Staff have opportunities to provide input into school improvement plans and other district initiatives that are aligned to the Vision and Mission of District 167. In all, there is little resistance to change. Professional development will be provided to avoid obstacles.	
ID01	A team structure for schools is officially incorporated into district policy. (36)	SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All four schools have School Improvement Teams. The District has a District Improvement Team. All administrators have received training in the professional learning community model. These teams use a collaborative decision making model.	
ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1154) Title I Expectations: Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services. (See Sections 1115)	SP,SD,DTI

Level of Development or Implementation for this Indicator .	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	School Leadership Teams regularly examine overall school performance data. Teams disaggregate data to determine individual learning needs for students. All principals use walk throughs to gather data about instruction and student learning. Needs assessments and walk through data help to determine professional development needs at the school level. Professional development is provided at the District level to ensure that all staff members have the same foundation and understanding of the information. Consultants and/or coaches work with the entire faculty on a district wide basis and eventually work with the principals to develop a plan and approach that is custom built for each building. There will be quarterly data meetings with the Asst. Superintendent of Curriculum to reflect on student progress aligned to the Rising Star District Improvement Plan. Staff will received training to analyze ISAT data using the Illinois Interactive Report Card.

Step 2 - Assess Indicators
District Allocation of Resources for School Improvement

<p>IA06</p> <p>RT3 Expectations: The district a) performs requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and b) implements a strategy to link student data across local systems to support the creation of integrated learner profiles.</p>	<p>SC,SP,RT3</p>
<p>Level of Development or Implementation for this Indicator.</p> <p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>Full Implementation</p> <p>District 167 utilizes the Illinois Interactive Report Card to analyze data at the District and School Levels. All district staff have received training to used the IIRC and to review the new state report card. Teams disaggregate data by subgroups and used the item analysis to identify specific areas of need. Interventions are provided to students to address their individual learning needs. School Improvement teams use the IIRC and Rising Star to analyzed data and create goals for learning.</p>

<p>IA10</p> <p>RT3 Expectations: The district provides sufficient flexibility in the use of time and re-allocates professional development resources necessary for RTTT3 plan implementation.</p> <p>HQT Expectation: The district allocates/reallocates funds, especially those available under Title IIA, to assist in getting all teachers highly qualified.</p> <p>Title I Expectations: Describe how the district funds under Title I to support after school, before school, and summer school programs.</p>	<p>CL,SP,HQT,RT3,DTI</p>
<p>Level of Development or Implementation for this Indicator.</p> <p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>Full Implementation</p> <p>Currently, the Board of Education supports low class sizes in grades K-8, extensive after school programs and extra curricular activities, and summer school programs. Principals have direct control of the building level budgets. As an administrative team we need to assess the individual needs of each building to plan the district's staffing plan for maximum effectiveness and support of staff. In January the administrative team will be meeting to discuss staffing needs and master schedules at each building. Beginning with the 2013/2014 school year, the business manager will seek input and suggestions about the budget for the upcoming school year. At the start of each school year the business manager will review the building level budget with each principal. Title I and Title IIA grants are explained and discussed during a Board Meeting so that parents and the community are informed about support given to after school, before school and summer school programs. Building principals have a building budget to allocate monies to address the needs of the students in each perspective building within District 167.</p>

<p>IA11</p>	<p>The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)</p>	<p>SS,ELL</p>
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The District uses data to gather information about student learning. This information is readily available to all teachers to plan differentiated instruction for individual students, whole group, and small group instruction. The District has a strong data system in place and teams of teachers analyze data on an ongoing basis to plan appropriate differentiated instruction. Data is analyzed using the Illinois Interactive Report Card and using Rising Star. AIMSweb data is utilized to progress monitoring students in ELA and Math regularly. All staff have been trained to navigate the IIRC. Individual student data is available through the IIRC and through Rising Star. AIMSweb data is also quickly obtained for analysis.

IA14	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14) RT3 Expectations: The district establishes systems to recruit and support strong instructional leadership at the school-level, and partners with teacher preparation programs to plan and implement pipeline strategies for High Poverty High Minority Schools. HOT Expectation: The district ensures that only highly qualified teachers are hired. Title I Expectations: Describe the steps the district has taken or will take to ensure that all teachers and paraprofessionals in the district are highly qualified. (See Section 1119)	ELL,SP,HQT,RT3,DTI
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Attracting bilingual teachers has been a challenge in recent years. The Board of Education is in the process of creating a marketing plan for the district to assist in the recruit of new staff and attract young families back to the community. A job fair was held in the district to recruit the highest qualified candidates. As far as the evaluation process is concerned, the administrative team works together to hire and evaluate teachers. Teacher self-reflection and goal setting is part of the evaluation process. The evaluation process and instrument is documented and standardized. School leaders are held to the same standards as teachers.	

IB02	The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)	SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We have created a cohesive district structure to analyze data to determine our strengths and challenges in each school; to assess the effectiveness of the programs that are currently in place; and to determine new strategies for programs/initiatives that are not effective. All staff we trained to use the Illinois Interactive Report Card to drive instructional and program decisions. There is a District-wide Committee that reviews district data and examines district initiatives to improve student performance on state-wide assessments. There needs to be more training for staff regarding the Common Core State Standards.	

IC06	The district provides the technology, training, and support to facilitate the school's data management needs. (1149)	SP
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Level of Development or Implementation for this Indicator .	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Training was provided to all teachers and administrators on how to use the Illinois Interactive Report Card to interpret data, and to use data to adjust instruction to better meet students' needs. A full-time Technology Director was hired to support the technology needs of all staff to access the IIRC data.

Step 2 - Assess Indicators
District Support for School Improvement and Student Achievement

<p>D7</p> <p>The district monitors to ensure the intended curriculum is implemented with fidelity. (2326)</p> <p>RT3 Expectations: The district establishes (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science.</p> <p>Title I Expectations: Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any (see Section 11111).</p>		<p>SC, SP, RT3, DTI</p>
<p>Level of Development or Implementation for this Indicator.</p> <p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>Full Implementation</p> <p>All principals conduct formal and informal observations of instruction regularly. Teachers on formal evaluation are observed clinically once or twice a year per the school code. Principals conduct regular walk through observations and provide feedback to staff regarding their performance aligned to the Charlotte Danielson Model for evaluation.</p>	
<p>D9</p> <p>The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327)</p> <p>RT3 Expectations: For districts serving grades 9-12, the district establishes two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.</p> <p>Title I Expectations: (a) Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools; and where appropriate, (b) Educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs. (See Sections 1114 & 1115)</p>	<p>SC, RT3, DTI</p>	
<p>Level of Development or Implementation for this Indicator. Partial Development/Implementation</p>		
<p>Index:</p>	<p>6 (Priority Score x Opportunity Score)</p>	
<p>Priority Score:</p>	<p>3 (3 - highest, 2 - medium, 1 - lowest)</p>	
<p>Opportunity Score:</p>	<p>2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)</p>	

Current level of development or implementation:	<p>The district is in the process of updating the current reading and math curriculum to align with the Common Core Standards. Teachers and administrators are given the opportunity to attend workshops for professional growth in the area of Common Core implementation. Teachers will receive a copy of the Common Core Standards and they are approaching the stage of deconstructing standards for both reading and math. Committees will meet over the summer to begin the process. For the FY 2013/2014 school year teachers continue to receive ongoing professional development related to the common core standards in mathematics and language arts. The Science Committee is in the process of developing a new science curriculum. The Report Card Committee is in the process of reviewing and revising report cards for grades K-8 for FY2014/2015. These report cards will be electronic and interface with Power School.</p>
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IA12	The district intervenes early when a school is not making adequate progress. (12)	SP,SD
Level of Development or Implementation for this Indicator:	Partial Development/Implementation	
Index:	9 (Priority Score x Opportunity Score)	
Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	<p>Currently benchmarks and timelines have been established. We need to work more cohesively as an administrative team to hold teachers accountable for following district timelines and expectations through the evaluation process. For the FY 2013/2014, principals are conducting regular focused walk through observations to gather anecdotal data that is shared with staff regarding key instructional practices in reading and math. Interventionists, teachers and school administrators at all four schools review reading and math data regarding all students three times fiscally. Students who are identified as needing support are provided RtI reading and math tiered interventions. The elementary schools need to explore ways to provide math interventions for students in need. Progress monitoring is on-going for all students who receive RtI services during the school year.</p>	

IA13	The district works with the school to provide early and intensive intervention for students not making progress. (13)	SP, RTI, ELL, DTI
Level of Development or Implementation for this Indicator:	Partial Development/Implementation	
Index:	6 (Priority Score x Opportunity Score)	
Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	

Current level of development or implementation:	<p>The district has adopted periodic benchmark assessments and a universal diagnostic assessment with analysis of results to establish instructional needs. Teachers have been trained. Frequent formative and diagnostic mini-assessments from Fountas and Pinnell and the 95% Group are in place that allow teachers to identify which students have or have not mastered content and skills. A new benchmark assessment has been adopted by the district to measure student learning of CCSS in Reading, Math and ELA. District and school administrators at all four schools review reading and math data regarding all students quarterly. Students who are identified as needing support are provided RtI reading and math tiered interventions. Progress monitoring is on-going for all students who receive RtI services during the school year. The elementary schools need to explore ways to provide math interventions for students in need.</p>
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IC01	The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (28)	SP
Level of Development or Implementation for this Indicator:	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	<p>The district is actively engaged in the curricular focus on mathematics and language arts (reading, writing, speaking, and listening). Intensive staff development opportunities are available to all staff at the district and school level. We need to report academic progress particularly regarding achievement of subgroup populations more frequently. During the FY 2013/2014 the Curriculum Director will present progress data to the Board of Education during regular meetings after each assessment window. The principals report data to the Curriculum Director quarterly who, in turn, reports it to the Superintendent.</p>	

IC02	The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)	SP
Level of Development or Implementation for this Indicator:	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	<p>Central office personnel provide support and assistance with data analysis, program implementation and staff accountability. District administrators, teachers and principals received training to utilize the IIRC website to identify area of strength and area for improvement in Reading, Math and Science. There are quarterly meeting amongst principals and the assistant superintendent of curriculum, instruction and assessment to communicate about IIRC data and performance in all subgroups. The District Rising Star team and School Rising Star teams meet regularly throughout the school year to review the DIP and School Improvement Plans and plan accordingly. The Curriculum Director serves as the capacity builder for the District. She provides direct support to the principals and certified staff at each building for curriculum implementation and data analysis/review.</p>	

<p>IC05</p>	<p>The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32) RT3 Expectations: The district establishes a cohesive curriculum, aligned to State standards, that addresses and incorporates the following: (a) critical student transition points as applicable (Prek to elementary, middle to high school, and high school to postsecondary), including the use of alignment teams across these application for Math; and (d) the CCSS Science framework (when adopted).</p>	<p>SC,SS,RT3</p>
<p>Level of Development or Implementation for this Indicator: Partial Development/Implementation</p>		
<p>Index:</p>	<p>9 (Priority Score x Opportunity Score)</p>	
<p>Priority Score:</p>	<p>3 (3 - highest, 2 - medium, 1 - lowest)</p>	
<p>Opportunity Score:</p>	<p>3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)</p>	
<p>Current level of development or implementation:</p>	<p>1. The Math Task Force meets regularly to review the scope and sequence and pacing guide for the math curriculum. Grade level teams meet at the school level and across grade level articulation meetings take place at the district level involving teachers and administration from all four schools. 2. The Writing Committee has developed a curriculum that includes three local assessments. 3. The Language Arts Committee meets throughout the school year to develop a comprehensive Language Arts Curriculum that addresses reading, writing, speaking and listening skills for grades K-8. 4. The Social Studies Committee is currently mapping the curriculum with the goal of writing a new curriculum and has received new instructional materials for the 2013/2014 school year. 5. Music, art, and physical education teachers are working as separate committees to review and revise their respective curricula and is integrating math and ELA CCSS. 6. The Board of Education adopted a new social studies curriculum and new instructional materials aligned to state standards in August 2012. 7. The new mathematics and language arts curricula aligned to the common core standards was adopted by the Board of Education in October 2012. 8. The art curriculum was adopted by the Board of Education in July 2012. 9. The p.e. and music curricula are in final phases of development. 10. The science curriculum is under review and revision based on the new generation standards during the 2013/2014 school year. 11. Report cards are under review and revision to be implemented during the FY 2014/2015 school year. 12. Extended response writing takes place in the areas of reading, math, science and social science classes. As appropriate, reading and math is integrated into fine arts, physical education and art.</p>	
<p>IC07</p>	<p>Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement plan and its evolving needs. (34) Title I Expectations: Describe how the district will coordinate programs under Title I and Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff. (See Sections 1118 & 1119(h))</p>	<p>SP,ELL,DTI</p>
<p>Level of Development or Implementation for this Indicator.</p>	<p>Full Implementation</p>	

Evidence that this indicator has been fully and effectively implemented:	Professional development is linked to district initiatives. This year the administrative team, in collaboration with teams of teachers, is providing extensive staff development on differentiated instruction and data analysis. By the end of the school year, all staff will have received training with Differentiated Instruction, CCSS and data analysis. Grade level teams have regular time for collaboration and lesson planning evidenced by the established common planning time. All new staff participate in five workshops prior to the start of the school year and receive mentoring through the Governor's State University Teacher Program. School teams and principals have the autonomy to address individual needs through staff development that is personalized to meet the needs of the school. Currently, there is either a full day Teacher's Institute Day or half day school improvement day for staff development and collaboration every month. Additionally, as part of the negotiated agreement for certified staff, there are seven required p.m. faculty meetings per year from 3:30 - 5:00 p.m. This time is expressly for planning implementation of District professional development initiatives at the building level. The school principal and respective leadership teams are expected to develop professional development opportunities for all certified and classified staff for the 2013/2014 school year. These sessions will be held during seven after school workshop sessions of 1.5 hours in duration. The Curriculum Director will meet with school based leadership teams to develop a comprehensive, coordinated professional development schedule for the entire school year which includes these seven after school opportunities. All certified staff are expected to attend these sessions. Attendance is taken at each school for each meeting.
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IC08	Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (35)	Level of Development or Implementation for this Indicator.	Full Implementation	Evidence that this indicator has been fully and effectively implemented:	All support staff participate in staff development sessions that include student discipline, curriculum, safety, and areas specific to their current position. All school offices have a friendly, welcoming atmosphere for parents and students.
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Step 2 - Assess Indicators
Teacher and Leader Effectiveness and Supports

No Indicators Assessed under this section.

Step 3 - Create Plan
District Vision and Direction

There are no objectives assessed under this section in Step 2 - Assess Indicators.

Step 3 - Create Plan
District and School Improvement Processes

IB03	For each restructuring school, the district will make reference to guidance from What Works When regarding how to assess what the best restructuring options are given its unique district and school context. (1134)						SR								
Level of Development	Partial Development/Implementation														
1	Assigned to		Rene Santiago												
2	How it will look when fully implemented in the District:		What Works When will be utilized to create the Rising Star Plan or Professional Development Plan for the school in restructuring. The school has a building budget and funds will be used to support these students by purchasing Graphic novels and additional literature books across all genre's to engage the male students in reading and mathematics. The staff will receive professional development geared towards teaching african american children.												
3	Date by which the description above will be a reality:		02/05/2014												
4	Tasks														
The principal will be provided the What Works When to utilize with the building School Improvement Team for creating and revising the Rising Star professional development.															
Assigned to		Rene Santiago		Start Date		02/05/2014		End Date		08/15/2014		Timeline			
1		Budget & Funding Sources(\$)													
District		Title I		Title II-D		Title III		State Funds		Grant Funds		Other Funds		Total	
0		0		0		0		0		0		0		0	
The Principal will utilize the What Works When to create and develop the building restructuring Rising Star Plan each year.															
Assigned to		Onquanette Nowels-Pierce		Start Date		02/05/2014		End Date		08/15/2014		Timeline			
2		Budget & Funding Sources(\$)													
District		Title I		Title II-D		Title III		State Funds		Grant Funds		Other Funds		Total	
0		0		0		0		0		0		0		0	

IB09	The district will ensure that an empowered change agent (typically the principal) is appointed to head each restructuring school. (24)		SR
Level of Development	Partial Development/Implementation		
1	Assigned to		Rene Santiago
2	How it will look when fully implemented in the District:		The principal of each school works with their School Improvement Teams to create goals to meet the academic needs of the students they serve. The goals are outlined in the Rising Star plans. The principal meets regularly with teachers to create tier 1 and tier 2 interventions to improve instruction and learning during team meetings. The principal will work with grade-level teams and RtI interventionist to determine appropriate reading and math interventions. The principal and teaching teams will make recommendations for support to improve teaching and learning. A tier 3 intervention is needed for both reading and math.
3	Date by which the description above will be a reality:		02/05/2014
4	Tasks		
The Principal will work with a School Improvement Team to develop a strategic plan to restructure teaching and learning for all students who have met state standards on the state assessment.			
1			
Assigned to	Onquanette Nowels-Pierce	Start Date	02/03/2014
		End Date	04/03/2014
		Timeline	
Budget & Funding Sources(\$)			
District	Title I	Title II-D	Title III
0	0	0	0
		State Funds	Grant Funds
		0	0
		Other Funds	Total
		0	0
IB12	The district will prepare for setbacks, resistance, and obstacles on the path to substantial change in the context of school improvement and restructuring. (27)		SR
Level of Development	Partial Development/Implementation		
1	Assigned to		Rene Santiago
2	How it will look when fully implemented in the District:		Staff and building leadership are supportive of new initiatives. Professional development will be utilized to prevent obstacles when implementing the strategic plan for the school. All stakeholders will be included in the improvement process to avoid obstacles as well.
3	Date by which the description above will be a reality:		08/15/2014

District Continuous Improvement Plan with RTTT3 SOW

4										
Tasks										
Provide professional development to meet the needs of the staff to full the elements outlined in the restructuring plan and to avoid obstacles along the way.										
Assigned to		Rene Santiago		Start Date		02/05/2014		End Date		08/15/2014
								Timeline		
1										
Budget & Funding Sources(\$)										
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total			
0	0	0	0	0	0	0	0			

Step 3 - Create Plan
District Allocation of Resources for School Improvement

There are no objectives assessed under this section in Step 2 - Assess Indicators.

Step 3 - Create Plan
District Support for School Improvement and Student Achievement

<p>D9</p> <p>The district curriculum will encompass a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327)</p> <p>RT3 Expectations: For districts serving grades 9-12, the district will establish two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.</p> <p>Title I Expectations: (a) Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools; and where appropriate,</p> <p>(b) Educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs.</p> <p>(See Sections 1114 & 1115)</p>	<p>SC, RT3, DTI</p>
<p>Level of Development</p>	<p>Partial Development/Implementation</p>
<p>1</p> <p>Assigned to</p>	<p>Rene Santiago</p>
<p>2</p> <p>How it will look when fully implemented in the District:</p>	<p>Common Core State Standards will be fully integrated into the District 167 curriculum for all grade levels.</p>
<p>3</p> <p>Date by which the description above will be a reality:</p>	<p>08/15/2015</p>
<p>4</p> <p>Activities through the 2015 calendar year addressing the RTTT3 Expectations.</p> <p>Year 1 - Through June 30, 2012 [District Scope of Work Activities]</p> <p>Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]</p> <p>Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]</p> <p>Year 4 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]</p>	

5										
Tasks										
District Curriculum committees will meet to develop the curriculum by integrating Common Cores State Standards in order to fully implement the standards.										
Assigned to		Rene Santiago		Start Date		02/05/2014		End Date		08/15/2015
								Timeline		
1										
Budget & Funding Sources(\$)										
District		Title I		Title II-D		Title III		State Funds		Grant Funds
0		0		0		0		0		0
								Other Funds		Total
								0		0

IA12		The district will intervene early when a school is not making adequate progress. (12)								SP,SD	
Level of Development		Partial Development/Implementation									
1		Assigned to		Rene Santiago							
2		How it will look when fully implemented in the District: Brookwood School District 167 continues to work toward full implementation Response to Intervention (Rti) in all schools within the district. The structure of Rti allows teachers and related service staff to analyze assessments early to place students in the correct tiers to maximize the level of service students receive individually. Using 95% group, Fountas and Pinnell and Aimsweb as tools to move students in and out of the tiers in an effective and efficient manner.									
3		Date by which the description above will be a reality:		08/01/2013							
4											
Tasks											
The Superintendent or designee will analyze the AIMS web data in collaboration with the building principal to ensure that all students continue to make academic progress.											
1		Assigned to		Rene Santiago and Building Principals		Start Date		02/05/2014		End Date	
										07/01/2013	
										Timeline	
Budget & Funding Sources(\$)											
District		Title I		Title II-D		Title III		State Funds		Grant Funds	
0		0		0		0		0		0	
										Other Funds	
										Total	
										0	
Principals will monitor Rti services in their assigned schools to assure that Rti is continually implemented to service students.											
2		Assigned to		Sharon Price		Start Date		02/15/2014		End Date	
										08/01/2015	
										Timeline	
Budget & Funding Sources(\$)											

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0
Have a tier 3 math intervention at every building for all grades in District 167.							
Assigned to		Start Date		End Date		Timeline	
Rene Santiago		04/01/2014		08/15/2014			
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

IA13	The district will work with the school to provide early and intensive intervention for students not making progress. (13) Title I Expectations: Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.						SP, RTI, ELL, DTI								
Level of Development	Partial Development/Implementation														
1	Assigned to		Rene Santiago												
2	How it will look when fully implemented in the District: Brookwood School District 167 teachers use AIMSweb to benchmark students' progress three times a year. This gives teachers the opportunity to identify students that are not making growth as well as the area which growth is not being made. With the information the teaching team is able to provide targeted instruction for students as well as provide mini assessments to ensure growth is being made.														
3	Date by which the description above will be a reality:		06/15/2013												
Tasks															
Student reports will be utilized after each benchmark is completed to monitor students in tier 3 math interventions.															
Assigned to		Start Date		End Date		Timeline									
Rene Santiago		04/01/2014		08/15/2014											
Budget & Funding Sources(\$)															
District		Title I		Title II-D		Title III		State Funds		Grant Funds		Other Funds		Total	
0		0		0		0		0		0		0		0	
Students that need additional intervention instruction will be placed on a progress monitoring schedule, every two or four weeks to closely monitor student progress for students who are in tier 3 math interventions.															

2	Assigned to	Rene Santiago	Start Date	04/01/2014	End Date	08/15/2014	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
Create a tier 3 math intervention at all schools to provide early and intensive intervention for students who need tier 3 math support.								
3	Assigned to	Rene Santiago	Start Date	04/01/2014	End Date	08/15/2014	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0

IC01	The school will report and document its progress monthly to the superintendent, and the superintendent will report the school's progress to the school board. (28)								SP
Level of Development		Partial Development/Implementation							
1	Assigned to	Valorie Moore							
2	How it will look when fully implemented in the District:		The principals will provide student performance data to the Superintendent on a monthly bases, and the Superintendent will report the student performance data to the School Board.						
3	Date by which the description above will be a reality:		03/01/2014						
Tasks									
Principals will share AIMSweb data. Fontas and Pinnell and 95% Group data to the Superintendent monthly. Intervention will be provided to students to close learning gaps.									
1	Assigned to	District Leadership Team BW 167	Start Date	02/05/2014	End Date	08/15/2016	Timeline		
	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	

IC05	<p>The district will provide a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (32)</p> <p>RT3 Expectations: The district will establish a cohesive curriculum, aligned to State standards, that addresses and incorporates the following: (a) critical student transition points as applicable (Prek to elementary, middle to high school, and high school to postsecondary), including the use of alignment teams across these transition points; (b) writing throughout the curriculum; (c) CCSS in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math; and (d) the CCSS Science framework (when adopted).</p>						SC,SS,RT3								
Level of Development	Partial Development/Implementation														
1	Assigned to	Rene Santiago													
2	How it will look when fully implemented in the District:	The District will review, evaluate and revise district curricula as working documents for certified staff to guide instructional planning aligned to the Common Core State Standards and state assessments.													
3	Date by which the description above will be a reality:	07/01/2013													
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.														
Year 1 - Through June 30, 2012 [District Scope of Work Activities]															
Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]															
Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]															
Year 4 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]															
5	Tasks														
Staff development on the Language Arts Curriculum for all language arts teachers.															
Assigned to		Rene Santiago		Start Date		03/01/2014		End Date		08/15/2015		Timeline			
Budget & Funding Sources(\$)															
District		Title I		Title II-D		Title III		State Funds		Grant Funds		Other Funds		Total	
0		0		0		0		0		0		0		0	

Review, evaluate, and revise the Mathematics Curriculum to begin the alignment to the Common Core Standards.											
Assigned to		Rene Santiago		Start Date		07/01/2014		End Date		08/15/2015	Timeline
Budget & Funding Sources(\$)											
2	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total			
	0	0	0	0	0	0	0	0			
The Language Arts Committee will revise the Language Arts Curriculum to fully align the Common Core State Standards that will include the current Writing Curriculum, an updated Reading Curriculum, speaking goals/objectives, and listening goals/objectives.											
Assigned to		Rene Santiago		Start Date		02/05/2014		End Date		08/15/2016	Timeline
Budget & Funding Sources(\$)											
3	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total			
	0	0	0	0	0	0	0	0			
Brookwood Junior High School may host professional development opportunities on Saturdays for all district personnel to align the district curriculum to the Common Core Standards.											
Assigned to		Bethany Lindsay		Start Date		03/01/2014		End Date		05/30/2015	Timeline
Budget & Funding Sources(\$)											
4	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total			
	0	0	0	0	0	10000	0	10000			

Step 3 - Create Indicators
Teacher and Leader Effectiveness and Supports

There are no objectives assessed under this section in Step 2 - Assess Indicators.

Step 3 - Create Plan - Budget Summary

Continuous Improvement Plan Budget Summary

Key Code	Indicator	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
D7	The district monitors to ensure the intended curriculum is implemented with fidelity. (2326) RT3 Expectations: The district establishes (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science. Title I Expectations: Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any (see Section 1111).	0	0	0	0	0	0	0	0
D9	The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327) RT3 Expectations: For districts serving grades 9-12, the district establishes two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study. Title I Expectations: (a) Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools; and where appropriate, (b) Educational services outside such schools for children living	0	0	0	0	0	0	0	0

District Continuous Improvement Plan with RTTT3 SOW

	in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs. (See Sections 1114 & 1115)												
IA07	The district sets district, school, and student subgroup achievement targets. (7) Title I Expectations: Describe student academic assessments, if any, that are in addition to state academic assessments used.	0	0	0	0	0	0	0	0	0	0	0	0
IA12	The district intervenes early when a school is not making adequate progress. (12)	0	0	0	0	0	0	0	0	0	0	0	0
IA13	The district works with the school to provide early and intensive intervention for students not making progress. (13) Title I Expectations: Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.	0	0	0	0	0	0	0	0	0	0	0	0
IB03	For each restructuring school, the district makes reference to guidance from What Works When regarding how to assess what the best restructuring options are given its unique district and school context. (1134)	0	0	0	0	0	0	0	0	0	0	0	0
IB09	The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement. (24)	0	0	0	0	0	0	0	0	0	0	0	0
IB12	The district is prepared for setbacks, resistance, and obstacles on the path to rapid and substantial improvement. (27)	0	0	0	0	0	0	0	0	0	0	0	0
IC01	The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (28)	0	0	0	0	0	0	0	0	0	0	0	0
IC05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32) RT3 Expectations: The district establishes a cohesive curriculum, aligned to State standards, that addresses and incorporates the following: (a) critical student transition points as applicable (Prek to elementary, middle to high school, and	0	0	0	0	0	0	0	0	10,000	0	10,000	0

District Continuous Improvement Plan with RTTT3 SOW

high school to postsecondary), including the use of alignment teams across these transition points; (b) writing throughout the curriculum; (c) CCSS in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math; and (d) the CCSS Science framework (when adopted).						10,000	0	10,000
Total	0	0	0	0	0	10,000	0	10,000