

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	RCDT Number:	070161670020000
Superintendent:	Dr. Valorie Moore	Superintendent Email:*	vmoore@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
District Leadership Team BW 167	District Superintendent	7087585190	phollich@brookwood167.org	Superintendent
Valorie Moore	District Superintendent	(708)757-2102	vmoore@brookwood167.org	
Rene Santiago	District Superintendent Designee	708-758-5190	rsantiago@brookwood167.org	
Juan Lyle	Technology Plan User	708-758-5190	jllyle@brookwood167.org	District Staff
Lisa Hopson	District-Assigned Capacity Builder	708-917-8125	lhopson@illinoiscsi.org	
Reginald Patterson	District Improvement Team Member	708-757-2100	rpatterson@brookwood167.org	Principal
Onquanette Nowels-Pierce	District Improvement Team Member	708-758-5350	onowels@brookwood167.org	Principal
Bethany Lindsay	District Improvement Team Member	708-758-5252	blindsay@brookwood167.org	Principal
Shawn Jackson	District Improvement Team Member	708-758-4520	sjackson@brookwood167.org	Principal

Please enter School Board member contact information.

Name	Phone	Email
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 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									
1	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
	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	0	
2	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
	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	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										
1	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.										
	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	State Funds		Grant Funds		Other Funds	Total
	0		0	0	0	0		0		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					

4	Tasks							
	Provide professional development to meet the needs of the staff to fulfill 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	
	Budget & Funding Sources(\$)							
1	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

IA14	<p>The district will recruit, train, support, and place personnel to competently address the problems of schools in need of improvement. (14)</p> <p>RT3 Expectations: The district will establish 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.</p> <p>HQT Expectation: The district will ensure that only highly qualified teachers are hired.</p> <p>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)</p>	ELL,SP,HQT,RT3,DTI
Level of Development		Partial Development/Implementation
1	Assigned to	Rene Santiago
2	How it will look when fully implemented in the District:	All teachers will hold highly qualified status and/or hold an endorsement in their area of instruction. In addition, teachers will be assigned to instructional roles that meet their area of strength. For instance, the most qualified staff in math will be assigned to teach math to District 167 students.
3	Date by which the description above will be a reality:	08/15/2014
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, 2012 through June 30, 2013 [District Scope of Work Activities]	
5	Tasks	
	District 167 will reallocate staff to their content areas of expertise.	

1	Assigned to	District Leadership Team BW 167			Start Date	04/16/2014	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		

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

D11	The district will ensure the delivery of the curriculum is differentiated to meet the needs of all learners. (2328) RT3 Expectations (when learning maps are available through ISLE): The district embeds learning maps as a central part of instructional practices at all grade levels.	RT3
Level of Development		Partial Development/Implementation
1	Assigned to	
2	How it will look when fully implemented in the District:	
3	Date by which the description above will be a reality:	
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 through December 22, 2015 [District Scope of Work Activities]	
5	Tasks	
	There are no tasks created for this Objective	

D7	<p>The district will monitor to ensure the intended curriculum is implemented with fidelity. (2326)</p> <p>RT3 Expectations: The district will establish (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 1111).</p>						SC,SP,RT3,DTI
Level of Development		Partial Development/Implementation					
1	Assigned to	Rene Santiago					
2	How it will look when fully implemented in the District:	<p>District committees with representation from all grade levels will continue to meet throughout the year to develop curriculum documents with common instructional goals and assessments. Curriculum documents are being developed in the areas of Language Arts and math to reflect the New Common Core Standards.</p> <p>We will have a science curriculum fully aligned to the NGSS. All other content areas will be aligned to CCSS.</p>					
3	Date by which the description above will be a reality:	08/01/2015					
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						
District committees will meet during the summer to complete curriculum documents for implementation for the 2012-2013 school year.							
Assigned to		Shirley Bragg	Start Date		End Date	08/01/2012	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
Principals will conduct regular walk throughs to ensure that lesson plans are implemented as planned.								
2	Assigned to	Principals	Start Date		End Date	06/15/2013	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
AIMS Web assessments in mathematics and language arts will be administered to all students three times per year.								
3	Assigned to	Rene Santiago	Start Date		End Date	06/15/2013	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
The Superintendent or designee will report assessment data to the Board of Education three times per year.								
4	Assigned to	Rene Santiago	Start Date		End Date	07/01/2013	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
Principals will collect and monitor lesson plans for mathematics, language arts, and social studies.								
5	Assigned to	Principals	Start Date		End Date	06/15/2013	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
Principals will attend weekly grade level articulation meetings to monitor the pacing of the scope and sequence of the mathematics, language arts, and social studies curricula.								
6	Assigned to	Principals	Start Date		End Date	06/15/2013	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

7	We will align Science curriculum and instruction to the NGSS.								
	Assigned to	Rene Santiago		Start Date	07/07/2014		End Date	08/18/2015	
	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	

D9	<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, (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>	SC,RT3,DTI
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Level of Development		Partial Development/Implementation
1	Assigned to	Rene Santiago
2	How it will look when fully implemented in the District:	Curriculum teams have partially implemented Common Core State Standard. Common Core State Standards will be fully integrated into the District 167 curriculum for all grade levels to meet this indicator.
3	Date by which the description above will be a reality:	08/15/2015
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								
	1	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	
		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	
	2	Teacher will continue to receive on-going professional development to implement the CCSS.							
		Assigned to	Rene Santiago	Start Date	07/31/2016	End Date	07/31/2016	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	
	3	Teachers will receive over the summer of 2014 and 2015 to align the Common Core State Standards to the District 167 curriculum. The district curriculum will be the UbD Units created by teachers. The Standards Insight tool will be used to document the alignment of the Common Core State Standards with the District 167 curriculum.							
Assigned to		Rene Santiago	Start Date	07/07/2014	End Date	08/31/2016	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		

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 of Response to Intervention (RtI) in all schools within the district. The structure of RtI allows teachers and related service staff to analyze assessments early on 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:	08/15/2015						
4	Tasks							
1	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.							
	Assigned to	Rene Santiago and Building Principals	Start Date	02/05/2014	End Date	08/01/2014	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
2	Principals will monitor RtI services in their assigned schools to assure that RtI is continually implemented to service students.							
	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
3	Have a tier 3 math intervention at every building for all grades in District 167. Each school will create a schedule to include RtI tiered interventions during the school day.							
	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

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 a 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:		08/15/2014							
4	Tasks									
1	Student reports will be utilized after each benchmark is completed to monitor students in tier 3 math interventions.									
	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		
2	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.									
	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		
3	Create a tier 3 math intervention at all schools to provide early and intensive intervention for students who need tier 3 math support.									
	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			Rene Santiago						
2	How it will look when fully implemented in the District:			The principals will provide student performance data to the Superintendent or designee 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						
4	Tasks									
1	Principals will share AIMSweb data. Fontas and Pinnell and 95% Group data with the Superintendent monthly. Interventions will be provided to students to close learning gaps.									
	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

IC05	The district will provide a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (32) 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).								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:		08/01/2015						
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								
1	Staff development on the Language Arts Curriculum for all language arts teachers will be provided.								
	Assigned to	Rene Santiago		Start Date	03/01/2014		End Date	08/15/2015	
	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	
2	District 167 will review, evaluate, and revise the Mathematics Curriculum to begin the full alignment of the Common Core State Standards.								
	Assigned to	Rene Santiago		Start Date	03/01/2014		End Date	08/15/2015	
	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	
3	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	
	Budget & Funding Sources(\$)								

District Continuous Improvement Plan with RTTT3 SOW

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 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	<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 1111).</p>	0	0	0	0	0	0	0	0
D9	<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</p>	0	0	0	0	0	0	0	0

	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
IA12	The district intervenes early when a school is not making adequate progress. (12)	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
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. HQT 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)	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
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

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
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
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 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).	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	0	0	0

Step 4 - Monitor Plan

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
D7	<p>The district will monitor to ensure the intended curriculum is implemented with fidelity. (2326)</p> <p>RT3 Expectations: The district will establish (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 1111).</p>	SC,SP,RT3,DTI	Rene Santiago	08/01/2015	7	71.43%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	District committees will meet during the summer to complete curriculum documents for implementation for the 2012-2013 school year.	Date will be set with committee teams for summer work of curriculum documents. The committees met and completed curriculum documents for ELA, Math, Social Studies, and Art. The science document needs to be created and completed.	Shirley Bragg	
2	Principals will conduct regular walk throughs to ensure that lesson plans are implemented as planned.	Regular walk-throughs have been implement as part of the teacher evaluation since August of 2012.	Principals	08/21/2012
3	AIMS Web assessments in mathematics and language arts will be administered to all students three times per year.	AIMSweb was conducted three times a year and began in August of 2012.	Rene Santiago	06/04/2013
4	The Superintendent or designee will report assessment data to the Board of Education three times per year.	The Board and Superintendent have been informed about assessment data three times each year.	Rene Santiago	06/04/2013
5	Principals will collect and monitor lesson plans for mathematics, language arts, and social studies.	Principals have been monitoring lesson plans in all content areas (Math, ELA, Science, and Social Studies).	Principals	05/01/2014
6	Principals will attend weekly grade level articulation meetings to monitor the pacing of the scope and sequence of the mathematics, language arts, and social studies curricula.	Meeting minutes will be maintained for each meeting. All schools have weekly team meetings and minutes are recorded to meet this indicator.	Principals	05/01/2014
7	We will align Science curriculum and instruction to the NGSS.		Rene Santiago	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
D9	<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, (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>	SC,RT3,DTI	Rene Santiago	08/15/2015	3	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	District Curriculum committees will meet to develop the curriculum by integrating Common Cores State Standards in order to fully implement the standards.	Teachers have received initial professional development on StandardsInsight which will be used to develop the curriculum and align the CCSS. District Committees will continue to meet to review the learning units that are developed using StandardsInsight.	Rene Santiago	
2	Teacher will continue to receive on-going professional development to implement the CCSS.	Teachers will receive StandardsInsight training to develop the UbD units to align CCSS at each grade-level. Teachers will receive UbD Training District-wide. Teachers who are trained during the Summer of 2014 can train the new teachers during the New Teacher Orientation each year.	Rene Santiago	
3	Teachers will receive over the summer of 2014 and 2015 to align the Common Core State Standards to the District 167 curriculum. The district curriculum will be the UbD Units created by teachers. The Standards Insight tool will be used to document the alignment of the Common Core State Standards with the District 167 curriculum.	ISC4 has been contacted to provide professional development on StandardsInsight and UbD units during the Summer of 2014. District 167 has purchased StandardsInsight for the district.	Rene Santiago	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IA06	The district will provide schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6) RT3 Expectations: The district a) will perform requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and b) will implement a strategy to link student data across local systems to support the creation of integrated learner profiles.	SC,SP,RT3	District Leadership Team BW 167	08/01/2013	0		

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
There are no tasks created for this Objective				

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IA07	In collaboration with its schools, the district will set district and school achievement targets for all students and for AYP subgroups. (7) Title I Expectations: Describe student academic assessments, if any, that are in addition to state academic assessments used.	SS,ELL,SD,DTI	Rene Santiago	05/31/2014	2	100%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Analyze assessment data from Longwood School, Brookwood Junior High School and Brookwood Middle School to track indicators of positive change and pinpoint specific challenges/weaknesses particularly in the area of reading and mathematics.	11/2013 Second quarter data was analyzed. Mr. Santiago met with principals to review AIMSweb and ISAT Data. Math was an area of greatest need across the district. Mr. Santiago presented to the Board ISAT data and the changes to cut scores that depicted a significant drop in ISAT scores for Brookwood 167 and many or all	Rene Santiago	06/23/2014

schools across the state of Illinois. Teams met weekly or twice per month to review specific student AIMSweb assessment data, common reading and math assessments, authentic assessments, and the MAP assessment (in Spring of 2014). Brookwood Middle School made some growth on the data listed above. The school leadership team met to design specific strategies for interventions in the area of Reading and Mathematics. This data was reviewed after 4 weeks through progress monitoring and pre/post test for both Reading and Mathematics. Students who did not meet the targeted growth on pre and post test assessments in the areas of Reading and Mathematics were given specific interventions in the area of their deficits.

Target areas that were worked on for Reading was vocabulary, reading comprehension, literary elements, and reading strategies. Specific target areas that were worked on for Mathematics were number sense, measurement, algebra, and geometry. Brookwood Junior High School saw increases in student achievement for both seventh and eighth grade students using AIMSweb benchmark assessments in reading and mathematics. Targeted goals were met by improving the progress of students who improved by at least one level by 10% (from September 2013 - January 2014). Specific academic initiatives were implemented such as: Creating an academic incentive program to recognize progress and growth, creating/publishing academic vocabulary for all domains, fully implementing a professional learning communities model, conducting academic achievement conferences with all students in reading and mathematics, reviewing quarterly data, writing SMART goals and action plans for improvement, and sponsoring a Saturday Academic Camp for all students for eight weeks from January - March. Specific focus areas in mathematics included number concepts, algebraic reasoning, measurement and geometry. Specific focus areas in reading included vocabulary development, comprehension strategies, and text structure. Hickory Bend School's leadership team meet twice a month during their common plan time, and also by each quarter to review and discuss students achievement. At this time data was reviewed. AIMSweb assessment were reviewed in Reading/Mathematics. This was a common practice which was used to review, move and make changes to our intervention groups. As a

		<p>result of this the students increased in achievement in reading and mathematics according to the AIMSweb benchmark data. Longwood's PLC teams found growth in the areas in reading and mathematics when analyzing AIMSweb data. They found a significant growth with students who began the year below the 50th percentile in grades 3-4. A regular reading intervention program for all students that included weekly or biweekly progress monitoring was continued throughout the 2013-2014 school year. Based on mathematics data, Longwood implemented a math intervention section for students who did not make quarterly benchmarks on AIMSweb assessments.</p>		
<p>2</p>	<p>Analyze end of year data to assess progress toward achievement goals and determine weaknesses and strengths.</p>	<p>Data was changed to align to September benchmark data and receipt of ISAT scores. The Assistant Superintendent will report the findings to the Superintendent and to the Board of Education at the November 2014 regular meeting. Brookwood Jr.High School used the AIMSweb Spring Benchmark Data in reading and mathematics to determine progress. A focus area for improvement in mathematics is in the area of algebraic reasoning and geometry. Longwood used the AIMSweb Spring Benchmark Data in reading and mathematics to determine progress and MAP data. A focus area for improvement in reading is comprehension. Progress toward achievement and goals based on Map assessments shows that a projected proficiency attainment score for 7th grade in the area of mathematics is 46% meets/exceeds and for 36% meets/exceeds for 8th grade mathematics. A projected proficiency attainment score for 7th grade in the area of Reading shows 30% meets/exceeds and 23% meets/exceeds for 8th grade reading. An area of greatest need for 7th and 8th grade is in the area mathematics is operations and algebraic thinking, the real and complex number systems, geometry and statistics and probability. An area of greatest need for 7th and 8th grade in the area of Reading is literature, informational text and foundational skills and vocabulary. We will need to look at content strands and interventions to determine learning plans for all students in these defined areas. A focus area for improvement in reading is comprehension. Progress toward achievement and goals based on Map assessments shows that a projected proficiency attainment score will be realized for only 46% in mathematics. MAP assessment data shows that in the area of reading, a projected</p>	<p>Rene Santiago</p>	<p>06/23/2014</p>

proficiency attainment score will be realized for only 39.8%. We will need to look at content strands and interventions to determine learning plans for all students. Brookwood Middle School used the AIMSweb Spring Benchmark Data in reading and mathematics to determine progress. A focus area for improvement in mathematics is in the area of measurement and algebra. A focus area for improvement in reading is comprehension. Progress toward achievement and goals based on Map assessments shows that a projected proficiency attainment score for 5th grade in the area of mathematics is 36% meets/exceeds and for 32% meets/exceeds for 6th grade mathematics. A projected proficiency attainment score for 5th grade in the area of Reading shows 42% meets/exceeds and 43% meets/exceeds for 6th grade reading. An area of greatest need for 5th grade is in the area mathematics is operations and algebraic thinking followed by measurement and data, number and operations and geometry. The area of greatest need for 6th grade in the area of mathematics is the real and complex number systems, followed by operations and algebraic thinking, geometry and statistics and statistics and probability. MAP assessment data shows that in the area of reading, a projected proficiency attainment score will be realized for only 39.8%. An area of greatest need for 5th grade is in the area of foundational skills and vocabulary, followed by literature and informational text for 5th grade and the areas of greatest need for 6th grade in in the area of literature, informational text and foundational skills and vocabulary in the area of Reading. We will need to look at content strands and interventions to determine learning plans for all students in these defined areas. Longwood used the AIMSweb Spring Benchmark Data in reading and mathematics to determine progress and MAP data. A focus area for improvement in reading is comprehension. Progress toward achievement and goals based on Map assessments shows that a projected proficiency attainment score for 3rd grade in the area of mathematics is 42% meets/exceeds and for 54% meets/exceeds for 4th grade mathematics. A projected proficiency attainment score for 3rd grade in the area of Reading shows 42% meets/exceeds and 50% meets/exceeds for 4th grade reading. An area of greatest need for 3rd and 4th grade is in the area mathematics is operations and

		<p>algebraic thinking, measurement and data, number and operations and geometry. An area of greatest need for 3rd and 4th grade in the area of Reading is foundational skills and vocabulary, literature and informational text. We will need to look at content strands and interventions to determine learning plans for all students in these defined areas. Hickory Bend used the AIMSweb Spring Benchmark Data in reading and mathematics to determine progress and MAP data. A focus area for improvement in reading is comprehension. Progress toward achievement and goals based on Map assessments shows that a projected proficiency attainment score for 3rd grade in the area of mathematics is 55% meets/exceeds and for 47% meets/exceeds for 4th grade mathematics. A projected proficiency attainment score for 3rd grade in the area of Reading shows 54% meets/exceeds and 38% meets/exceeds for 4th grade reading. An area of greatest need for 3rd and 4th grade is in the area mathematics is operations and algebraic thinking, measurement and data, number and operations and geometry. An area of greatest need for 3rd and 4th grade in the area of Reading is foundational skills and vocabulary, literature and informational text. We will need to look at content strands and interventions to determine learning plans for all students in these defined areas.</p>		
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Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IA11	The district will ensure that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)	SS,ELL		07/01/2013	0		
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
There are no tasks created for this Objective							

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IA12	The district will intervene early when a school is not making adequate progress. (12)	SP,SD	Rene Santiago	08/15/2015	3	66.67%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	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.	ISAT data and the District Report Card were presented to the School Board by the Assistant Superintendent during a school Board meeting in November of 2013. The IIRC data and restructuring data were presented by the Assistant Superintendent during a Board meeting in January of 2014. The Assistant Superintendent met with principals after the first round of localized assessments. The Assistant Superintendent will meet with principals to review the second round of testing. The Assistant Superintendent will meet with principals to review the third round of testing at the end of the school year to review NWEA results since NWEA replaced AIMSweb testing at the end of the school year. 11/2013 Second quarter data was analyzed. Mr. Santiago met with principals to review AIMSweb and ISAT Data. Math was an area of greatest need across the district. Teams met weekly or twice per month to review specific student AIMSweb assessment data, common reading and math assessments, authentic assessments, and the MAP assessment (in Spring of 2014. Brookwood Jr. High School, Brookwood Middle School, Longwood and Hickory Bend used the AIMSweb Spring Benchmark Data in reading and mathematics to determine progress. A focus area for improvement in mathematics is in the area of algebraic reasoning and geometry. Longwood used the AIMSweb Spring Benchmark Data in reading and mathematics to determine progress and MAP data. A focus area for improvement in reading is comprehension. Hickory Bend School's leadership team meet twice a month during their common plan time, and also by each quarter to review and discuss students achievement. At this time data was reviewed. AIMSweb assessment were reviewed in Reading/Mathematics. This was a common practice	Rene Santiago and Building Principals	06/23/2014			

		<p>which was used to review, move and make changes to our intervention groups. As a result of this the students increased in achievement in reading and mathematics according to the AIMSweb benchmark data. Longwood's PLC teams found growth in the areas in reading and mathematics when analyzing AIMSweb data. They found a significant growth with students who began the year below the 50th percentile in grades 3-4. A regular reading intervention program for all students that included weekly or biweekly progress monitoring was continued throughout the 2013-2014 school year.</p> <p>Based on mathematics data, Longwood implemented a math intervention section for students who did not make quarterly benchmarks on AIMSweb assessments. Brookwood Middle School made some growth on the data listed above. The school leadership team met to design specific strategies for interventions in the area of Reading and Mathematics. This data was reviewed after 4 weeks through progress monitoring and pre/post test for both Reading and Mathematics. Students who did not meet the targeted growth on pre and post test assessments in the areas of Reading and Mathematics were given specific interventions in the area of their deficits.</p> <p>Target areas that were worked on for Reading was vocabulary, reading comprehension, literary elements, and reading strategies. Specific target areas that were worked on for Mathematics were number sense, measurement, algebra, and geometry.</p>		
2	<p>Principals will monitor Rtl services in their assigned schools to assure that Rtl is continually implemented to service students.</p>	<p>The principals have been monitoring AIMSweb and Fontas and Pinnell data to make decisions about Rtl services for students in need. During the first data meeting, the Assistant Superintendent for learning and each Principal discussed Rtl and student supports. Tier 3 reading and math interventions need to be implemented in all schools for reading and math. The principals and central office will create criteria for Tier 2 and criteria for Tier 3 intervention services to consistently have all three tiers of intervention district-wide where all students get the support needed to be successful in reading and mathematics. A schools have created new schedules to accommodate Rtl services for 3 tiers of intervention for reading and math. Common planning time has been created in the schedules for teachers and administrators to create, monitor and evaluate all tiered intervention plans for all students. We'll use data to drive</p>	Sharon Price	

		educational decisions for all intervention plans.		
3	Have a tier 3 math intervention at every building for all grades in District 167. Each school will create a schedule to include RtI tiered interventions during the school day.	Tier 3 reading and math interventions need to be implemented in all schools for reading and math. The principals and central office will create criteria for Tier 2 and criteria for Tier 3 intervention services to consistently have all three tiers of intervention district-wide where all students get the support needed to be successful in reading and mathematics. A schools have created new schedules to accommodate RtI services for 3 tiers of intervention for reading and math. Common planning time has been created in the schedules for teachers and administrators to create, monitor and evaluate all tiered intervention plans for all students. We'll use data to drive educational decisions for all intervention plans.	Rene Santiago	06/23/2014

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
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	Rene Santiago	08/15/2014	3	33.33%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Student reports will be utilized after each benchmark is completed to monitor students in tier 3 math interventions.	At the completion report should be printed for each grade level as well as each classroom teacher. Team members will occur to discuss results and re-drect instruction as needed. A schools have created new schedules to accommodate RtI services for 3 tiers of intervention for reading and math. Common planning time has been created in the schedules for teachers and administrators to create, monitor and evaluate all tiered intervention plans for all students. We'll use data to drive educational decisions for all intervention plans.	Rene Santiago	

2	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.	The district literacy coach will assist with the monitoring of teachers completing progress monitoring in a timely matter. A schools have created new schedules to accommodate RtI services for 3 tiers of intervention for reading and math. Common planning time has been created in the schedules for teachers and administrators to create, monitor and evaluate all tiered intervention plans for all students. We'll use data to drive educational decisions for all intervention plans. Teams met weekly or twice per month to review specific student AIMSweb assessment data, common reading and math assessments, authentic assessments, and the MAP assessment (in Spring of 2014.	Rene Santiago	
3	Create a tier 3 math intervention at all schools to provide early and intensive intervention for students who need tier 3 math support.	A schools have created new schedules to accommodate RtI services for 3 tiers of intervention for reading and math. Common planning time has been created in the schedules for teachers and administrators to create, monitor and evaluate all tiered intervention plans for all students. We'll use data to drive educational decisions for all intervention plans.	Rene Santiago	06/23/2014

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IA14	<p>The district will recruit, train, support, and place personnel to competently address the problems of schools in need of improvement. (14)</p> <p>RT3 Expectations: The district will establish 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.</p> <p>HQT Expectation: The district will ensure that only highly qualified teachers are hired.</p> <p>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)</p>	ELL,SP,HQT,RT3,DTI	Rene Santiago	08/15/2014	1	100%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			

1	District 167 will reallocate staff to their content areas of expertise.	4th grade teachers have been reassigned to areas of instructional strength and certification at Hickory Ben and Longwood School. 5th and 6th grade teachers have been reassigned to areas of instructional strength and certification.	District Leadership Team BW 167	06/23/2014
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Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IB02	In collaboration with its schools, the district will examine improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)	SS		06/01/2013	0		
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
There are no tasks created for this Objective							

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
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	Rene Santiago	02/05/2014	2	100%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	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.	The principal will provide What Works When to the School Improvement Team at the next BMS Rising Star Plan meeting. They will document the page numbers and elements of the WWW as evidence for this indicator.	Rene Santiago	08/15/2014			

2	The Principal will utilize the What Works When to create and develop the building restructuring Rising Star Plan each year.	The Brookwood Middle School principal will provide What Works When to the School Improvement Team at the next BMS Rising Star Plan meeting. They will document the page numbers and elements of the WWW as evidence for this indicator.	Onquanette Nowels-Pierce	06/23/2014
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Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IB09	The district will ensure that an empowered change agent (typically the principal) is appointed to head each restructuring school. (24)	SR	Rene Santiago	02/05/2014	1	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	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.	<p>Teams met weekly or twice per month to review specific student AIMSweb assessment data, common reading and math assessments, authentic assessments, and the MAP assessment (in Spring of 2014.</p> <p>Brookwood Middle School made some growth on the data listed above. The school leadership team met to design specific strategies for interventions in the area of Reading and Mathematics. This data was reviewed after 4 weeks through progress monitoring and pre/post test for both Reading and Mathematics. Students who did not meet the targeted growth on pre and post test assessments in the areas of Reading and Mathematics were given specific interventions in the area of their deficits. Target areas that were worked on for Reading was vocabulary, reading comprehension, literary elements, and reading strategies. Specific target areas that were worked on for Mathematics were number sense, measurement, algebra, and geometry. Brookwood Junior High School saw increases in student achievement for both seventh and eighth grade students using AIMSweb benchmark assessments in reading and mathematics. Targeted goals were met by improving the progress of students who improved by at least one level by 10% (from September 2013 -</p>	Onquanette Nowels-Pierce	

January 2014). Specific academic initiatives were implemented such as: Creating an academic incentive program to recognize progress and growth, creating/publishing academic vocabulary for all domains, fully implementing a professional learning communities model, conducting academic achievement conferences with all students in reading and mathematics, reviewing quarterly data, writing SMART goals and action plans for improvement, and sponsoring a Saturday Academic Camp for all students for eight weeks from January - March. Specific focus areas in mathematics included number concepts, algebraic reasoning, measurement and geometry. Specific focus areas in reading included vocabulary development, comprehension strategies, and text structure. Hickory Bend School's leadership team meet twice a month during their common plan time, and also by each quarter to review and discuss students achievement. At this time data was reviewed. AIMSweb assessment were reviewed in Reading/Mathematics. This was a common practice which was used to review, move and make changes to our intervention groups. As a result of this the students increased in achievement in reading and mathematics according to the AIMSweb benchmark data. Tier 3 reading and math interventions need to be implemented in all schools for reading and math. The principals and central office will create criteria for Tier 2 and criteria for Tier 3 intervention services to consistently have all three tiers of intervention district-wide where all students get the support needed to be successful in reading and mathematics. A schools have created new schedules to accommodate RtI services for 3 tiers of intervention for reading and math. Common planning time has been created in the schedules for teachers and administrators to create, monitor and evaluate all tiered intervention plans for all students. We'll use data to drive educational decisions for all intervention plans. The Principal ensured that the school Improvement Team used the What Works When to create and monitor the School improvement Plan. This year Brookwood Middle school used graphic novels with the male subgroup that did not meet state standards on the state assessment. We encouraged our male subgroup to attend an after school program name MPAC (Male Parent Advisory Committee). Students learned

		<p>about self perseverance, social and emotional learning strategies, peer acceptance, conflict resolution, and team building exercises (solving real-world science problems). Brookwood Middle School used Study Island for a computer based learning program in the area of Reading and Mathematics. Teachers taught students how to create text-dependent questions, how to read a close reading passage, and identifying academic vocabulary in informational text. Brookwood Middle School began using the MAP assessment in ELA, Mathematics and Language Arts. Data will be used to guide instruction and form interventions for students to in specific areas. During the summer of 2014 teachers will develop UBD units for all content areas using the Backwards Design. Teachers will also create pacing guides and common assessments aligned to the CCSS and utilize differentiated instructional practices. Additionally, WIDA standards will be implemented into the pacing guides and UBD units.</p>	
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Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
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	Rene Santiago	08/15/2014	1	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Provide professional development to meet the needs of the staff to fulfill the elements outlined in the restructuring plan and to avoid obstacles along the way.	Brookwood Middle School used Study Island for a computer based learning program in the area of Reading and Mathematics. Teachers taught students how to create text-dependent questions, how to read a close reading passage, and identifying academic vocabulary in informational text. Brookwood Middle School began using the MAP assessment in ELA, Mathematics and Language Arts. Data will be used to guide instruction and form interventions for students to in specific areas. During the summer of 2014 teachers will develop UBD units for all content areas using the Backwards Design. Teachers will	Rene Santiago	

		<p>also create pacing guides and common assessments aligned to the CCSS and utilize differentiated instructional practices. Additionally, WIDA standards will be implemented into the pacing guides and UBD units. Block scheduling was created at BMS to provide common planning time for teachers. Teachers will receive professional development on effective teams and how to effectively use extended instructional periods or time for ELA and math. The professional development will prepare teachers for the implementation of extended math and ELA periods/time, and how to use team time efficiently. The professional development ought to reduce or avoid obstacles for implementing the restructuring plan at BMS.</p>		
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Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
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	Rene Santiago	03/01/2014	1	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Principals will share AIMSweb data. Fontas and Pinnell and 95% Group data with the Superintendent monthly. Interventions will be provided to students to close learning gaps.	95% was not utilized in 2013/2014 in an effort to reduce student testing (Board Recommendation). Due to the PARCC Field Test and implementing NWEA MAP assessments, 95% assessment was not necessary to obtain important reading performance data. Longwood and Hickory Bend used Fontas and Pinnell during the 2013-2014 school year for determining reading levels, however during the 2014-2015 school year it will not be used and in place of it we will use Map assessment data (RIT scores) to attain information on students' proficiency levels by content strands/skills. Brookwood Middle and Junior High Schools did not use Fontas and Pinnell for the whole school year and will also be using Map assessment data (RIT scores) during the 2014-2015 school year to attain information on students' proficiency levels by content strands/skills. Interventions will be	District Leadership Team BW 167	

Report Card Data Overview

Percent (%) of Students Meeting and Exceeding State Standards - ISAT/PSAE

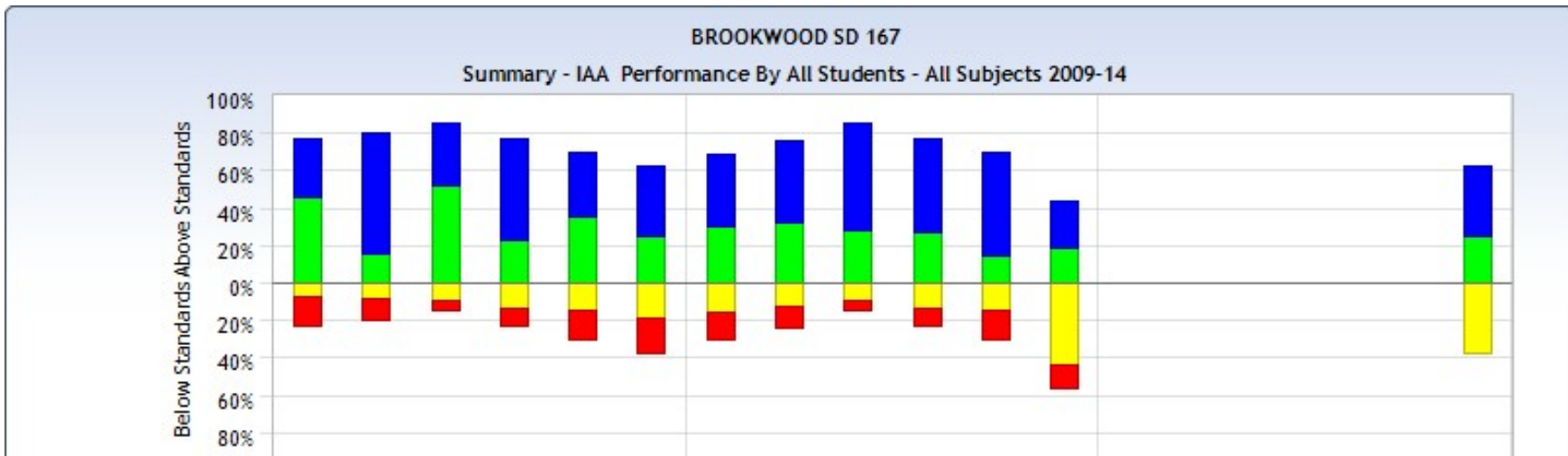
% Meets+Exceeds Trends (These are district level results. Subgroups with fewer than 10 students will not be reported.)						
	2009	2010	2011	2012	2013	2014
Reading - ISAT Results						
SubGroups	66.6	71.2	74.2	75.5	48.7	47.1
White	-	-	-	-	-	-
Black	65	69.8	72.4	74.8	47.4	46
Hispanic/Latino	71	72	79.1	77.4	48.5	47.3
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	56.7	63.6	80	69.7	30.4	30
Students with Disabilities	20.5	26.4	25.5	25.5	8.3	5.2
Low Income	63.8	68.4	73.1	74.9	47.5	43.9
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Math - ISAT Results						
SubGroups	68.7	74.8	78.7	80.1	41.1	50.9
White	-	-	-	-	-	-
Black	67.5	73.6	77.3	77.9	39.2	48.6
Hispanic/Latino	79	76.3	83.6	86.8	46.2	57.1
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

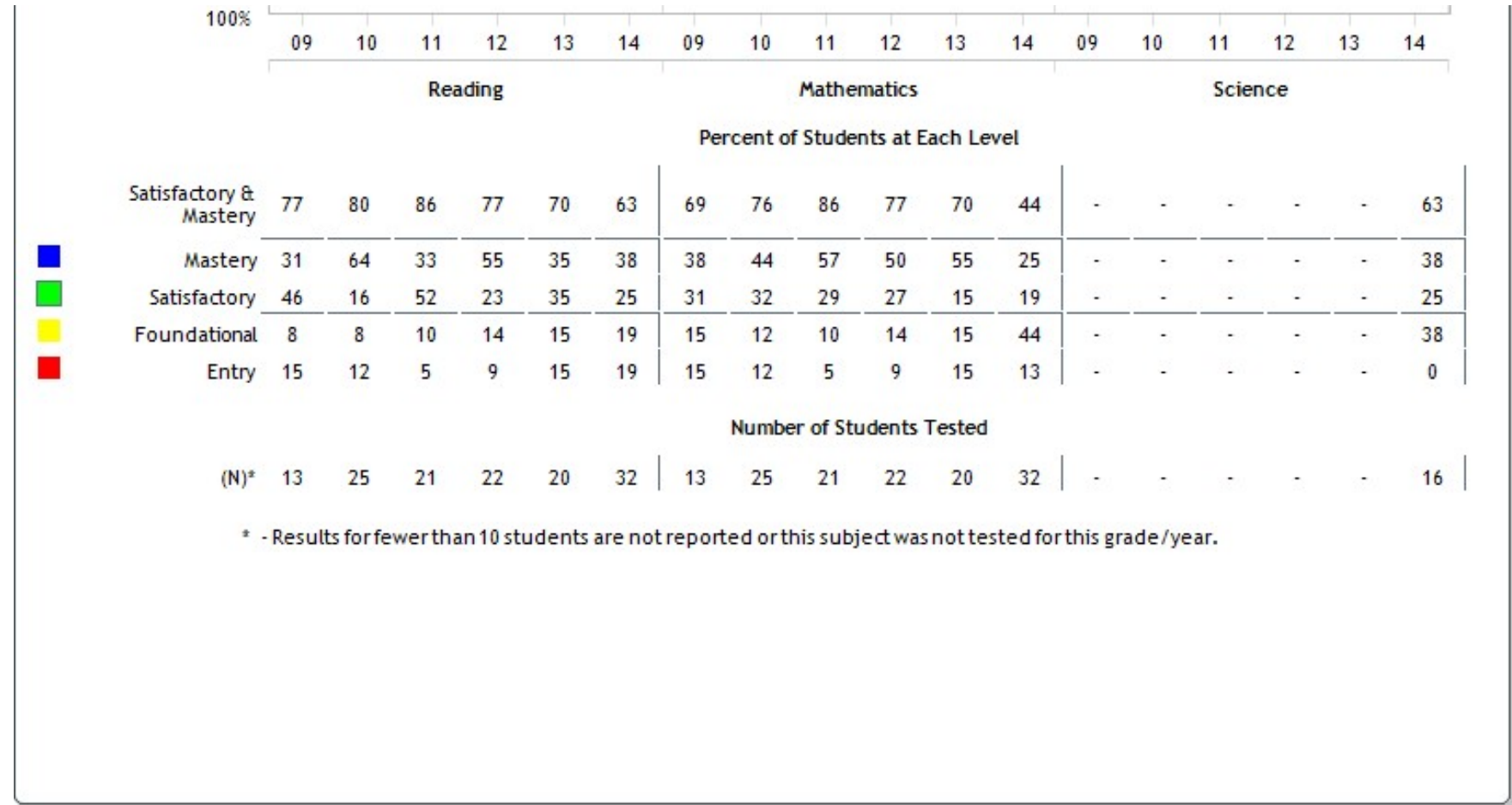
Two or More Races	-	-	-	-	-	-
LEP	70.1	70.1	95	93.9	43.5	55
Students with Disabilities	33.7	30.2	29.8	45.1	19.4	21.1
Low Income	66.7	71.6	78.4	78.2	40.1	47.1
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

ACCESS Results

- No students tested for **ACCESS** in **Grade K**
- No students tested for **ACCESS** in **Grade 1**
- No students tested for **ACCESS** in **Grade 2**
- No students tested for **ACCESS** in **Grade 3**
- No students tested for **ACCESS** in **Grade 4**
- No students tested for **ACCESS** in **Grade 5**
- No students tested for **ACCESS** in **Grade 6**
- No students tested for **ACCESS** in **Grade 7**
- No students tested for **ACCESS** in **Grade 8**

IAA Results





AYP/AMAO Deficiencies

The following deficiencies have been identified in the most recent AYP Report for your district.

No deficiencies have been identified in your most recent AYP report.

The following deficiencies have been identified in the most recent AMAO Report for your district.

AMAO Report is not yet available for posting.

If a district has met all the state-required performance targets identified in the District Report Card for only one year, it is still required to revise the District Integrated Plan while the district remains in status. The district should set forth other targets for improvement derived from and supported by data analysis to ensure that the district continues to meet state targets.

Assessment Data Reading

% Meets+Exceeds Trends (These are district level results. Subgroups with fewer than 10 students will not be reported.)

	2009	2010	2011	2012	2013	2014
Grade 3 SubGroups	71.1	82.7	82.4	78.5	55.3	58.4
White	-	-	-	-	-	-
Black	69.2	82	82.1	77.8	57.1	61
Hispanic/Latino	75	73.3	83.3	74.1	35.3	42.3
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	69.2	80	72.7	18.2	30
Students with Disabilities	23.1	-	-	28.6	13.3	-
Low Income	69.4	80	84.2	76.4	51.6	48.7
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 4 SubGroups	67.7	63.1	78.4	77.8	43.7	49.6
White	-	-	-	-	-	-
Black	68	62	76	77.4	37.6	50.9
Hispanic/Latino	63.2	53.8	84.2	80	59.1	40
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	-	-	-	-	-	-
LEP	41.7	50	-	63.6	41.7	-
Students with Disabilities	20	21.4	45.5	45.5	16.7	7.1
Low Income	63.4	63.2	75.2	80.9	46.4	47.3
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 5 SubGroups	60.8	69.8	67.6	75.7	54.2	38.1
White	-	-	-	-	-	-
Black	59	68	65.1	75.2	57	32.7
Hispanic/Latino	75	82.4	78.6	72.2	50	61.9
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	66.7	72.7	-	-	-	-
Students with Disabilities	18.8	30.8	27.3	-	18.2	6.7
Low Income	57	64.8	67.4	74.8	49.4	35.7
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 6 SubGroups	70.2	65.9	78.5	75	54	50.4
White	-	-	-	-	-	-
Black	64.7	65.1	79.1	72.8	51.7	53.3
Hispanic/Latino	89.5	63.6	72.2	90.9	55.6	35.3
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	-	-	-	-	-	-
LEP	81.2	57.1	-	-	-	-
Students with Disabilities	-	33.3	15.4	-	-	0
Low Income	71.2	63	76.3	79.5	50.5	46.9
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 7 SubGroups	64.7	68.1	66.4	76	44.2	49
White	-	-	-	-	-	-
Black	64.7	65.9	64.5	77	44.9	45.2
Hispanic/Latino	57.9	70	76.9	75	27.3	63.2
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	33.3	68.8	-	-	-	-
Students with Disabilities	21.4	-	16.7	7.7	0	-
Low Income	57.3	65.5	64.7	73.6	43.2	48.5
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 8 SubGroups	66.7	76.6	71.3	69.8	40.9	39.1
White	-	-	-	-	-	-
Black	65.3	75	68.1	68.4	37.4	38
Hispanic/Latino	68.4	82.4	77.3	78.6	53.3	33.3
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	-	-	-	-	-	-
LEP	50	63.6	-	-	-	-
Students with Disabilities	20	18.2	-	23.1	0	5.6
Low Income	68	71.7	69.7	64	42.9	36.6
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

Assessment Data Mathematics

% Meets+Exceeds Trends (These are district level results. Subgroups with fewer than 10 students will not be reported.)

	2009	2010	2011	2012	2013	2014
Grade 3 SubGroups	84.4	88.2	94.4	88.1	49.2	67.3
White	-	-	-	-	-	-
Black	84.6	89	93.8	84.7	49.5	66.2
Hispanic/Latino	83.3	73.3	95.8	96.3	47.1	57.7
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	69.2	95	95.5	36.4	55
Students with Disabilities	61.5	-	-	64.3	33.3	-
Low Income	85.9	86	96.1	86.7	44.7	59.2
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 4 SubGroups	75.4	82	91	94	38	60.3
White	-	-	-	-	-	-
Black	74	81	90.4	93.5	33	59.4
Hispanic/Latino	89.5	76.9	89.5	95	45.5	60
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	-	-	-	-	-	-
LEP	83.3	75	-	90.9	50	-
Students with Disabilities	33.3	50	54.5	90.9	25	7.1
Low Income	74.2	80.5	89.9	94.4	40.2	57.1
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 5 SubGroups	58	65.9	71.2	76.5	53.4	60.9
White	-	-	-	-	-	-
Black	58.1	63	67.4	75.2	55.9	56.9
Hispanic/Latino	75	82.4	85.7	72.2	50	76.2
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	73.3	72.7	-	-	-	-
Students with Disabilities	43.8	46.2	27.3	-	54.5	64.3
Low Income	53	61.5	73	74.8	49.4	57.7
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 6 SubGroups	69.3	69.8	68.6	87.4	41.7	47.2
White	-	-	-	-	-	-
Black	69.4	68.9	67	84.6	39.2	46.7
Hispanic/Latino	68.4	81.8	66.7	100	42.1	52.9
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	-	-	-	-	-	-
LEP	62.5	78.6	-	-	-	-
Students with Disabilities	-	13.3	15.4	-	-	9.1
Low Income	67.1	67.4	64.5	89	39.6	45.7
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 7 SubGroups	68.7	68.1	69.4	71.3	31.1	41.2
White	-	-	-	-	-	-
Black	68.1	64.7	69.2	70	27.8	39.3
Hispanic/Latino	78.9	75	84.6	75	45.5	47.6
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	58.3	75	-	-	-	-
Students with Disabilities	14.3	-	25	15.4	0	-
Low Income	67.3	63.1	68.6	65.9	30.1	36.3
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 8 SubGroups	59.5	74.5	76.2	65.1	34.1	32.3
White	-	-	-	-	-	-
Black	54.8	74.1	74.5	61.2	31.8	29.6
Hispanic/Latino	78.9	70.6	77.3	78.6	46.7	41.7
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

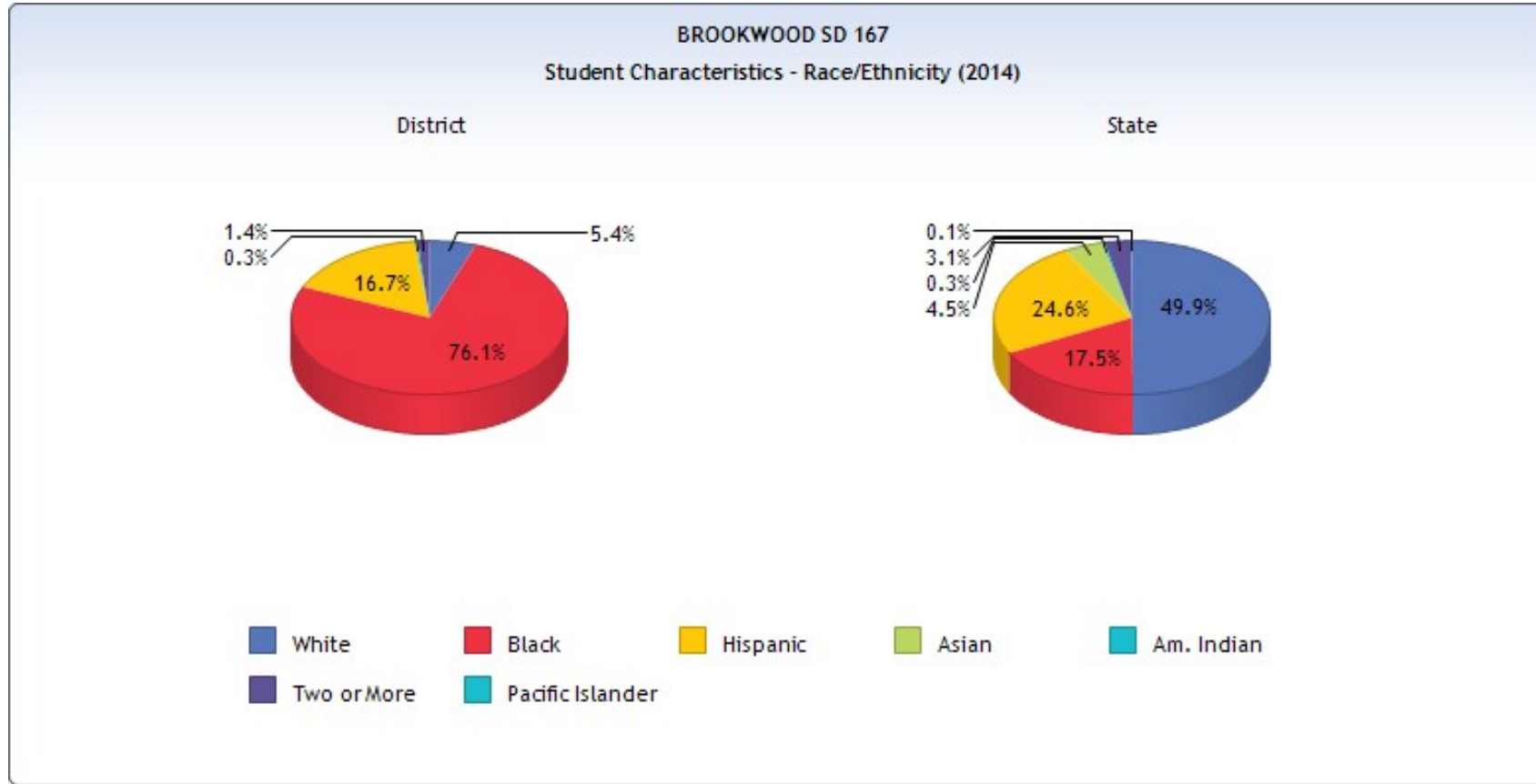
Two or More Races	-	-	-	-	-	-
LEP	75	45.5	-	-	-	-
Students with Disabilities	24	9.1	-	15.4	0	5.6
Low Income	56.3	69.7	75.3	58.1	35.7	26.8
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

District Information

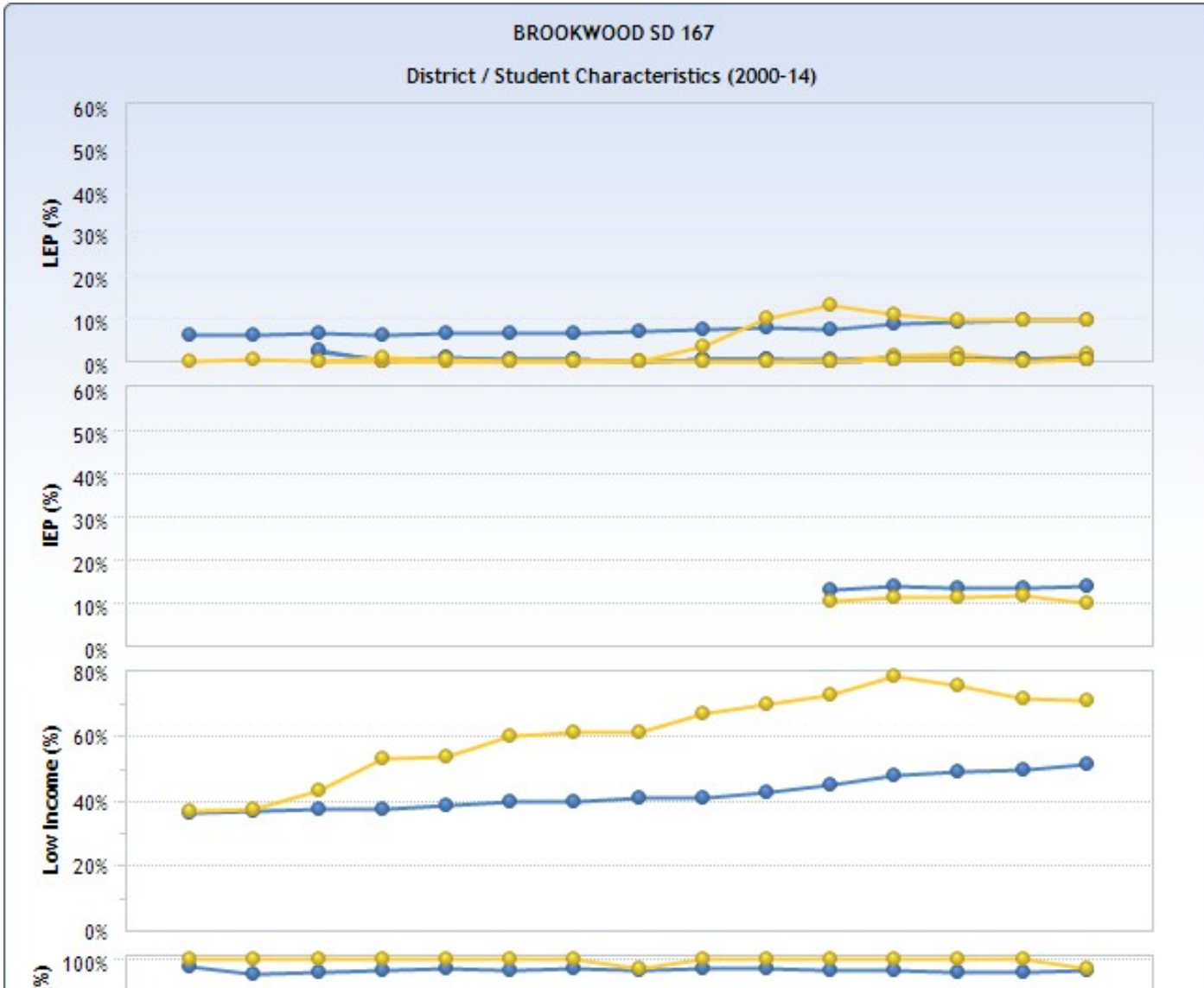
District Information								
	2007	2008	2009	2010	2011	2012	2013	2014
Attendance Rate (%)	95.0	94.9	95.1	95.0	94.9	95.0	94.8	96.2
Truancy Rate (%)	0.7	0.4	0.3	4.2	3.1	6.3	1.7	1.8
Mobility Rate (%)	15.7	19.3	27.2	22.5	21.8	24.8	19.5	18.6
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
District Population (#)	1,332	1,305	1,237	1,166	1,171	1,217	1,221	1,270
Low Income (%)	61.6	67.0	69.9	73.3	78.7	75.9	72.0	71.4
Limited English Proficient(LEP)(%)	0.0	3.3	10.1	13.1	10.8	9.8	9.7	9.7
Students with Disabilities (%)	-	-	-	10.4	11.1	11.1	11.6	10.1
White, non-Hispanic (%)	8.3	6.5	5.5	5.1	5.5	5.0	4.8	5.4
Black, non-Hispanic (%)	78.0	77.3	77.7	76.6	74.1	76.3	76.1	76.1
Hispanic (%)	12.4	14.2	14.1	14.2	17.9	16.0	16.6	16.7
Asian (%)	0.5	0.3	0.2	0.2	0.1	0.0	0.0	0.0
American Indian (%)	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.3
Two or More Races (%)	0.8	1.6	2.4	3.9	2.4	2.7	2.5	1.4
Native Hawaiian/Pacific Islander (%)	-	-	-	-	0.0	0.0	0.0	0.0

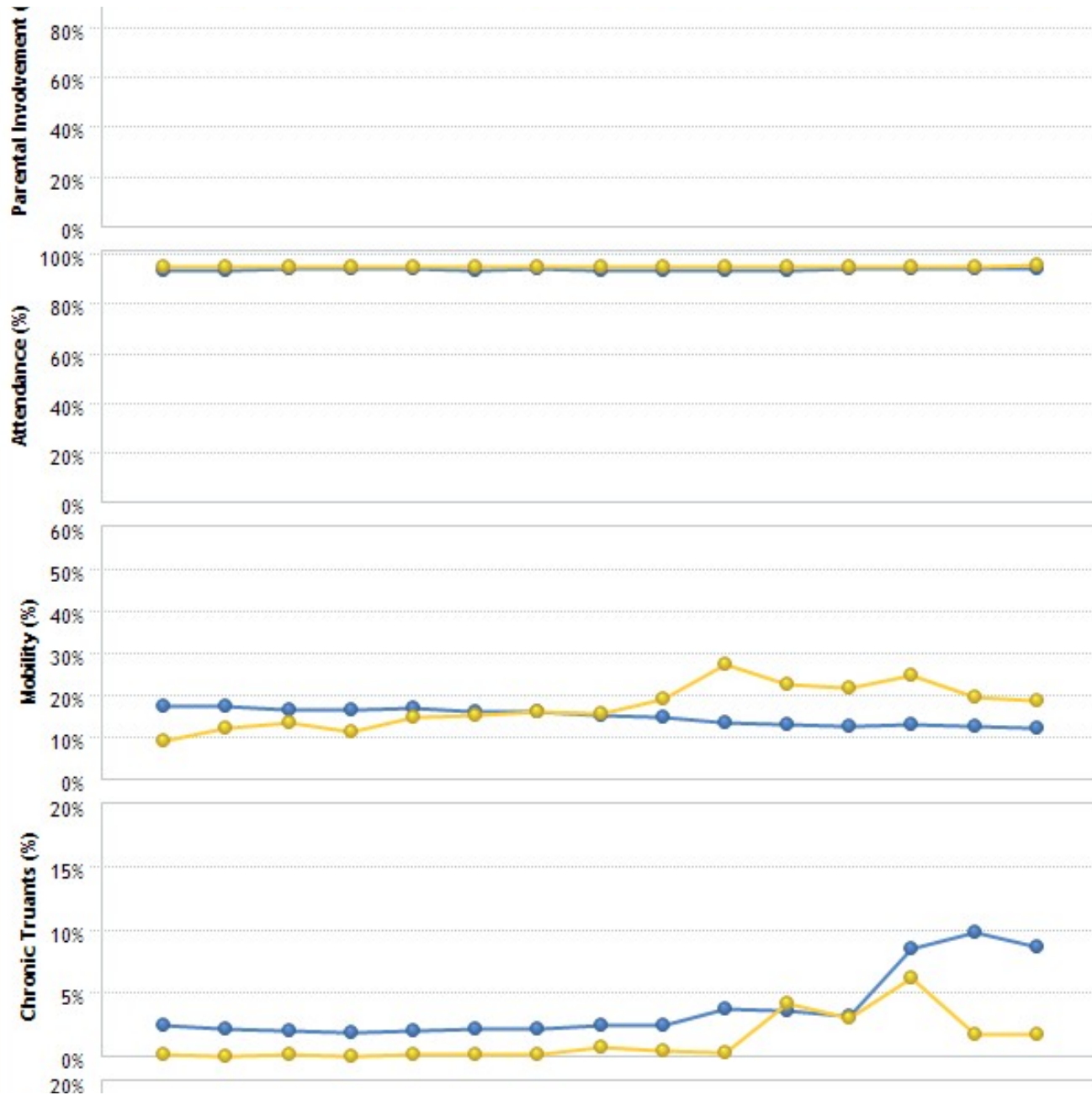
Note: Hyphens in the table indicate that data is not relevant for your plan.

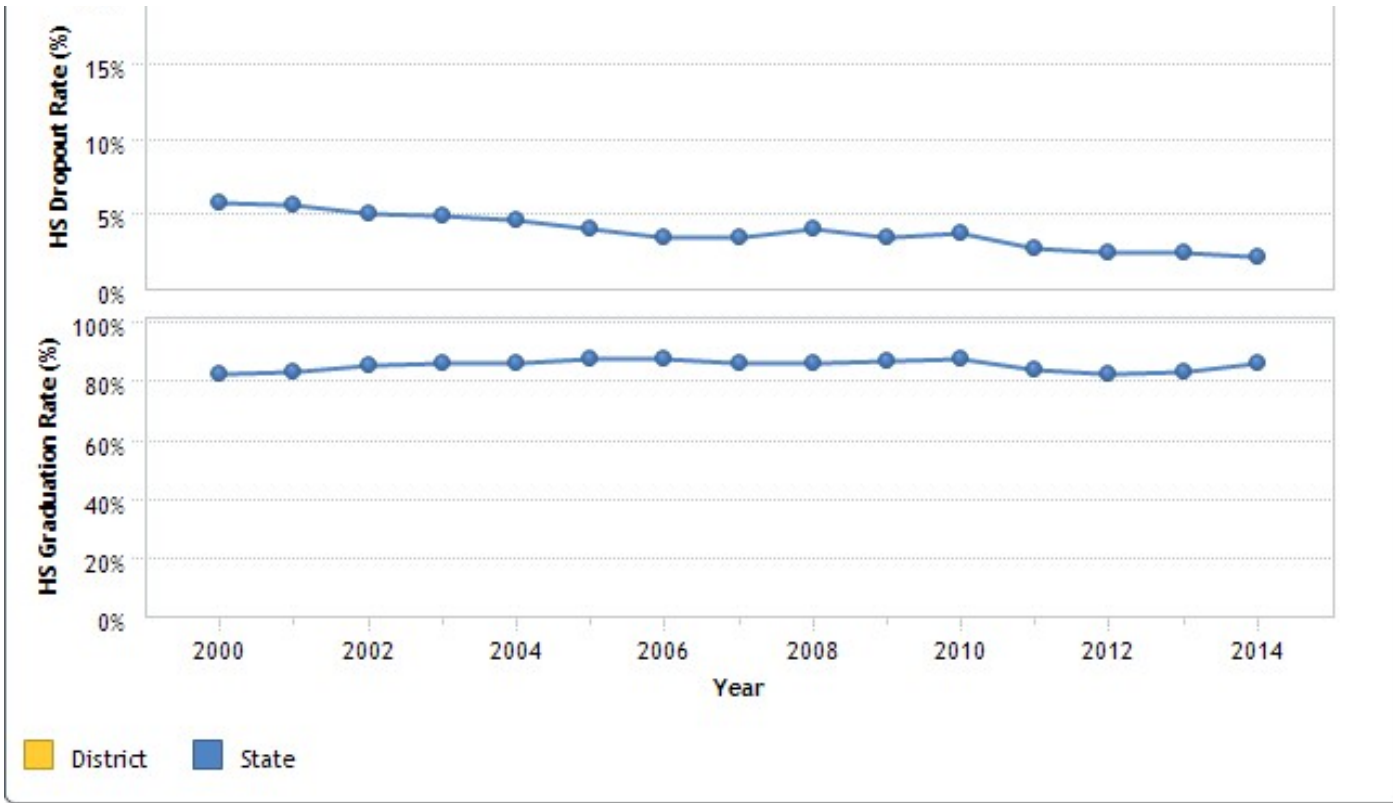
Student Race/Ethnicity



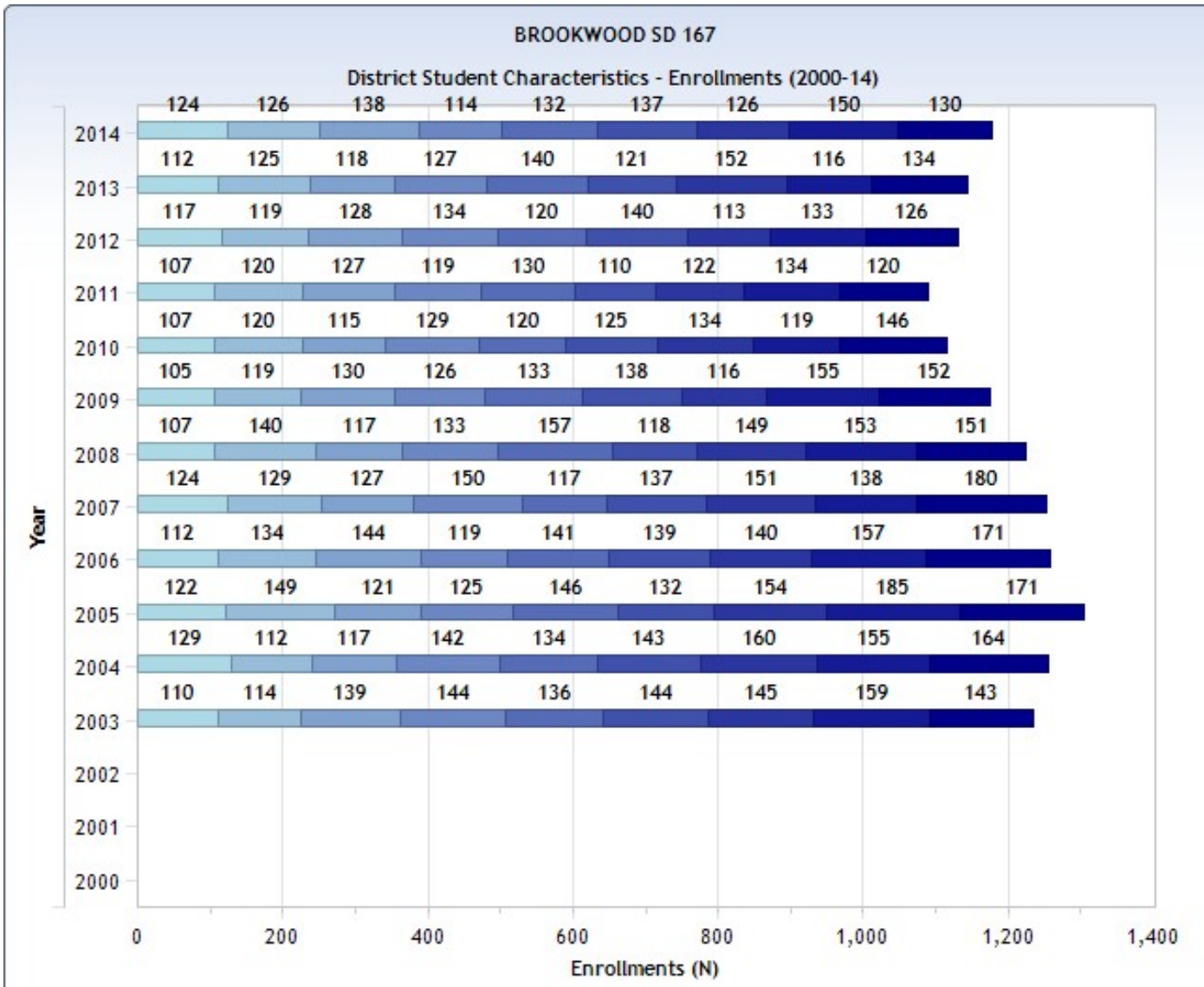
Educational Environment





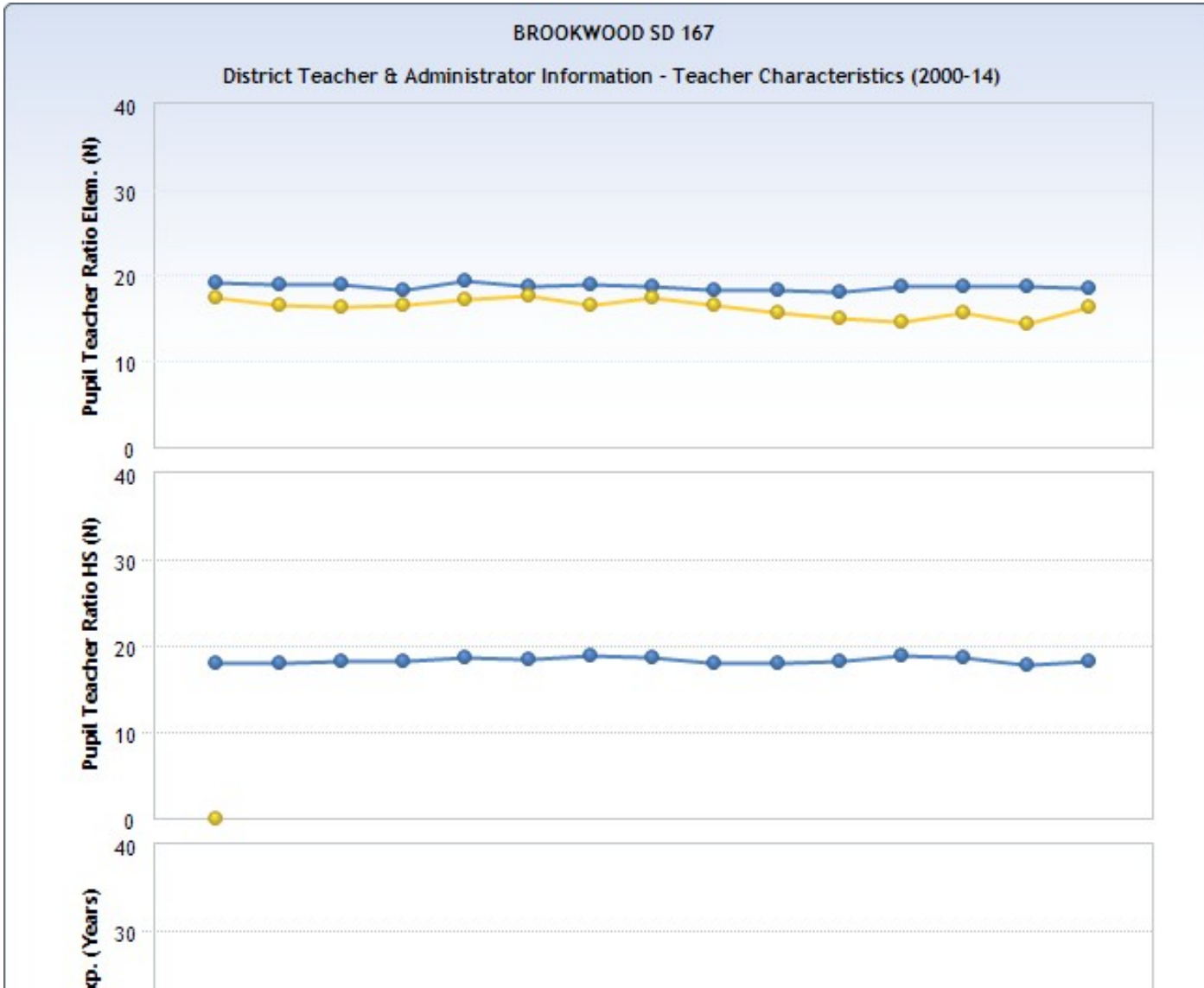


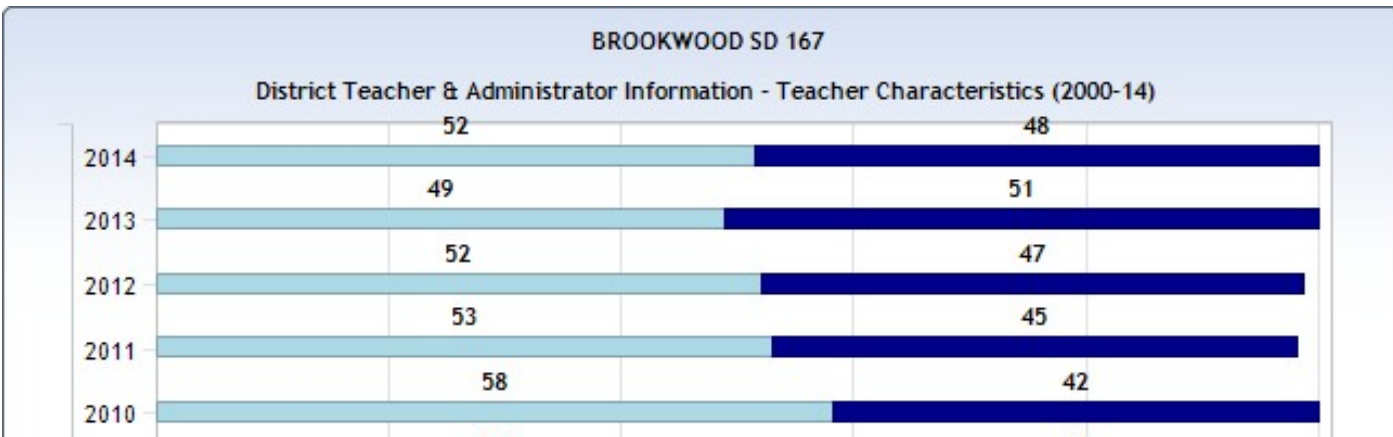
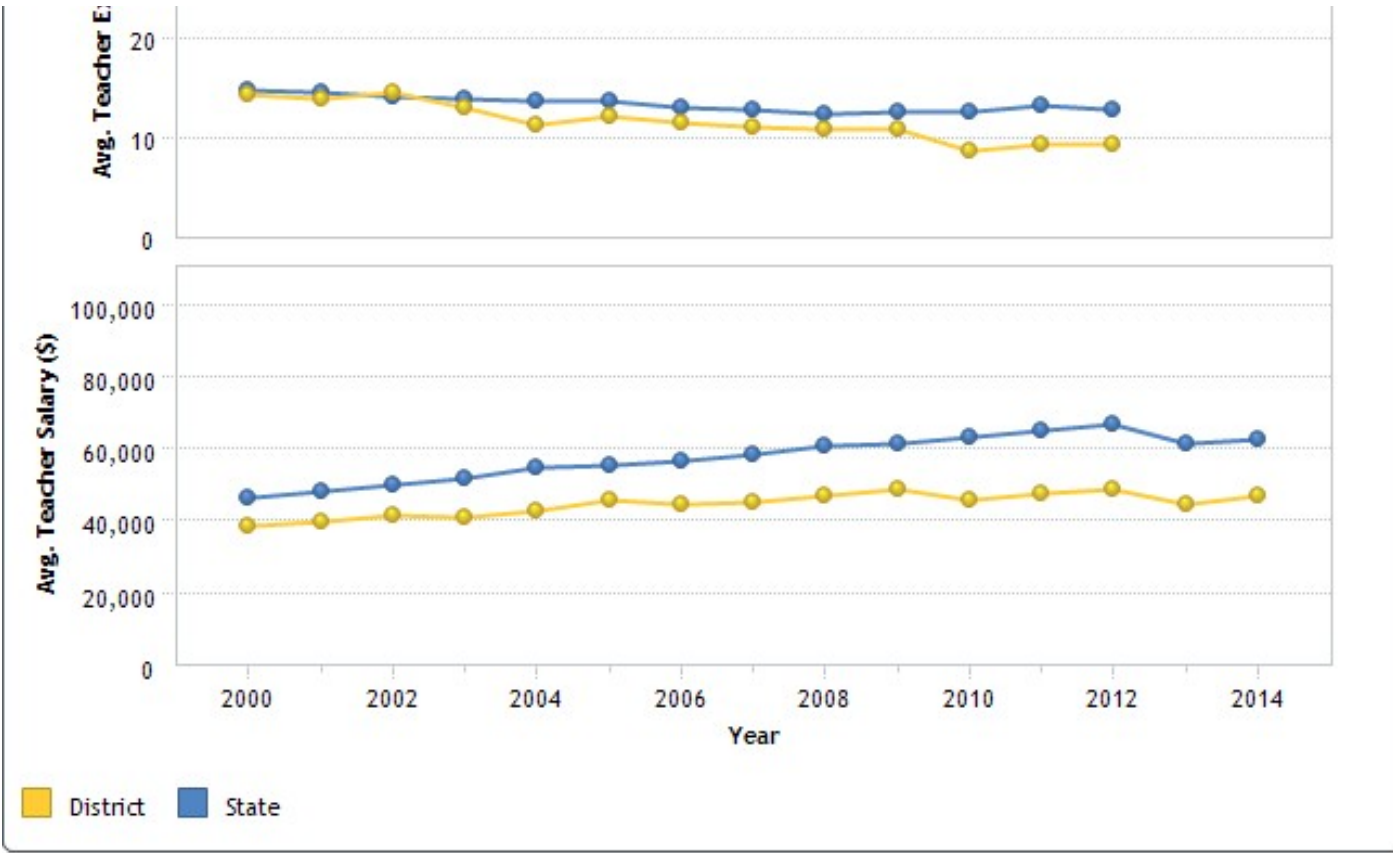
Enrollment Trends

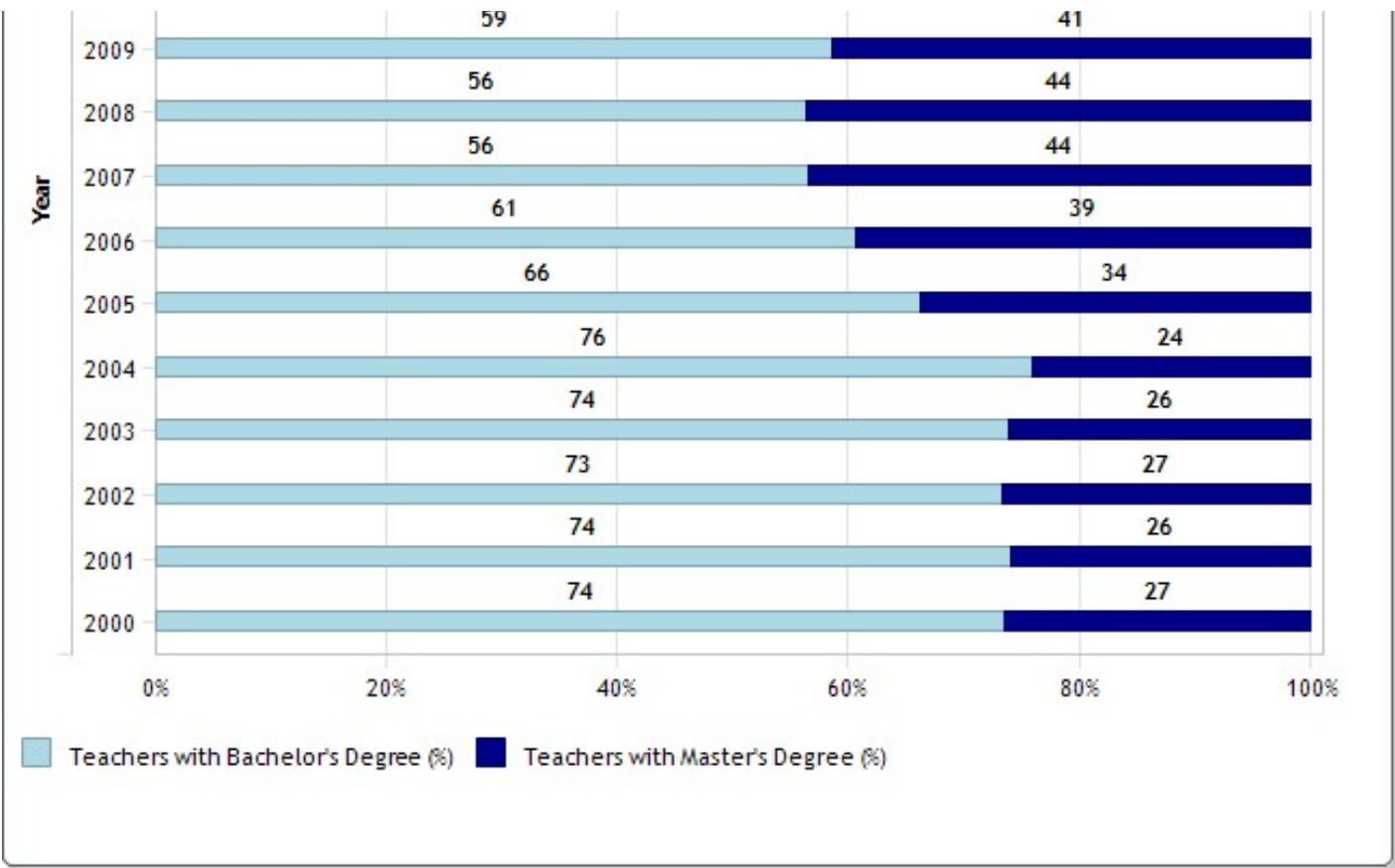


Grade K Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7
Grade 8

Educator Data







2014 AYP Report

BROOKWOOD SD 167 Adequate Yearly Progress Report 2014
BROOKWOOD SD 167

Data relating to Adequate Yearly Progress is not compiled at this location for **2014**. Report cannot be generated.

