

# **Brookwood Junior High School**

## **Grades 7 and 8**

### **Comprehensive School-Wide School Improvement Plan 2015-2016**

**Bethany A. Lindsay, Principal**

**Jill Larson, Assistant Principal**

*“Let us not be content to wait and see what will happen, but give us the determination to make the right things happen.”*

*--Peter Marshall*

**Brookwood Jr. High School**  
**Comprehensive School-Wide, School Improvement Plan**  
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*Thank you to all of the members of our Comprehensive School-Wide, School Improvement Planning Team for their positive contribution in developing this year's Comprehensive School-Wide Plan.*

**Comprehensive Schoolwide School Improvement Planning Team:**

Bethany Lindsay, Principal

Jill Larson, Assistant Principal

Mary Baker, STEM Teacher

Rosia Mitchell, Language Arts Teacher

Meghan Deegan, 8<sup>th</sup> Grade Mathematics Teacher

Steve Smit, Special Education Teacher

Liz Feingold – School Social Worker

Leslie Cruz, ELL Teacher

*This Comprehensive School-Wide, School Improvement Plan will be on display in our main office and will be available at any and all times for our internal and external community members.*

**Brookwood Jr. High School's Mission Statement:**

*The mission of Brookwood Jr. High School is to provide each student a diverse education in a safe, supportive, and positive environment that promotes motivation and excellence in learning. We will assist students in developing skills to become independent, responsible adults who will contribute positively to a global community. We have high expectations for all of our students and will not accept failure as an option. We will ensure that all students are in academically rigorous classes staffed by highly qualified teachers. Our teachers will work collaboratively as a professional learning community to help all of our students experience success. We understand the need for our students to have positive connections to school and positive relationships with their peers and teachers, so we will provide every student many opportunities to participate in extra-curricular programs with the understanding that all students will be able to participate, there will be no cuts or try-outs. The BJHS team is committed to involving families as partners in the education of their children. We welcome families, keep them well informed, help them develop their expectations and skills to support learning, and assure their participation in decision-making.*

**Vision:**

Our overall vision is to improve the achievement of all students, regardless of race, socio-economic status, gender, or ability levels (disabilities). We share the accountability of student achievement throughout the school. We believe in using research-based practices to achieve our goals. We promote school and community involvement because we believe that these partnerships help us meet the needs of all of our students. We are committed to 1) providing students with highly qualified teachers 2) providing our staff with professional development 3) implementing effective instructional activities based on research. We have high expectations of our students and of ourselves. We believe in working together as a professional learning community where collaboration and shared decision-making are

valued. Together we believe that we will make continuous improvement. Our building is committed to answering the following four essential questions:

1. What do we want students to learn?  
*(Identify Essential Skills and Knowledge)*
2. How will we know if they have learned?  
*(Local Assessment Data and Benchmarks)*
3. What do we do when students are not learning?  
*(Tier 2 and Tier 3 Interventions and Tutoring Sessions)*
4. How will we respond when students already know the content/skills  
*(providing a rigorous curriculum for all students)*

### **Profile:**

•Brookwood Jr. High School's enrollment includes students in seventh and eighth grade. We have approximately 285 students. Approximately 70% of our students are low income. In the past ten years, our low-income percentage has increased by 60%. There is a high percentage of unemployment among our families, a lack of transportation, and access to resources and technology.

•The **Mobility Rate** is currently 10% according to the 2014 School Report Card.

•Our **Attendance Rate** is 95%.

•80% of our students are African American, 12% are Hispanic, 6% are White and 2% are Two or More Races.

•Staffing trends have focused on developing/maintaining diversity among the teaching staff. Staff development is provided to address poverty, diversity, and instructional delivery systems that are responsive to the needs of our students.

•The average class size in seventh grade is 22 students.

•The average class size in eighth grade is 27 students.

**Curriculum and Instruction:** All of our curricula are being aligned to the Common Core State Standards. Teachers are working hard at making revisions and creating unit plans. Teachers work in teams to develop common assessments and formative assessments. **We are in need of a standards aligned ELA and Math Curriculum and the team is proposing the PEARSON Curriculum presented to them on: April 13, 2015.**

Additionally, all teachers use the following instructional strategies to promote higher levels of achievement and critical thinking skills:

- Differentiated Instruction
- Problem Based Learning
- Guided Reading
- Response to Intervention

**Professional Development:**

We believe in providing our teachers with ongoing professional development and support.

We offer:

- In-district/school workshops on Common Core State Standards Alignment, technology integration, reading instruction, math instruction, RtI, PBIS, formative and summative assessments, differentiated instruction, inquiry-based science strategies and writing.
- District supported workshops/conferences outside of school
- Team Meetings/PLC's
- Mentoring Program
- After School Staff Development Sessions (7 sessions are conducted at each school throughout the school year)

**Family and Community Involvement:** All teachers at Brookwood Jr. High School use PowerSchool, an on-line grading program. Teachers update the progress of students weekly. Parents can check, on-line, their child's progress on a daily basis. Also, our teachers conduct Family Nights to engage parents in the education of their child. Family Nights support student learning and help parents help their child at home. Parents are also invited to attend all inservice days and Parent/Teacher Conferences. Workshops are planned for parents to help them develop strategies to help their child. **We need to create a catalog of parent offerings to continue to help parents use strategies at home that help increase their child's academic achievement.**

**Commitment to a Safe School Environment:** Brookwood Jr. High School has a strong commitment to student safety. Our school-wide plan includes the following programs to promote safety:

- Bullying Curriculum
- Sexual Harassment Training
- Peer Mediation Training and Implementation
- PBIS (Positive Behavior Intervention and Supports)

We will continue to offer programs and services responsive to students' needs including positive academic programs, behavioral programs and social emotional programs listed below:

Academic	Behavioral	Social-Emotional
ILEAD	PBIS	Conflict Resolution
NJHS	Student Support and Interventions Conferences (SSI)	Anti-Bullying Activities (Kickoff start of year, monthly activities)
Tutoring Daily (before school, lunch, and after school 3:00 – 4:30 p.m.)	Taking Care of Business Tokens (TCB's) <i>can be used to buy items from school store from our BJHS TCB Catalog and/or attend special school-wide events</i>	Various Groups lead by Social Worker (anger-management, grief and loss, confidence building, new student/transfer in student group, etc.)
Student Council	Check In Check Out	Service Learning Projects
Honor Roll Incentives	Student Teacher Conferences	Clubs (Cooking, Art, Gospel Choir, Band, Yearbook, Chess, Video)
Academic Fieldtrips	Individual Student Contracts (weekly w/incentives)	Video Broadcast PSA's
Saturday Academic Camp	Individual Safety Plans for Individual Students Demonstrating More Restrictive Needs	Sports (Cross Country, Basketball, Volleyball, Wrestling, Cheerleading, and Track)
SSI	Monthly Celebrations	Human Growth & Development Activities/Instruction
Data Analysis to Inform Instructional Plans and Interventions for Students <i>(differentiating instruction for students based on targeted needs)</i>	Social Work Intervention with Strategies and Role-Playing	CPR Training for Students
Extended Time for Reading and Math Classes	Peer Mediation	
Individual Conferences with Students Sharing Achievement Data in Reading and Math Using iirc— <i>Students set goals and create an action plan, teachers share strategies and supports</i>	Incentive Fieldtrip(s)	
Study Island (CCSS aligned resource that reinforces and reteaches concepts and skills—web based and can be accessed from home)		
Reading Club		
Spelling Bee		
Family Math & Reading Night		

### Data Sources

- Classroom Formative Assessments
- Classroom Summative Assessments
- Common Assessments in Core Classes
- NWEA Map Assessments
- Writing Benchmarks
- AIMSweb
- Study Island Pre and Post Assessments by Skill
- PARCC Assessment Results (when we receive them)

### Data & Report Card Data

See attached

### Factors that may have contributed to our results:

- Brookwood Junior High School has seen a transition in the socio-economic status of our population. Our low-income population represents nearly 70% of the student population. There is a high percentage of unemployment among our families which causes them to have less access to resources.
- Our mobility rate continues to impact student learning. Studies show that students that have frequent school changes have a host of problems including below-grade-level reading scores and health problems (U.S. General Accounting Office, 1994).
- Aligning the curriculum to the Common Core State Standards and providing all students with an opportunity to learn higher level content is a factor in our achievement scores. The curriculum for the core academic subjects needs to continuously be reviewed and revised to ensure that learning units prepare students to meet the expectations in the CCSS. Through administrative observations and monthly meetings it has emerged that our special education students need to be exposed to a richer curriculum in reading as well as mathematics, science, and social science.
- We need a research based intervention program to assist students not meeting standards. These students are in Tier 2 and Tier 3. The BOE approved Read 180 and System 44 for Reading. We need the technology resources to support this program as we do not have the 14 computers (7

computer laptops in each of the two classroom dedicated spaces). We also need a designated teacher for this program. We will be moving our LA/ELL teacher to this position which will create a vacancy for her current teaching assignment. This will need to be filled so we can implement this program with fidelity and to do that it has to be embedded in students' schedules daily.

Our results show that we need to identify our priorities and effective strategies to improve student achievement:

**Identifying Priorities and Effective Strategies**

Problem/Need	Action Plan/Strategy
<p><b>We need to increase student achievement in the area of mathematics</b></p>	<ul style="list-style-type: none"> <li>•Teachers will review and revise curriculum to align all learning units to the Common Core State Standards and implement research based instructional strategies.</li> <li>•Teachers will receive professional development to help them provide effective, mathematics instruction and to develop assessments aligned to the CCSS.</li> <li>•Teachers will use manipulatives when teaching math concepts</li> <li>•Teachers will use the model learning units provided by ISBE</li> <li>•Teachers will provide tutoring to students not meeting local benchmarks</li> <li>•Teachers will integrate technology to help promote student understanding and critical thinking skills (4 laptops requested in classroom)</li> </ul>
<p><b>We need to improve reading achievement of all students</b></p>	<ul style="list-style-type: none"> <li>•Teachers will review and revise the reading curriculum to align all learning units to the Common Core State Standards and implement research based instructional strategies</li> <li>•Struggling students will be supported with reading interventions (RTI) and before school, during lunch, and after school tutoring programs</li> <li>•Students will have access to technology resources and e-library to gather information for research projects</li> <li>•Teachers will use guided reading and differentiated instruction to improve student reading achievement</li> <li>•Teachers will receive professional development in the area of effective reading instructional practices</li> <li>•READ 180 will be used as an intervention program and offered in addition to the Reading Class of students not meeting standards.</li> </ul>
<p><b>All students need access to tutoring beyond the school day</b></p>	<ul style="list-style-type: none"> <li>•Before school tutoring will be provided in the Learning Center</li> <li>•Lunch time tutoring will be provided in the Learning Center</li> <li>•After school tutoring will be provided in the Learning Center</li> </ul>
<p><b>We need to improve the students' writing skills</b></p>	<ul style="list-style-type: none"> <li>•Teachers will participate in professional development to review and revise our writing curriculum and continue the implementation of the Zaner Bloser Curriculum recently adopted and create benchmark assessments for students. These assessments will be used to create plans for improving instructional practices and providing effective interventions.</li> <li>•All teachers will plan lessons and assessments that integrate writing</li> </ul>



<p><b>We need to research strategies that will raise student achievement in our black, low-income male students.</b></p>	<ul style="list-style-type: none"> <li>•Teachers will create activities beyond the day to engage our target students in order to create positive connections and increase student motivation.</li> <li>•Teachers will engage in team meetings/PLC’s to research and discuss how to meet the needs of students.</li> </ul>
<p><b>We need to improve students’ technology literacy skills</b></p>	<ul style="list-style-type: none"> <li>•Teachers will receive professional development on the NETS Standards</li> <li>•Teachers will integrate technology in curricula</li> <li>•Teachers will participate in SMART board training sessions and student response systems to learn how to integrate this technology to promote student engagement</li> <li>•Teachers will be provided with extensive staff development opportunities on: blogging, edmodo, senteos, digital cameras, prezzi, imovie, and PowerSchool</li> <li>•Currently students do not have adequate access to technology and we need to order two more laptop carts – we are seeking 60 laptops.</li> </ul>
<p><b>We need to increase parent involvement in our school activities</b></p>	<ol style="list-style-type: none"> <li>1. We will use school messenger to communicate important activities to families</li> <li>2. We will produce a weekly newsletter to communicate important activities</li> <li>3. We will conduct parent education nights/family nights to involve parents in education</li> </ol>
<p><b>We need to increase student achievement in all curricular areas</b></p>	<ul style="list-style-type: none"> <li>•Teachers will participate on curriculum committees and PLC’s to review and revise our curriculum and to analyze student performance data to create plans for improvement</li> <li>•Teachers will participate in on-going staff development activities to improve instructional strategies and student performance</li> <li>•Teachers will meet regularly to review performance data on local benchmarks and create plans for students who are not achieving standards-tutoring will be provided and differentiated instruction will be provided</li> </ul>
<p><b>We need to continue to implement a positive, school-wide behavior program that maximizes the time students spend in class (less time out of class for disciplinary reasons)</b></p>	<ul style="list-style-type: none"> <li>•We will continue to implement a school-wide behavior system, PBIS – Positive Behavior Intervention and Supports – To teach positive behaviors and maximize learning time</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to conduct PBIS Universal, Tier II, and Tertiary Meetings. These meetings have been conducted regularly and have an effective structure.</li> <li>• Continue to analyze SWIS data weekly. This is being accomplished and SWIS data is being shared at team meetings. The SWIS data shows us average referrals per day per month, referrals by problem behavior, referrals by location, referrals by time, referrals by student.</li> <li>• Continue to analyze In-School Suspension data weekly. We are making progress with the number of suspensions issued which results in more time spent in classrooms learning.</li> <li>• Continue to coordinate student supports to help students. We have multiple student supports available. Our most effective is our Student Support Intervention Meetings in which parents, students, teachers, and administrators create action plans to assist our students in being more successful.</li> <li>• <b>CONTINUE TO FOCUS ON ACADEMICS AND BUILD STUDENTS’ CONFIDENCE AS THIS IS ONE FACTOR I BELIEVE TO BE INFLUENTIAL IN THE DECREASE OF DISCIPLINARY INFRACTIONS WE HAVE BEEN EXPERIENCING AS COMPARED TO LAST YEAR.</b></li> </ul>	

## **School-Wide Program Plan**

### **School-wide Reform Strategies**

Instructional strategies and initiatives utilized at Brookwood Jr. High School are the following:

- A. Study Island
- B. Response to Intervention
- C. Differentiated Instruction
- D. Problem Based Learning
- E. Positive Behavioral Intervention and Supports
- F. Guided Reading
- G. STEM Continued Implementation
- H. READ 180
- I. Standards Aligned Curriculum Adoption in Mathematics and ELA (Pearson)

A. Study Island is a web-based, standards aligned program that allows students to practice and improve their reading and math skills. Students have access to this program at school and at home.

B. Response to Intervention is a method of academic intervention that is designed to provide early, effective assistance to children who are having difficulty learning. This method can be used at the group and individual level. RtI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. Brookwood Jr. High School has formed an RtI team to ensure implementation.

C. Differentiated instruction is a way of addressing the needs of a range of learners within a setting. Differentiated instruction is a way to enhance learning for all students by engaging them in activities that respond to particular learning needs, strengths, and preferences and is effective in addressing the needs of gifted students, students with special needs, as well as second language learners who are in the same classroom.

D. Problem-based learning is an instructional method that challenges students to "learn to learn," working cooperatively in groups to seek solutions to real world problems. This approach challenges students to learn through engagement in a real problem.

E. Positive Behavior Intervention and Supports is used as a school wide behavior system to encourage positive behavior and ultimately allow students to be successful in the classroom learning as opposed to in the office for disciplinary reasons. An incentive system (TCB-Taking Care of Business) is used to reinforce positive behavior. A tiered approach is used to offer additional mentoring and assistance to students who show consistent challenging behaviors. An online database system, SWIS, will be used to record behavioral infractions and the data will be shared with the team of teachers to plan for areas needing improvement and further reinforcement.

F. Guided Reading is used by reading teachers as a strategy to improve reading skills of students. Teachers receive staff development training to improve instructional efficacy. Teachers will measure student progress and monitor student growth regularly during the course of the school year. A district reading committee will meet on a monthly basis to discuss guided reading strategies and student progress. Teachers will participate in discussions regarding guided reading practices.

G. **STEM** is an acronym for Science, Technology, Engineering and Math education. We focus on these areas together not only because the skills and knowledge in each discipline are essential for student success, but also because these fields are deeply intertwined in the real world and in how students learn most effectively. STEM Implementation will take place this year. Our students will be engaged in two

STEM classes during the course of the school year. Students will be engaged in a STEM Robotics Course for 18 weeks and a STEM Design and Modeling Course for 18 weeks.

H. READ 180: Research Based Intervention Program in which students engage with and evaluate texts across a range of types and disciplines—with a strong emphasis on informational text—and consider multiple perspectives that represent a variety of periods, cultures, and viewpoints. Read 180 provides strategic reading intervention in three stages.

I. Standards Aligned Curriculum Adoption in Mathematics and ELA (Pearson): Teachers need curriculum materials that are aligned to the CCSS especially in ELA and Mathematics. The materials need to reflect the instructional shifts that have taken place and the new more rigorous expectations.

### **Instruction by Highly Qualified Teachers**

All teachers and paraprofessionals are highly qualified at this time and all efforts are made to hire only highly qualified personnel. However, if any were not highly qualified, they would be put on a professional development plan that ensured proper steps were taken to achieve highly qualified status. At the beginning of each school year, all parents are notified that they may request and the school will provide upon request, information regarding the professional qualifications of the students' classroom teachers. Also, if a child is taught for four consecutive weeks by a teacher who does not meet the federal definition of highly qualified, his/her parents are then notified of this fact. The district uses an on-line application system to reach out to highly qualified candidates.

To ensure that all teachers in the district are highly qualified, the Superintendent or designee shall require:

1. A valid Illinois certificate that legally qualified the teacher for the duties for which the teacher is employed;
2. Proof of certification by the end of the second week of the school year;
3. Complete transcripts of credits earned in all institutions of higher education.

### **High-Quality and Ongoing Professional Development**

- A. In-district workshops on aligning curriculum to the Common Core State Standards, creating CCSS aligned formative and summative assessments, reading instruction, math instruction, RtI, PBIS, multiple intelligences, differentiated instruction, and writing
- B. District supported workshops/conferences outside of school
- C. Team Meetings/PLC Meetings
- D. Mentoring Program

A. Teams of teachers from our school have attended workshops or school staff development sessions on aligning curriculum to the Common Core State Standards, creating CCSS aligned formative and summative assessments, reading instruction, math instruction, RtI, PBIS, multiple intelligences, differentiated instruction, and writing. Ongoing support is provided throughout the year using teacher leaders with expertise in reading and writing to present mini-workshops during Institute Days and early release days. They are available to their colleagues for assistance throughout the school year. More staff development is needed as we are still new in the implementation of CCSS.

B. Each teacher has the option of attending professional development sessions of their choice out of the district as long as it relates to our school-wide plan, the district improvement plan, the CCSS, or their own professional goals.

C. Team Meetings/PLC's are held for collaboration regarding the achievement of our students. Teachers are able to work together to make decisions about instruction based on local assessments and address concerns and other issues that may impact the academic achievement of our students.

D. The district participates in the New Teacher Mentoring Program offered through the school district. All first and second year teachers are required to participate in the mentoring program for two years. Meetings are held regularly in the district on topics specifically related to Brookwood School District 167 student needs. Mentors who are assigned to each teacher also attend the meetings. Peer coaching and reflective journaling are strong components of this program.

### **Strategies to Attract Highly Qualified Teachers to High-Need Schools**

- A. Salary increases based on advanced coursework
- B. Mentoring
- C. Professional development paid by district
- D. Job Fairs
- E. Applitrak
- F. Extracurricular Coaching/Club Sponsorship Opportunities

A. The Board of Education is highly supportive of professional development for all certified staff. Teachers are encouraged to pursue a Master's Degree. Teachers receive salary increases based on the number of graduate hours completed per the negotiated contract.

B. The district sponsors a New Teacher Mentoring Program. All first and second year teachers are required to participate in the mentoring program. Regular meetings are held in the district and focus on topics specifically related to Brookwood School District 167. Mentors who are assigned to each teacher also attend the meetings. Peer coaching and reflective journaling are strong components of this program.

C. All teachers are encouraged to participate in professional development sessions offered on and off site paid for by the district. This year, our district created an on-site, comprehensive professional development program in the area of creating standards aligned assessments for teachers. Additionally, our district is an approved provider of professional development through ISBE and offers teachers CPDU credit for all teacher institutes.

D. Job fairs at local universities are attended by the Administrative Team. Administrators are able to speak to qualified candidates and share the strengths of the district with potential applicants.

E. Applitrak is a technology program for tracking and managing applications. Applications may be reviewed for "best fit" to create an interview pool of exceptional candidates.

F. Extracurricular Coaching/Club Sponsorship Opportunities are available and BJHS offers a wide array of extracurricular activities in which coaches and sponsors receive stipend.

### **Strategies to Increase Parental Involvement**

- A. Principal's Advisory Committee
- B. Parent Workshops
- C. Weekly Newsletters
- D. Open House
- E. Parent Teacher Conferences
- F. Surveys
- G. Title I Compact
- H. School Messenger
- I. Student Support Intervention Meetings

A. A Principal's Advisory Committee is in place at Brookwood Jr. High School. Parents meet to discuss NCLB, local and state assessments, student activities, and strategies for promoting student achievement. Parents are able to ask questions and voice concerns.

B. Parent workshops are held to educate families on such topics as internet safety, reading improvement and mathematics improvement (family nights).

C. Weekly newsletters are sent home and posted on our website to inform parents about events and activities taking place at the school. Parents are encouraged to participate in school activities.

D. Open House is conducted during the first four weeks of school. Parents come and meet their child's teachers. Parents are given information about school programs and activities.

E. Parent teacher conferences are held during the year to inform parents about student progress. Brookwood Jr. High School is flexible in scheduling conferences with parents to meet the needs of their work schedule-conferences are held in the morning, afternoon, and evening.

F. Parent surveys and feedback is gathered annually at Open House and Parent-Teacher-Conferences. Results of the survey are used to develop school programs and activities.

G. A Title I Compact is in place and signed by parents. This compact outlines the responsibilities of parents, teachers, and administrators in supporting all student's learning.

H. School Messenger is used as a means of contacting parents regarding important school activities and programs. This system allows the school to call every household in a timely fashion.

I. Student Support Intervention Meetings are held to create action plans for students that will help improve their educational experience. Parents are encouraged to attend and can request a meeting at any time.

#### **Plans for Assisting Preschool Students in the Successful Transition from Early Childhood Programs to Local Elementary Schoolwide Programs**

*This is not applicable for Brookwood Jr. High School since we enroll only seventh and eighth grade students*

#### **Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments**

- A. Curriculum Committee Meetings (create curriculum maps, common assessments, discuss implementation, and analyze results to form more effective instruction)
- B. Team Meetings/PLC Meetings/Professional Collaboration
- C. Institute Professional Development Sessions with Articulation
- D. Using Data to Inform School Improvement Decisions, Promote Collaboration and Encourage Professional Inquiry/Reflection

A. Teachers are encouraged to participate on district-wide or school wide curriculum committees. School based committees meet regularly throughout the school year and participants articulate and generate curriculum maps, common assessments, and benchmark assessments. Teachers evaluate and analyze data to make instructional decisions to meet the needs of students.

B. Teachers at Brookwood Jr. High School participate in team meetings and Professional Learning Communities. The team meetings/PLC's are conducted using the Professional Learning Community model. "Working Together as a Team to Raise Student Achievement" is the theme. Teachers must

commit to doing whatever it takes to ensure student success. Three critical questions are asked of our educators. 1. What is it we want all students to learn? 2. How will we know when each student has acquired the essential knowledge and skills? 3. What happens in our school when a student does not learn?

**Professional Collaboration:**

Our professional collaboration teams meet regularly and use data to improve the educational outcomes for our students. Focus areas for these meetings have included the following:

1. Assessments (Formative and Summative)
2. Instructional Best Practices
3. Interventions for Students (academic and behavioral)
4. Technology Integration and Support
5. Social Emotional Needs of Students
6. Parent Involvement
7. Professional Development Needs
8. Academic Initiatives
9. Special Education Supports/Accommodations
10. ELL Supports and Accommodations
11. Differentiated Instruction
12. High School Articulation for Curricular Areas (Core)

We will be creating a master meeting schedule for next year that looks similar to the following:

Brookwood Junior High School				Master Meeting Schedule 2014-2015				Bethany A. Lindsay, Principal			
Faculty Meetings 7-45 a.m.	School Improvement Leadership Team Meetings 7-45 AM	ILEAD Meetings 7-45 a.m.	PBIS Meetings 7-45 a.m.	BJHS New Teacher Meetings 7-45 a.m.	STEM Program Meetings 7-45 a.m.	ELL Articulation Meetings 2:00 p.m.	PLC Meetings 1:30 p.m. - 3:10 p.m.	Core Grade Level Meetings	Assessment Team Meetings 7-45 a.m.	Special Ed. Collaboration Meetings 7:45 a.m.	
8/21/14	9/5/14	9/11/14	8/27	8/25/14	8/20/14	9/4/14	9/24/14	Every Week on Wednesdays for 7 <sup>th</sup> grade and on Thursdays for 8 <sup>th</sup> grade during Team Planning Time	9/8/14	9/10/14	
9/9/14 at 2:00 PM	10/3/14	9/17/14	9/9/14	9/12/14	9/4/14	10/9/14	9/25/14		10/2/14	10/15/14	
9/23/14	11/21/14	9/29/14	10/8/14	10/17/14	10/1/14	11/15/14	10/23/14		11/3/14	11/19/14	
10/7/14	12/12/14	10/6/14	11/5/14	11/13/14	11/10/14	12/5/14	10/24/14		12/8/14	12/15/14	
10/21/14	1/16/15	10/20/14	12/10/14	12/11/14	12/9/14	1/9/15	11/25/14		1/7/15	1/12/15	
11/4/14	2/20/15	11/17/14	1/6/15	1/8/15	1/14/15	2/6/15	12/18/14		2/2/15	2/11/15	
11/18/14	3/20/15	12/1/14	2/5/15	2/12/15	2/17/15	3/6/15	1/23/15		3/3/15	3/18/15	
12/2/14	4/21/15	1/5/15	3/11/15	3/12/15	3/17/15	4/17/15	2/27/15		4/13/15	4/22/15	
12/16/14	5/19/15	2/13/15	4/15/15	4/23/15	4/1/15	5/15/15	3/27/15		5/4/15	5/13/15	
1/13/15		3/13/15	5/6/15	5/14/15	5/11/15		4/24/15		5/29/15		
1/27/15		4/20/15					5/28/15				
2/10/15		5/1/15									
2/24/15											
3/10/15											
3/24/15											
4/14/15											
4/28/15											
5/12/15											
5/26/15											

C. The district conducts inservices throughout the school year and structures time on these days for professional articulation and input. Additionally, teachers participate in seven professional development sessions that take place for 1.5 hours after school.

D. Using Data to Inform School Improvement Decisions, Promote Collaboration and Encourage Professional Inquiry/Reflection: This school year, a special emphasis was placed on using data to inform our instructional decisions and practices. We identified five critical areas that research shows impacts student achievement and we will collect data in these areas. These areas are:

- Professional Development & Collaboration
- Academic Achievement Supports and Initiatives

- Parent Involvement & Communication
- Discipline
- Student Supports and Extra-Curricular Involvement
- 

Data will be shared with staff at the end of first quarter during a school-wide PLC session. We will complete an activity that requires the teachers to split up into five different groups and each group will focus on one of these critical areas. We will write SMART Goals and action plans for these areas so that we make progress during the second quarter. We will repeat this process for every quarter.

### **Activities to Ensure that Students who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance**

- A. Tutoring Sessions held before school, during lunch, and after school
- B. RTI
- C. PBIS
- D. Student Support Intervention Meetings
- E. Saturday Academic Camp
- F. Academic Achievement Conferences with Students/Student Goal Setting
- G. Research Based Reading Intervention Program

A. Brookwood Jr. High School will help support student learning by providing tutoring before school, during lunch, and after school to ensure that all students having difficulty receive assistance and more instruction.

B. Response to Intervention is a method of academic intervention that is designed to provide early, effective assistance to all children who are having difficulty learning. This method can be used at the group and individual level. RtI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. Brookwood Jr. High School has formed an RtI team to ensure implementation. A tiered approach will be used to offer supplementary instruction.

C. Positive Behavior Intervention and Supports is used as a schoolwide behavior system to encourage positive behavior and ultimately allow students to be successful in the classroom learning as opposed to in the office for disciplinary reasons. An incentive system (TCB-taking care of business) is used to reinforce positive behavior. A tiered approach is used to offer additional mentoring and assistance to students who show consistent challenging behaviors.

D. Student Support Intervention (SSI) Meetings were developed as a proactive measure to address academic or behavior concerns that teachers, administrators or parents have regarding students. These meetings take place Monday thru Friday at 7:45 a.m. or 3:15 p.m. At the meeting, the student, parents, teachers, administrators and social worker create an action plan to address any concerns and to help the student experience success.

E. Saturday Academic Camp: A proposal will be written and submitted to Dr. Moore, Superintendent for approval of this academic camp being held on Saturdays. This will be our third year of implementation. Planning sessions with teachers will be conducted; strategic targeted academic groups will be created based on student enrollment. We will begin on January 24, 2015 and end on March 7, 2015. We will hold a kick-off assembly to promote success on the upcoming PARCC Assessments and to motivate students to attend Saturday Academic Camp. Our projection for this year is to have 10 teachers that will provide instruction.

Projected Dates of the Camp:  
January 16, 2016



January 23, 2016  
January 30, 2016  
February 6, 2016  
February 20, 2016  
February 27, 2016  
March 5, 2016

F. Academic Achievement Conferences: Individual conferences will be held with all students to provide them with information/feedback about their most recent achievement data and assessment data (NWEA Map Assessments) –teachers will explain the results with students, discuss research-based strategies for improving performance, conduct a goal setting session, create an action plan, and delineate the supports available to each student.

G. Research Based Reading Intervention Program: Next year we will be using Read 180 to provide reading interventions for students who are not meeting grade level standards.

### **Coordination and Integration of Federal, State, and Local Services and Programs**

#### A. Title Funds (Title 1,2, 4 and 5)

Brookwood School District 167 receives Title funds to support student learning. We coordinate and integrate these funds into all of our school programming needs. All students benefit from consolidating these funds.

**School Improvement Team Review:**

**On 4/28/15, the SIP Team met and signed the hardcopy of this document. Members present were:**

**Bethany Lindsay**

**Jill Larson**

**Mary Baker**

**Leslie Cruz**

**Steve Smit**

**Rosia Mitchell**

**Meghan Deegan/Forsythe**

**Liz Feingold**