

Local Board Approved	01/10/2011
Initial Submission	01/26/2011
Plan Resubmitted	
ISBE Monitoring Completed	01/31/2011



Section I-A Data & Analysis - Report Card Data  
Item 1 - 2010 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	No	Has this School been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this School making AYP in Reading?	No	2010-11 Federal Improvement Status	Choice
Is this School making AYP in Mathematics?	No	2010-11 State Improvement Status	Academic Early Warning Year 1

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading		Mathematics				Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91		80	
All	99.6	Yes	99.6	Yes	69.6		No	70.9		No	95.6	Yes		
White														
Black	99.5	Yes	99.5	Yes	69.4	67.6	Yes	69.9	66.0	Yes	95.9			
Hispanic														
Asian/Pacific Islander														

Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	99.5	Yes	99.5	Yes	66.9	69.2	Yes	70.0	63.0	Yes	95.2			

**Four Conditions Are Required For Making Adequate Yearly Progress(AYP)**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 77.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2009.

\*\* Safe Harbor Targets of 77.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

**2010 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION**

The Differentiated Accountability classification for the School is:	Comprehensive
Is this School making AYP in the "ALL" subgroup in reading?	No
Is this School making AYP in the "ALL" subgroup in math?	No

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate in the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to schools in federal improvement status that do not make AYP.**

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused support versus more comprehensive interventions.

If a school does make AYP in ALL-student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.

Section I-A Data & Analysis - Report Card Data  
Item 2 - 2010 AMAO Report

Schools are not accountable for AMAO. This is a district level requirement only.

Section I-A Data & Analysis - Report Card Data  
Item 3 - School Information

School Information	2003	2004	2005	2006	2007	2008	2009	2010
Attendance Rate (%)	95.5	95.2	95.1	95.5	95.3	95.1	95.1	95.6
Truancy Rate (%)	0.0	0.0	0.7	1.1	0.7	0.0	0.0	0.0
Mobility Rate (%)	10.4	13.2	13.1	14.2	11.8	13.1	37.6	20.9
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	287	303	286	279	288	267	254	259
Low Income (%)	50.5	50.5	62.2	67.7	69.4	74.5	66.9	68.7
Limited English Proficient (LEP) (%)	0.0	0.0	0.3	0.0	0.0	10.9	12.2	10.0
Students with Disabilities (%)	-	-	-	-	-	-	-	12.7
White, non-Hispanic (%)	21.6	15.8	8.7	9.3	6.9	6.0	7.1	5.8
Black, non-Hispanic (%)	65.5	72.3	81.1	79.2	77.1	74.9	78.0	81.1
Hispanic (%)	11.5	10.9	8.7	10.0	13.2	16.1	12.6	11.2
Asian/Pacific Islander (%)	1.4	1.0	1.4	1.1	1.0	0.7	0.0	0.0
Native American or Alaskan Native(%)	0.0	0.0	0.0	0.4	0.3	0.0	0.0	0.0
Multiracial/Ethnic (%)	-	-	0.0	0.0	1.4	2.2	2.4	1.9

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

Section I-A Data & Analysis - Report Card Data  
Item 4 - Student Race/Ethnicity

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
<b>S C H O O L</b>	2000	34.2	56.6	8.5	0.7	-	-
	2001	34.0	57.5	7.8	0.7	-	-
	2002	29.5	59.0	9.6	1.5	0.4	-
	2003	21.6	65.5	11.5	1.4	-	-
	2004	15.8	72.3	10.9	1.0	-	-
	2005	8.7	81.1	8.7	1.4	-	-
	2006	9.3	79.2	10.0	1.1	0.4	-
	2007	6.9	77.1	13.2	1.0	0.3	1.4
	2008	6.0	74.9	16.1	0.7	-	2.2
	2009	7.1	78.0	12.6	-	-	2.4
	2010	5.8	81.1	11.2	-	-	1.9
<b>D I S T R I C T</b>	2000	34.2	56.2	8.0	1.7	-	-
	2001	28.7	59.6	8.9	2.8	0.1	-
	2002	24.7	63.5	10.3	1.4	0.2	-
	2003	19.4	67.5	12.0	1.2	-	-
	2004	15.9	71.2	12.0	0.9	-	-
	2005	12.6	75.6	11.2	0.7	-	-
	2006	10.2	76.4	12.4	0.8	0.1	0.2
	2007	8.3	78.0	12.4	0.5	0.1	0.8
	2008	6.5	77.3	14.2	0.3	0.1	1.6
	2009	5.5	77.7	14.1	0.2	0.1	2.4
	2010	5.1	76.6	14.2	0.2	-	3.9
	2000	61.1	20.9	14.6	3.3	0.2	-

<b>S T A T E</b>	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5
	2010	52.8	18.8	21.1	4.2	0.2	2.9

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

Section I-A Data & Analysis - Report Card Data  
Item 5 - Educational Environment

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	2000	-	43.0	100.0	95.5	8.4	1	0.4	-	-
	2001	-	38.8	100.0	95.2	11.1	-	-	-	-
	2002	-	41.0	100.0	95.6	9.5	-	-	-	-
	2003	-	50.5	100.0	95.5	10.4	-	-	-	-
	2004	-	50.5	100.0	95.2	13.2	-	-	-	-
	2005	0.3	62.2	100.0	95.1	13.1	2	0.7	-	-
	2006	-	67.7	100.0	95.5	14.2	3	1.1	-	-
	2007	-	69.4	100.0	95.3	11.8	2	0.7	-	-
	2008	10.9	74.5	100.0	95.1	13.1	-	-	-	-
	2009	12.2	66.9	100.0	95.1	37.6	-	-	-	-
2010	10.0	68.7	100.0	95.6	20.9	-	-	-	-	
D I S T R I C T	2000	-	37.0	100.0	95.1	9.2	1	0.1	-	-
	2001	0.6	37.5	100.0	95.0	12.2	-	-	-	-
	2002	0.1	43.3	100.0	94.8	13.6	2	0.2	-	-
	2003	0.7	53.6	100.0	95.3	11.5	-	-	-	-
	2004	0.5	54.1	100.0	95.1	14.7	1	0.1	-	-
	2005	0.1	60.4	100.0	94.8	15.3	2	0.2	-	-
	2006	0.1	61.4	100.0	95.2	16.3	3	0.2	-	-
	2007	-	61.6	96.9	95.0	15.7	9	0.7	-	-
	2008	3.3	67.0	100.0	94.9	19.3	5	0.4	-	-
	2009	10.1	69.9	100.0	95.1	27.2	3	0.3	-	-
2010	13.1	73.3	100.0	95.0	22.5	47	4.2	-	-	
	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2

S T A T E	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1
	2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8

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

Section I A Data & Analysis - Report Card Data  
Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2000	272	-	-	-	-	-	-
	2001	268	-	-	-	-	-	-
	2002	271	-	-	140	-	-	-
	2003	287	-	-	144	-	-	-
	2004	303	-	-	143	-	-	-
	2005	286	-	-	132	-	-	-
	2006	279	-	-	139	-	-	-
	2007	288	-	-	137	-	-	-
	2008	267	-	-	118	-	-	-
	2009	254	-	-	138	-	-	-
	2010	259	-	-	125	-	-	-
D I S T R I C T	2000	1,291	-	-	-	-	-	-
	2001	1,239	148	130	128	141	148	-
	2002	1,247	130	149	140	135	140	-
	2003	1,294	144	136	144	159	143	-
	2004	1,321	142	134	143	155	164	-
	2005	1,360	125	146	132	185	171	-
	2006	1,324	119	141	139	157	171	-
	2007	1,332	150	117	137	138	180	-
	2008	1,305	133	157	118	153	151	-
	2009	1,237	126	133	138	155	152	-
	2010	1,166	129	120	125	119	146	-
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-

<b>S T A T E</b>	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822
	2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919

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

Section I-A Data & Analysis - Report Card Data  
Item 7 - Educator Data

\*\*Educator Data is available only for district level\*\*

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	85	14	38,406	74	27	17	-	-	-
	2001	84	14	39,549	74	26	17	-	-	-
	2002	85	15	41,767	73	27	17	-	-	-
	2003	87	13	40,601	74	26	17	-	1	-
	2004	85	11	42,555	76	24	17	-	1	2
	2005	86	12	45,610	66	34	18	-	-	-
	2006	90	12	44,683	61	39	17	-	-	-
	2007	84	11	45,372	57	44	17	-	1	-
	2008	86	11	46,867	56	44	17	-	2	-
	2009	85	11	48,457	59	41	16	-	-	-
2010	85	9	45,822	58	42	15	-	-	-	
S T A T E	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	15	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	3	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
2009	133,017	13	61,402	44	56	18	18	1	1	

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	2010	132,502	13	63,296	42	57	18	18	1	1
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Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data  
Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>AYP Benchmark % Meets + Exceeds</b>	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	-	-	-	-	-	-	-	-	-	-	-	41.8	45.8	47.2	68.7	60.9	69.8
White	-	-	-	-	-	-	-	-	-	-	-	-	53.9	64.3	-	-	70.0	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	39.2	43.5	44.0	64.7	59.0	68.0
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	36.4	50.0	58.3	80.9	75.0	82.3
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	75.0	66.7	72.7
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	5.6	13.4	8.3	18.8	30.8
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	29.5	42.0	43.8	62.0	57.0	64.9

	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>AYP Benchmark % Meets + Exceeds</b>	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	51.1	57.6	66.9	70.2	65.9	-	-	-	-	-	-	-	-	-	-	-	-
White	-	72.7	46.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	48.1	57.0	64.9	64.7	65.1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	46.2	66.6	66.7	89.5	63.6	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	38.5	81.3	57.1	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	11.1	30.8	10.0	33.4	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	45.8	55.6	62.9	71.2	63.0	-	-	-	-	-	-	-	-	-	-	-	-

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

Section I-A Data & Analysis - Report Card Data  
Item 8b - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	-	-	-	-	-	-	-	-	-	-	-	50.7	61.8	60.1	58.2	58.0	65.9
White	-	-	-	-	-	-	-	-	-	-	-	-	69.2	85.7	-	-	40.0	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	44.9	58.1	59.0	53.0	58.2	63.0
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	72.7	66.6	66.7	71.5	75.0	82.4
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	68.8	73.4	72.7
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	13.3	16.7	13.3	16.7	43.8	46.2
Low Income	-	-	-	-	-	-	-	-	-	-	-	-	43.2	57.0	58.4	51.9	53.0	61.5

	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	56.2	66.0	67.6	69.3	69.8	-	-	-	-	-	-	-	-	-	-	-	-
White	-	63.6	61.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	52.7	63.6	64.9	69.4	68.9	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	69.2	85.7	76.2	68.4	81.8	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	53.8	62.6	78.5	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	15.0	22.2	23.1	10.0	13.3	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	51.6	63.3	65.7	67.1	67.4	-	-	-	-	-	-	-	-	-	-	-	-

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

## Section I-A Data &amp; Analysis - Report Card Data

**Data** - What do the School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?

During the 2010 testing at Brookwood Middle School, overall student performance did not meet/exceed the minimum AYP of 77.5% for mathematics and reading with 69.6% of the students meeting/exceeding in reading and 70.9% meeting/exceeding in math.

Increases for all students in Reading were: 2009- 68.2%; 2010- 69.6%, which was a 1.4% gain. Increases for all students in Math were: 2009- 63.6%; 2010- 70.9%, which was a 7.3% gain.

In 2010, 69.4% of Brookwood Middle School's Black subgroup of students met/exceeded in reading and 69.9% of Brookwood Middle School's Black subgroup of students met/exceeding in math. Increases for our Black subgroup for Reading were: 2009- 64.0%; 2010- 69.4%, which was a 5.4% gain. Increases for our Black subgroup for Math were: 2009- 62.2%; 2010- 69.9%, which was a 7.7% gain. In spite of consistent growth, our Black subgroup did not meet the AYP target for 2010 in reading or math. However, the growth indicates an area of strength at Brookwood Middle School mainly in math.

The economically disadvantaged students met the Safe Harbor target of 69.2% in reading and 63% in math. The gains for Economically Disadvantaged students in Reading and Math were similar: 2009- 65.8%; 2010- 66.9%, which was a 1% gain for Reading. The increase for Math was: 2009- 58.9%; 2010- 70%, which was an 11% gain.

**Factors** - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

Internal Factors:

1. A significant increase in math scores on the 2010 ISAT may be attributed to the alignment and pacing of the district's Math curriculum to the Illinois Learning Standards. However, the increase was not large enough for the school to make AYP in mathematics. Observation of mathematics lessons indicates a lack of the use of math manipulatives and development of long term conceptual understanding of mathematics concepts.

2. Observation of mathematics lessons indicates a lack of student understanding and proficiency in responding to a math problem that requires an ISAT type of extended response. All teachers would benefit from staff development on the ISAT mathematics extended response.
3. There was a small increase in reading achievement from 2009 to 2010. However, the increase was not large enough for the school to make AYP in reading. This may be attributed to the fact that the school has many novice teachers with a lack of experience in the implementation of best practices in reading.
4. Through observations it has been determined that our students need to be exposed to more non-fiction material.

External Factors:

1. The mobility rate has rapidly increased over the last two school years. According to the 2009 Illinois School Report Card, the mobility rate was reported at 37.6%. This is a 24.5% increase from the reported mobility rate in 2008 of 13.1%.
2. Another factor to consider would be a high staff turnover in the past three years. Staff turnover has fluctuated over the last several years. In 2006 there was 22% staff turnover, in 2007 there was 15%, in 2008 there was 15%, and in 2009 there was 33% staff turnover.
3. Also during the 2008-2009 school year the Glenwood Lynwood Public Library was located directly adjacent to the middle school. It was relocated two miles away. This has made it difficult for students who are in families without transportation to check out library books and other references to better able them to utilize community resources.

**Conclusions** - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

The following are next steps for school improvement:

1. Implement a reading block to enable teachers to teach Guided Reading effectively.
2. Utilize reading strategies of the month in correlation with intervention strategies, and phonics interventions to provide an instructional structure for the teaching of reading in

order to provide students with an opportunity to learn higher level content.

3. Infuse the science and social studies curriculum into Guided Reading practice in order to give students the opportunity to read a balance of fiction and non-fiction material.
4. The Math Task Force has created and implemented a curriculum map and pacing guide based on Illinois Learning Standards. The Task Force is in the process of reviewing the curriculum to further align it to the strands that are taught on the ISAT.
5. Math manipulatives have been purchased to assist students in mastering math skills. Building level staff development sessions will be held to provide teachers with knowledge of how to effectively use math manipulatives.
6. Collaboration meetings will be held once a month to monitor progress and pacing of the math curriculum.
7. A Reading Coach will be utilized to assist teachers with implementation of guided reading. The Reading Coach will collaborate with teachers to increase the knowledge and effectiveness of the guided reading instruction as well as to assist in the consistent implementation of effective instructional and learning activities for reading.
8. Teachers are provided collaboration time for both reading and math to analyze data and plan for instruction.
9. Ongoing staff development will be provided for teachers in the area of reading and math. Specifically in the areas of comprehension, fluency, and phonemic awareness, math and reading extended response. Revised 1/26/11
10. The Learning Center Director will review the collection of print materials in the Learning Center to ensure a good balance between fiction and non-fiction.

## Section I-B Data &amp; Analysis - Local Assessment Data (Optional)

**Data** - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness are indicated by these data? What areas of strength are apparent?

AIMSweb

Brookwood Middle School began using AIMSweb during the 2009-2010 school term. The test is administered three times per year to all students. The test is used to determine reading fluency, reading comprehension, math problem solving and math application. This is also used as a progress monitoring tool. Teachers will be able to analyze the results and form intervention groups according to the areas of need.

AIMSweb has five student academic ratings. They include: Well Below Average, Below Average, Average, Above Average, and Well Above Average.

Reading

**The current 5<sup>th</sup> grade data in reading fluency** indicates that 15% of our students are considered below average and 9% of our students are considered well below average.

Strength: The data indicated that 76% of our students were considered to be at least above or well above average in reading fluency. Revised 1/10/11

Weakness: The data indicated that 24% of our students were considered to be below or well below in reading fluency. Revised 1/10/11

**The current 5<sup>th</sup> grade data for reading comprehension** indicates that 15% of our students are considered below average and 10% of our students are well below average.

Strength: The data indicated that 75% of our students were considered to be at least above or well above average in reading comprehension. Revised 1/10/11

Weakness: The data indicated that 25% of our students were considered to be below or well below in reading comprehension. Revised 1/10/11

**The current 6<sup>th</sup> grade data in reading fluency** indicates that 14% of our students are considered below average and 11% of our students are considered well below average.

Strength: The data indicated that 75% of our students were considered to be at least above or well above average in reading fluency. Revised 1/10/11

Weakness: The data indicated that 25% of our students were considered to be below or well below in reading fluency. Revised 1/10/11

**The current 6<sup>th</sup> grade data for reading comprehension** indicates that 18% of our students are considered below average and 6% of our students are well below average.

Strength: The data indicated that 76% of our students were considered to be at least above or well above average in reading comprehension. Revised 1/10/11

Weakness: The data indicated that 24% of our students were considered to be below or well below in reading comprehension. Revised 1/10/11

**The current 5<sup>th</sup> grade data for math computation** indicates that 13.6% of our students are considered below average and 8.2% of our students are considered well below average.

Strength: The data indicated that 78.2% of our students were considered to be at least above or well above average in math computation Revised 1/10/11

Weakness: The data indicated that 21.8% of our students were considered to be below or well below in math computation. Revised 1/10/11

**The 5<sup>th</sup> grade data for math concepts and applications** indicates that 10.9% of our students are below average and 7.3% of our students are well below average.

Strength: The data indicated that 81.8% of our students were considered to be at least above or well above average in math application. Revised 1/10/11

Weakness: The data indicated that 18.2% of our students were considered to be below or well below in math application. Revised 1/10/11

**The current 6<sup>th</sup> grade data for math computation** indicates that 15.3% of our students are considered below average and 8.9% of our students are considered well below average.

Strength: The data indicated that 75.8% of our students were considered to be at least above or well above average in math computation Revised 1/10/11

Weakness: The data indicated that 24.2% of our students were considered to be below or well below in math computation. Revised 1/10/11

**The 6<sup>th</sup> grade data for math concepts and applications** indicates that 9.7% of our students are below average and 8.9% of our students are well below average.

Strength: The data indicated that 81.4% of our students were considered to be at least above or well above average in math application. Revised 1/10/11

Weakness: The data indicated that 18.6% of our students were considered to be below or well below in math application. Revised 1/10/11

The 95% Group Phonics Screener Inventory and the Fountas and Pinnell Reading Program are used as screeners for intervention placement and guided reading grouping.

**Factors** - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

**Internal Factors:**

1. AIMSweb program was new to the school last year.
2. Data from AIMSweb for reading and mathematics were not analyzed frequently enough.
3. Intervention groups were not changed frequently enough to meet the needs of the students.
4. The Reading Coach does not have regularly scheduled meeting times with each grade level team to collaborate on reading instruction.

**External Factors:**

1. Lack of parental involvement.
2. The Glenwood Lynwood Public Library closed in 2008-2009. It was located adjacent to the school and is now 2 miles away. This has made it difficult for students in families without transportation to access library books and other reference materials.

**Conclusions** - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

The following conclusion will be taken in to account for school improvement:

1. The AIMSweb data will be analyzed 3 times a year to effectively plan reading and math instruction as well as design more effective intervention groups. Revised 1/10/11
2. The AIMSweb data will be shared with staff at monthly collaboration meetings. Revised 1/11/10
3. A monthly scheduled will be developed so that the Reading Coach can provide ongoing professional development at our monthly collaboration meetings regarding the monthly reading strategies and the content strands for ISAT. This will help teachers implement best practices in reading.

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**Section I-C Data & Analysis - Other Data (Optional)**  
**Item 1 - Attributes and Challenges**

**Data** - Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?

Brookwood Middle School has seen a transition in the socio-economic status of our population over the last several years. It is becoming more evident during the times of our failing economy. Our low-income population represents 69.4% of the student population. Differences in socio-economic status created diverse family patterns of living and structures. A significant number of our students reside in subsidized, multi-family housing.

The mobility rate has rapidly increased over the last two school years. According to the 2009 Illinois School Report Card, the mobility rate was reported as 37.6%. This is a 24.5% increase from the reported mobility rate in 2008 of 13.1%

The student population has declined in the last five years. In 2005 there were 286 students, in 2006 there were 279 students, in 2007 there were 288 students, in 2008 there were 278 students and in 2009 there were 255. As of the 2010 school year there are 233 students. This again is a factor of the declining economy. Families have moved and relocated to other locations or with family members due to the cost of living and the increase of unemployment. The number of special education students has stayed constant with the 2007 data. In 2007 there were 42 identified special education students. This was 15% of the student population. In 2009 there were 45 identified special education students. This was 18% of the student population.

Student population at Brookwood Middle School has had a steady decline over the last three years. In 2007 there were 288 students, in 2008 there were 278 students, and in 2009 there were 254.

Staff turnover has fluctuated over the last several years. In 2006 there was 22% staff turnover, in 2007 there was 15%, in 2008 there was 15%, and in 2009 there was 33% staff turnover at Brookwood Middle School.

The demographics of the district have changed over the past nine years. The percent of the economically disadvantaged students rose from 37.5% in 2000-2001 to 66.9% in 2008-2009. The current rate of economically disadvantaged students was 72% in 2009-2010. In 2000-2001, 28.7% of the student population was White, non-Hispanic and 59.6% was Black, non-Hispanic. For the 2008-2009 year these percentages have risen for Black, non-Hispanic to 78% and declined for White, non-Hispanic to 7.1%. From 2000-2009, our school district has seen an increase in our black student population although the teaching staff is primarily Caucasian and female. As a result, staffing trends have focused on developing/maintaining diversity among the teaching staff. Staff development is needed to address the poverty, diversity and instructional delivery systems that are responsive to

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the needs of our students. Through discussions, observations, and assessments, it has been determined that all students need to be exposed to a richer curriculum in reading and math. It has also been determined that strategies and interventions need to be put into place to empower our African American male students to be self-motivated and academically successful in school.

**Factors** - In what ways, if any, have these attributes and challenges contributed to student performance results?

Attributes:

1. The improvement in math scores can be contributed to the fact that the Math Task Force has created and implemented a curriculum map and pacing guide based on Illinois Learning Standards. However, the improvement was not large enough for the school to make AYP in mathematics.
2. The Task Force is in the process of reviewing the curriculum to further align it to the strands that are taught on the ISAT as well as the core math standards. Math manipulatives have been purchased to help teachers design engaging lessons and to assist students in mastering math skills. However, teachers need additional professional development in order to use them effectively for the development of deep conceptual understanding.
3. Collaboration meetings will be held once a month to monitor progress of the math curriculum and to analyze student mathematics data from AIMSweb.

Challenges:

1. Students are showing growth in all the areas tested on the ISAT. However, the growth is not sufficient to meet AYP targets. Analysis of the ISAT indicates that students at Brookwood Middle School need strategies and interventions in reading and mathematics in order to attain the Illinois Learning Standards as outlined in No Child Left Behind.
2. A support network needs to be established to assist students and parents in completion of daily homework, school projects, development of reading and mathematical skills and reading strategies.
3. This year Brookwood Middle School adopted the use of Guided Reading as a basis for structured reading as well as two reading/phonics screeners. Teachers will need

continued ongoing staff development in order to structure reading instruction around Guided Reading and to effectively use the screeners.

**Conclusions** - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

The following conclusions will be taken in account for school improvement:

1. Tutorial will be offered and provided two times a week in the areas of Reading and Mathematics for students who did not meet the AYP benchmarks. Revised 1/26/11 Refer to Objective 1 Item 6 in the student section and Objective 2 Item 2 in the student section of the strategies and activities.
2. Data will be collected and analyzed regarding Institute Day sessions for effectiveness and relevance of the sessions and attendance at workshops conducted inside and outside of the district.
3. Monthly collaboration meetings will be held for math to assist teachers with the implementation of best practices in math.

Section I-C Data & Analysis - Other Data (Optional)  
Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

**Data** - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data and information tell you?

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, information regarding the professional qualifications of the student's 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 online application system to reach out to highly qualified candidates.

To ensure that all teachers 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;

If any teacher and/or paraprofessional is not highly qualified he/she will automatically will be placed on an ISBE Roadmap which communicates a specific plan for how that teacher will attain highly qualified status per state of Illinois guidelines.

Staff turnover has fluctuated over the last several years. In 2006 there was 22% staff turnover, in 2007 there was 15%, in 2008 there was 15%, and in 2009 there was 33% staff turnover. In 2009-2010, 8 out of 20 teachers were new teachers. In 2010-2011, 3 out of 20 teachers were new teachers. The teachers new to Brookwood Middle School are all assigned mentors. New teachers also participate in the New Teacher's mentoring program sponsored by Governors State University. The new teachers attend three additional workshops provided by Brookwood School District's administrators.

New teachers participate in professional development for three days prior to the start of the school year. New teachers attend professional development provided from the district as well as other professional development opportunities designated by building administration.

All teachers attend monthly staff meeting, bi-weekly team meetings, and monthly math and reading collaboration meetings.

**Factors** - In what ways, if any, have educator qualifications, staff capacity, and professional development contributed to student performance results?

Staff turnover continues to be a driving factor in our data and results. Staff turnover has fluctuated over the last several years. In 2006 there was 22% staff turnover, in 2007 there was 15%, in 2008 there was 15%, and in 2009 there was 33% staff turnover. In 2009, 85% of our staff was non-tenured.

1. Due to the continuing trend of staff turnover, continued professional development is needed for teachers in the area of Guided Reading, Gretchen Courtney Reading strategies, math extended response, effective use of math manipulatives and PBIS.
2. Continued professional development in the area of implementation of local and state assessments.

**Conclusions** - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

1. Teachers will receive professional development on new curriculum initiatives and the administration of local assessments.

Training will include:

- Guided Reading
- Gretchen Courtney Reading Strategies
- 95% Group
- Math Extended Response
- Effective use of Math manipulatives
- PBIS
- AIMSweb
- Fountas and Pinnell

2. Teachers will be given training in the areas of ISAT Reading and Math on school improvement days, teacher institute days and other days that workshops are available. Revised

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1/26/11

3. The Reading Coach will provide professional development at our monthly meetings regarding reading strategies and content strands for ISAT to implement best practices in reading. Revised 1/10/11

Section I-C Data & Analysis - Other Data (Optional)  
Item 3 - Parent Involvement

**Data** - Briefly describe data on parent involvement. What do these data tell you?

In the 2009-2010 school year the Open House attendance increased by 24% from the previous school year.

There were two Parent-Teacher conferences scheduled for the 2009-2010 school year. The first parent conference was held in November and 83% of the parents were in attendance. The second set of conferences were held in February, 68% of the parents were in attendance. This was a 15% decrease from November conferences.

There were three Parental Advisory Council meetings scheduled and there weren't any parents in attendance. These meetings were advertised through school newsletters, School Messenger, and the school website.

There were two reading nights scheduled that were fairly attended. There was one holiday family event called "Family Gingerbread Night" that was highly attended and successful.

The data tells us that parent involvement is essential to have an impact on student achievement. Parents need to be informed about the different assessment tools and curriculum initiatives for Brookwood Middle School.

**Factors** - In what ways, if any, has parent involvement contributed to student performance results?

The Parent Advisory council meetings were held in the mornings or early afternoon. We did notice that our scheduled evening events were better attended than day scheduled events. Therefore, our plan is to schedule more evening events in order to accommodate our parents and address the following concerns.

- Lack of parent attendance at school events
- Lack of familiarity of AIMSweb
- Lack of familiarity of new curriculum initiatives
- Lack of scheduling events to accommodate the schedule of our parents
- Lack of input from parents regarding their availability and events that they would like to see scheduled at the school.

**Conclusions** - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

1. In order to narrow the achievement gap, we will offer two curriculum nights to inform the parents of the local assessments, state assessments, new curriculum initiatives and PBIS.
2. Parents will be able to use the school website to see monthly newsletters, monthly reading strategies, and invitations to professional development days. Revised 1/26/11
3. Informative bulletin board will be displayed for parents with school events and monthly reading and math strategies. Revised 1/26/11
4. Parents will be informed via the school website and monthly newsletters about the monthly reading and math strategy. Revised 1/26/11
5. Parents will be provided with academics expectations for students in the area of math and reading as well as their expectation of a parent at the beginning of the year. Revised 1/26/11
6. Parents will complete a parent involvement analysis and feedback survey by the end of the school year.
7. Data will be collected regarding parental attendance at school events and functions including but not limited to Open House, Parent Education Workshops, Parent-Teacher Conferences, and Family Reading Nights. Revised 1/10/11

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### Section I-D Data & Analysis - Key Factors

From the factor pages (I-A, I-B, and I-C), identify key factors that are within the school's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

Brookwood Middle School has not made AYP for two year and is now considered a school of choice. Although approximately 70% of students may the AYP target, we would like to have more students reaching and surpassing the next benchmark target.

1. Implement a reading block to enable teachers to teach Guided Reading effectively.
2. Utilize reading strategies of the month in correlation with intervention strategies, and phonics interventions to provide an instructional structure for the teaching of reading in order to provide students with an opportunity to learn higher level content.
3. Infuse the science and social studies curriculum into Guided Reading practice in order to give students the opportunity to read a balance of fiction and non-fiction material.??
4. The Math Task Force has created and implemented a curriculum map and pacing guide based on Illinois Learning Standards. The Task Force is in the process of reviewing the curriculum to further align it to the strands that are taught on the ISAT. ?
- ?5. Math manipulatives have been purchased to assist students in mastering math skills. Building level staff development sessions will be held to provide teachers with knowledge of how to effectively use math manipulatives.??
6. Collaboration meetings will be held once a month to monitor progress and pacing of the math curriculum.
7. A Reading Coach will be utilized to assist teachers with implementation of guided reading. The Reading Coach will collaborate with teachers to increase the knowledge and effectiveness of the guided reading instruction as well as to assist in the consistent implementation of effective instructional and learning activities for reading.
8. Teachers are provided collaboration time for both reading and math to analyze data and plan for instruction.

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9. Ongoing staff development will be provided for teachers in the area of reading and math. Specifically in the areas of comprehension, fluency, and phonemic awareness, math and reading extended response. Revised 1/26/11
  10. The Learning Center Director will review the collection of print materials in the Learning Center to ensure a good balance between fiction and non-fiction.
  11. The AIMSweb data will be analyzed 3 times a year to effectively plan reading and math instruction as well as design more effective intervention groups. Revised 1/10/11
  12. The AIMSweb data will be shared with staff at monthly collaboration meetings. Revised 1/11/10?
  13. A monthly scheduled will be developed so that the Reading Coach can provide ongoing professional development at our monthly collaboration meetings regarding the monthly reading strategies and the content strands for ISAT. This will help teachers implement best practices in reading.
  14. Tutorial will be offered and provided two times a week in the areas of Reading and Mathematics for students who did not meet the AYP benchmarks. Revised 1/26/11 Refer to Objective 1 Item 6 in the student section and Objective 2 Item 2 in the student section of the strategies and activities.
  15. Data will be collected and analyzed regarding Institute Day sessions for effectiveness and relevance of the sessions and attendance at workshops conducted inside and outside of the district.
  16. Monthly collaboration meetings will be held for reading and math to assist teachers with the implementation of best practices in reading and math.

Teachers will receive professional development on new curriculum initiatives and the administration of local assessment as well as:

- Guided Reading
- Gretchen Courtney Reading Strategies
- 95% Group
- Math Extended Response

- Effective use of Math manipulatives
- PBIS
- AIMSweb
- Fountas and Pinnell

17. Teachers will be given training in the areas of ISAT Reading and Math on school improvement days, teacher institute days and other days that workshops are available. Revised 1/26/11

18. The Reading Coach will provide professional development at our monthly meetings regarding reading strategies and content strands for ISAT to implement best practices in reading. Revised 1/10/11

19. In order to narrow the achievement gap, we will offer two curriculum nights to inform the parents of the local assessments, state assessments, new curriculum initiatives and PBIS.

20. Parents will be able to use the school website to see monthly newsletters, monthly reading strategies, and invitations to professional development days. Revised 1/26/11

21. Informative bulletin board will be displayed for parents with school events and monthly reading and math strategies. Revised 1/26/11

22. Parents will be informed via the school website and monthly newsletters about the monthly reading and math strategy. Revised 1/26/11

23. Parents will be provided with academics expectations for students in the area of math and reading as well as their expectation of a parent at the beginning of the year.  
Revised 1/26/11

24. Parents will complete a parent involvement analysis and feedback survey by the end of the school year.

25. Data will be collected regarding parental attendance at school events and functions including but not limited to Open House, Parent Education Workshops, Parent-Teacher Conferences, and Family Reading Nights. Revised 1/10/11

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	<a href="#">Reading Scores for the students will increase from the current level measured by the ISAT of 75.5% to at least 85.5% meet/exceeds or the safe harbor as an alternative target.</a>	1,
2	<a href="#">Math Scores for the students will increase from the current level measured by the ISAT of 75.5% to at least 85.5% meet/exceeds or the safe harbor as an alternative target.</a>	2,
3	<a href="#">Discipline referrals to the office will decrease for 2009-2010 school year total measured by the SWIS data by at least 5% for the 2010-2011 school year.</a>	

The following deficiencies have been identified from the most recent AYP Report for your school.

- 1. School is deficient in Reading Meets and Exceeds
- 2. School is deficient in Mathematics Meets and Exceeds

Section II-A Action Plan - Objectives

Objective 1

Reading Scores for the students will increase from the current level measured by the ISAT of 75.5% to at least 85.5% meet/exceeds or the safe harbor as an alternative target.

Objective 1 Description

Brookwood Middle School had 69.6% of the students meeting/exceeding in reading and 70.9% of the students meeting/exceeding in math. Our ALL subgroup did not meet the

target benchmark and therefore caused us to not meet AYP.

**This objective addresses the following areas of AYP deficiency:**

- 1. School is deficient in Reading Meets and Exceeds
- 2. School is deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Strategies and Activities for Students

**Objective 1 Title :**

Reading Scores for the students will increase from the current level measured by the ISAT of 75.5% to at least 85.5% meet/exceeds or the safe harbor as an alternative target.

		TimeLine			Budget	
Strategies and Activities		Start Date	End Date		Fund Source	Amount(\$)
1	Students will participate and review lessons for the six strategies of predicting, summarizing, connecting, questioning, inferring, and imagining from Gretchen Courtney. These six strategies will be introduced one at a time for one month Guided Reading block daily. Revised 1/26/11 KF1	08/23/2010	08/20/2012	During School	Local Funds	0
2	Students will participate in phonics lessons for basic phonics skills, advanced phonics skills, and multisyllabic phonics skills on a daily in the 30-minute intervention block using the materials from 95% Group. Revised 1/26/11 KF2	08/23/2010	08/20/2012	During School	Local Funds	0
3	Students will be placed into Guided Reading Groups using Fountas and Pinnell Benchmark Assessment System and participate in Guided Reading instruction with the use of leveled material. Fountas and Pinnell Benchmark Assessment System will be done three times a year and students will be frequently moved into different leveled groups as needed. Revised 1/26/11 KF6	08/23/2010	08/20/2012	During School	Local Funds	0
	Students will be Benchmarked and Progress Monitored using AIMSweb.					

4	Benchmarking for AIMSweb is done three times a year and progress monitoring is done on an individual basis for each student; either once a week, bi-weekly, or once a month. Revised 1/26/11 KF 11, 12	08/23/2010	08/20/2012	During School	Local Funds	4,000
5	Students will participate in various strategies that focus on ISAT content strands and writing extended responses at least twice a week. Revised 1/26/11 KF9	08/23/2010	08/20/2012	During School	Local Funds	0
6	Students that did not meet or exceed on the ISAT, will participate in a school tutorial in reading at least two times a week. Revised 1/26/11 KF 14	08/23/2010	08/20/2012	After School	Title I	6,000

Section II-C Action Plan - Professional Development Strategies and Activities

**Objective 1 Title :**

Reading Scores for the students will increase from the current level measured by the ISAT of 75.5% to at least 85.5% meet/exceeds or the safe harbor as an alternative target.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Teachers will implement a 90-minute reading block and a 30-minute intervention block on a daily basis. (revised 1/26/11 KF1, 7)	08/23/2010	08/20/2012	During School	Local Funds	0
2	Teachers will be given professional development on Guided Reading strategies, Fountas and Pinnell Benchmark Assessment System the use of Gretchen Courtney strategies and content strands for ISAT on a monthly basis from the Reading Coach. Revised 1/10/11 KF 13, 17, 18	08/23/2010	08/20/2012	After School	Title I	9,000
3	Teachers will be given professional development on 95% Group materials and implement the 95% Group materials into the classrooms and during intervention. The professional development will be given twice in one year and materials will be used on a daily basis. (Revised 1/26/11 KF2,16)	08/23/2010	08/20/2012	During School	Title I	20,000
4	Teachers will participate in workshops and monthly collaboration sessions regarding best practice for teaching/learning reading from the Reading Coach. They will also use this time to analyzed reading and math data. This will include proper implementation of reading	08/23/2010	08/20/2012	During School	Other	0

	strategies of the month. (Revised 1/26/11 KF2,8,9,11, 12,18)					
5	Teachers will participate in professional development workshops on reading extended response and will practice reading extended response with students on a weekly basis. (Revised 1/26/11 KF9)	08/23/2010	08/20/2012	During School	Title I	4,500
6	The Learning Center Director will take an inventory of our library materials to ensure we have a balance of non-fiction and fiction materials at the end of each year. This will assist teachers to have supplemental materials available to infuse science and social studies into their guided reading curriculum. Revised 1/26/11 KF3,10	08/23/2011	06/30/2011	After School	Title I	

Section II-D Action Plan - Parent Involvement Strategies and Activities

**Objective 1 Title :**

Reading Scores for the students will increase from the current level measured by the ISAT of 75.5% to at least 85.5% meet/exceeds or the safe harbor as an alternative target.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$ )
1	Parents will be able to access information regarding the monthly reading strategies and tips through the school website and monthly school newsletters. Revised 1/26/11 KF 20	08/23/2010	08/20/2012	After School	Local Funds	0
2	Curriculum night workshops will be available for parents to assist their children at home with reading skills throughout the year. (Revised 1/26/11 KF19)	12/01/2010	08/20/2012	Before School	Local Funds	5,000
3	Once a year, Open House will be available for parents to interact with staff and receive strategies being used during the school year. Revised 1/26/11 KF 25	12/01/2010	08/20/2012	After School	Local Funds	0
4	Two parent teacher conferences will be offered during the year. Parents will receive an explanation of ISAT results and be given an opportunity to discuss student's academic progress. Revised 1/26/11 KF 25	08/23/2010	08/20/2012	During School	Local Funds	0

5	Parents are invited to all Institute Days to participate in professional development being given to teachers. Revised 1/26/11 KF 20	08/23/2010	08/20/2012	During School	Local Funds	5,000
6	Bulletin Boards are displayed in the main hallways to inform parents of the comprehension strategies used for the month and changed on a monthly basis. Revised 1/26/11 KF 21	08/23/2010	08/20/2012	During School	Local Funds	0
7	School/Parent Compact is available in English and Spanish and reviewed at the beginning of the year. Revised 1/26/11 KF 23	08/23/2010	08/20/2012	Before School	Local Funds	0

Section II-E Action Plan - Monitoring

**Objective 1 Title :**

Reading Scores for the students will increase from the current level measured by the ISAT of 75.5% to at least 85.5% meet/exceeds or the safe harbor as an alternative target.

**Monitoring** - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

The building principal and the Tier 1 team will monitor instruction and student progress by monitoring the pace and level of instruction outlined in teachers' weekly lesson plans, teacher observations, evaluations, and ISAT results. The 2010-2011 school year is the second year that AIMSweb is in place. The school will implement progress monitoring for grades 5-6 using AIMSweb as a universal screener. The assessment results will be used to determine appropriate Tier 2 and Tier 3 interventions.

The building principal will analyze achievement data to identify students for participation in Tier 2 and 3 interventions.

The results will be review with staff at monthly meeting and monthly grade level collaboration meetings. Revised 1/26/11

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Onquanette Nowels	Principal
2	Rachel Massa	Title 1 Reading Teacher
3	Jenny Binning	Reading Coach
4	Amber Crews-Revised 1/26/11	School Psychologist-AIMSweb Building Manager

Section II-A Action Plan - Objectives

Objective 2

Math Scores for the students will increase from the current level measured by the ISAT of 75.5% to at least 85.5% meet/exceeds or the safe harbor as an alternative target.

Objective 2 Description

Brookwood Middle School had 70.9% of the students meeting/exceeding in math. Our All subgroup did not meet the target benchmark and there fore caused us not to meet AYP.

**This objective addresses the following areas of AYP deficiency:**

- 1. School is deficient in Reading Meets and Exceeds
- 2. School is deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Strategies and Activities for Students

**Objective 2 Title :**

Math Scores for the students will increase from the current level measured by the ISAT of 75.5% to at least 85.5% meet/exceeds or the safe harbor as an alternative target.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$ )
1	Students that did not meet or exceed on the ISAT, will participate in a school tutorial in mathematics at least two times a week. Revised 1/26/11 KF 14	08/23/2010	08/20/2012	After School	Title I	8,000
2	Studenst will utilize manipulatives during their math lessons, to enhance mathematic skills. Revised 1/26/11 KF 5	08/23/2010	08/20/2012	During School	Local Funds	0
	Students will participate in strategies that focus on ISAT preparation,					

3	writing math short answer and math extended responses at least twice a week. Revised 1/26/11 KF9	08/23/2010	08/20/2012	During School	Local Funds	0
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Section II-C Action Plan - Professional Development Strategies and Activities

**Objective 2 Title :**

Math Scores for the students will increase from the current level measured by the ISAT of 75.5% to at least 85.5% meet/exceeds or the safe harbor as an alternative target.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$ )
1	The Mathematics Task Force will continue to meet throughout the year, to refine the scope and sequence of the curriculum map to match the state standards. (Revised 1/26/11 KF4)	08/23/2010	08/20/2012	After School	Local Funds	0
2	Teachers will participate in a variety of workshops throughout the year on the use of mathematical models to promote achievement in mathematics. Revised 1/26/11 KF9	08/23/2010	08/20/2012	During School	Local Funds	0
3	Teachers will participate in workshops and monthly collaboration sessions regarding best practice for teaching/learning mathematics and data analysis. Revised 1/26/11 KF5,6,8,9,11,12)	08/23/2010	08/20/2012	During School	Local Funds	0
4	Teachers will participate in professional development workshops on short answer and extended responses and will practice short answer and extended responses with students on a weekly basis. (Revised 1/26/11, KF18)	08/23/2010	08/20/2012	During School	Title I	4,500

Section II-D Action Plan - Parent Involvement Strategies and Activities

**Objective 2 Title :**

Math Scores for the students will increase from the current level measured by the ISAT of 75.5% to at least 85.5% meet/exceeds or the safe harbor as an alternative target.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$ )
1	Curriculum night workshops will be available for parents to assist their children at home with math skills throughout the year. Revised 1/26/11 KF20)	12/01/2010	08/20/2012	After School	Title I	2,500
2	Parents will be able to access information regarding the monthly mathematic strategy and tips through the school website and monthly school newsletters. Revised 1/26/11 KF 20, 22	08/23/2010	08/20/2012	After School	Local Funds	0
3	School/Parent Compact is available in English and Spanish and handed out at the beginning of the year. Revised 1/26/11 KF 23	08/23/2010	08/20/2012	Before School	Local Funds	0
4	Academic Expectations for Mathematics brochure for grade K-8 will be available to parents at the beginning of the year. Revised 1/26/11 KF 23	08/23/2010	08/20/2012	Before School	Local Funds	0

Section II-E Action Plan - Monitoring

**Objective 2 Title :**

Math Scores for the students will increase from the current level measured by the ISAT of 75.5% to at least 85.5% meet/exceeds or the safe harbor as an alternative target.

**Monitoring** - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

The building principal will monitor instruction by monitoring the pace and level of instruction outlined in teachers' weekly lesson plans, teachers observations, ISAT results. The building principal will monitor mathematics achievement in grades 5-6 by analyzing the data from local common grade level assessments in addition to data gathered from AIMSweb.

Data will be collected and analyzed regarding Institute Day sessions for effectiveness and relevance of the sessions and attendance at workshops conducted outside the district.

Data will be collected and analyzed regarding parent attendance at school events and functions including but not limited to Open House, Curriculum Nights, parent/teacher

conferences and family nights. The building principal will monitor parent involvement.

The results will be review with staff at monthly meeting and monthly grade level collaboration meetings. Revised 1/26/11

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Onquanette Nowels	Principal

Section II-A Action Plan - Objectives

Objective 3

Discipline referrals to the office will decrease for 2009-2010 school year total measured by the SWIS data by at least 5% for the 2010-2011 school year.

Objective 3 Description

The building Principal, Dean of Students and School Social Worker will monitor student discipline data system (SWIS) monthly.

The Social Worker will provide monthly classroom session on topics such as bullying, character building topics.

Parents will be informed during Open House, and school newsletters regarding data analysis of the SWIS data and the functions of the PBIS program.

Parents will be informed of the character of the month through newsletters and curriculum nights.

**This objective addresses the following areas of AYP deficiency:**

- 1. School is deficient in Reading Meets and Exceeds
- 2. School is deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Strategies and Activities for Students

**Objective 3 Title :**

Discipline referrals to the office will decrease for 2009-2010 school year total measured by the SWIS data by at least 5% for the 2010-2011 school year.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$ )
1	Students will be taught and will practice Cool Tool strategies on a daily basis.	09/01/2010	08/20/2012	During School	Local Funds	0
2	Students will apply Cool Tools daily within the academic setting.	11/01/2010	08/20/2012	During School	Local Funds	0
3	Students will participate in reward activities throughout the school year.	09/01/2010	08/20/2012	During School	Local Funds	1,000
4	Two times a year, students will participate in PAWS Station lessons to develop skills with behavior expectations.	11/01/2010	08/20/2012	During School	Local Funds	0
5	Students will receive ongoing anti-bullying activities within the classroom setting monthly throughout the school year.	08/23/2010	08/20/2012	Before School	Local Funds	0

Section II-C Action Plan - Professional Development Strategies and Activities

**Objective 3 Title :**

Discipline referrals to the office will decrease for 2009-2010 school year total measured by the SWIS data by at least 5% for the 2010-2011 school year.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$ )
1	Teachers will implement a building wide universal behavior plan with the use of interventions.	08/23/2010	08/20/2012	During School	Local Funds	0
2	Teachers will participate in a variety of workshops throughout the school year to learn best practices for working with diverse populations.	08/23/2010	08/20/2012	During School	Local Funds	0

3	Teachers will participate in a variety of workshops throughout the year to learn best practices for diffusing confrontational situations.	08/23/2010	08/20/2012	During School	Local Funds	0
4	PBIS Internal coach and PBIS Tier II Team will monitor SWIS data, on a monthly basis, to determine if monthly behavior referrals have decreased. Data will be reviewed monthly with staff at staff meetings. Revised 1/10/11	08/23/2010	08/20/2012	After School	Local Funds	0

Section II-D Action Plan - Parent Involvement Strategies and Activities

**Objective 3 Title :**

Discipline referrals to the office will decrease for 2009-2010 school year total measured by the SWIS data by at least 5% for the 2010-2011 school year.

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$ )
1	Curriculum night workshops will be available for parents to assist their children at home with behavior skills throughout the year.	12/01/2010	08/20/2012	After School	Local Funds	2,000
2	School Messenger will be used to contact parents of upcoming events throughout the year.	08/23/2010	08/20/2012	After School	Local Funds	0
3	Parents will be able to access information regarding the monthly behavior strategy and tips through the school website and monthly school newsletters.	08/23/2010	08/20/2012	After School	Local Funds	0

Section II-E Action Plan - Monitoring

**Objective 3 Title :**

Discipline referrals to the office will decrease for 2009-2010 school year total measured by the SWIS data by at least 5% for the 2010-2011 school year.

**Monitoring** - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

Data gathered regarding discipline referrals to the office will be collected and analyzed using the SWIS Data system. The data will be shared monthly with staff at staff meetings.

The results will be review with staff at monthly meeting and monthly grade level collaboration meetings. Revised 1/26/11

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Onquanette Nowels	Principal
2	Adekunle Adegbemi	Dean of Students
3	Denise McField	Social Worker

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Section III - Development, Review and Implementation  
Part A. Parent Notification\*

This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.

**Parent Notification** - Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand. (*\*Requirement for Title I Schools only.*)

A letter was mailed home to parents giving them notice about Brookwood Middle School's academic status from the Superintendent. The letter was sent in August indicating that Brookwood Middle School is in academic status and explained school choice to parents. Brookwood Middle School is the only school in the district that serves fifth and sixth graders. As a result adjacent school districts were solicited regarding the possibility of accepting our students based on the desires of their parents. No other school district would accept our students. The academic status of the school was presented by the Superintendent at a regularly scheduled board meeting and the school improvement process and plan was presented to the Board of Education by the building principal.

Section III - Development, Review and Implementation  
Part B. Stakeholder Involvement

**Stakeholder Involvement** - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the school improvement team or plan developers must be identified here.

The SIP team consists of school staff from the principal, general education staff, Title 1 staff, ELL staff, and special education. Additionally, the team is comprised of a parent representative and the Reading Coach to assist with developing strategies and activities for improving instruction in reading and math. The team has met and will continue to meet at least once a month to monitor the progress of the improvement plan and to analyze data. Data will be shared monthly with staff at staff meeting and during grade level collaboration meeting monthly. Revised 1/26/11

	Name	Title
1	Onquanette Nowels	Principal
2	Denise McField	Social Worker
3	Rachel Massa	Title 1 Reading Teacher
4	Amy Weis	ELL Teacher
5	Emma Kirtley	5th Grade Teacher
6	Michele Gena	6th Grade Teacher
7	Jenny Binning	Reading Coach
8	Gina Marino	Parent

Section III - Development, Review and Implementation  
Part C. Peer Review Process

**Peer Review** - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. The peer review should precede the local board approval and must be completed within 45 days of receiving the school improvement plan. For further description of the peer review process see LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

Description of peer review process including participants and date(s) of peer review.

The Brookwood Middle School School Improvement Plan will be reviewed by administration and staff at Brookwood Junior High School and Longwood Elementary School and Hickory Bend Elementary School. These schools are located in the district and have performed well on the ISAT test. The Reading Coach will compare the Reading strategies with ones that the elementary schools are utilizing to insure that the scope and sequence is not only adequate but consistent across all grade levels.

The plan was reviewed at our administrative meeting on the following dates November 9, 2010. Revised 1/10/11 and on December 13, 2010. Revised 1/26/11

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Section III - Development, Review and Implementation  
Part D. Teacher Mentoring Process

**Teacher Mentoring Process** - Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

Brookwood Middle School has had a high staff turnover in the last few years. Every new teacher is assigned a mentor in a similar grade or position for two years. Every new teacher begins the school year with a 2-day new teacher training orientation on district initiatives, the administration of district assessments, the mathematics curriculum, technology, and the writing curriculum. Brookwood School District 167 also partners with Governor State University's Beginning New Teacher mentoring program. New teachers attend meetings monthly at GSU which includes speakers on various topics in addition to four district sponsored after school workshops on topics pertinent to the school district.

Section III - Development, Review and Implementation  
Part E. District Responsibilities

**District Responsibilities** - Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). If applicable, identify corrective actions or restructuring options taken by the district.

The school district will provide the financial support necessary to fulfill the objectives and strategies of this plan including staff developments, technical assistance for data collection and analysis.

Staff development will be provided for all certified and non-certified staff to meet the objectives and strategies for this plan.

Title 1 funds will be used to supplement reading and mathematics instruction for all grades.

The district will continue to participate in the Teacher Mentoring Program offered through Governors State University. First and second year teachers are assigned to a mentor. Mentors and their proteges are required to attend meeting at GSU in addition to meetings sponsored by building principals on topics pertinent to the school district.

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**Corrective Actions** taken by a district for a Title I school that failed to meet Adequate Yearly Progress for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv). (Check all that apply.)

- Require implementation of a new research-based curriculum of instructional program;
- Extension of the school year or school day;
- Replacement of staff members relevant to the school's low performance;
- Significant decrease in management authority at the school level;
- Replacement of the principal;
- Restructuring the internal organization of the school;
- Appointment of an outside expert to advise the school.

**Restructuring Options** (allowed in Illinois) selected by a district for a Title I school that failed to meet Adequate Yearly Progress for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school. (Please check all that apply.)

- Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);
- Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- Entering into a contract with a private entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- Implementing any other major restructuring of the school's governance that makes fundamental reform in:
  - governance and management, and/or
  - financing and material resources, and/or
  - staffing.

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Section III - Development, Review and Implementation  
Part F. State Responsibilities

**State Responsibilities** - Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

The ISC4 has provided Brookwood Middle School with a School Improvement Plan consultant to provide assistance in the development of the plan as well as monitoring the implementation of the plan.

	Name	Title
1	Toni Young	RESPRO Consultant

## Section IV-A Local Board Action

**DATE APPROVED** by Local Board: 01/10/2011

**A. ASSURANCES**

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6)).
2. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessments with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

**B. SUPERINTENDENT'S CERTIFICATION**

By submitting the plan on behalf of the school the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of the plan completion from the **Submit Your Plan** page (Section IV-C) the plan shall be deemed to be executed by the superintendent on behalf of the school.

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

- Yes  No Have the areas of low achievement been clearly identified? [C]
- Yes  No Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness? [C]
- Yes  No Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students? [C]
- Yes  No Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities? [C]

LOCAL ASSESSMENT DATA (OPTIONAL)

- Yes  No  N/A If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?
- Yes  No  N/A Do these local assessment results add clarity to the state assessment data?
- Yes  No  N/A Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA (OPTIONAL)

- Yes  No  N/A If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?
- Yes  No  N/A Do the other data add clarity to the state assessment data?
- Yes  No  N/A Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

**IDENTIFICATION OF KEY FACTORS**

Yes  No Have data or research been used to determine the key factors believed to cause low performance? [C]

Yes  No Are the key factors within the district's capacity to change or control? [C]

**CLARITY OF OBJECTIVES**

Yes  No Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan? [C]

Yes  No  N/A Do the objectives address all areas of AYP deficiency? [C]

**ALIGNMENT OF STRATEGIES AND ACTIVITIES**

Yes  No Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

Yes  No Will the selected strategies and activities likely improve student learning and achievement? [C]

Yes  No Are the strategies and activities measurable? [C]

Yes  No Are the measures of progress for the strategies and activities clearly identified? [C]

Yes  No Are expectations for classroom behavior and practice related to the objectives clear? [C]

Yes  No  N/A Is professional development aligned with the strategies and activities for students? [C]

Yes  No  N/A Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?

Yes  No  N/A Do the parent involvement strategies clearly align with the strategies and activities for students? [C]

Yes  No  N/A

Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?

Yes  No

Are timelines reasonable and resources coordinated to achieve the objectives? [C]

#### MONITORING

Yes  No

Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]

Yes  No

Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? [C]

#### PART I - COMMENTS

January 31, 2011

Overall, you have provided sufficient guidance to plan implementers. I hope that as you implement this plan you can collect data that will guide your next steps. Note: objectives should be written to span both years of the plan. Your plan fosters confidence that you will implement your plan and that you have a system to monitor progress. I would encourage you to establish clear indicators defining success for those who will implement and monitor this plan that help them know not only “that” they are implementing the plan but also “how well.” (How much progress will be regarded as “good” and prompt you to continue a strategy or activity or abandon it?) You have already done this for objective three. Best wishes during implementation.

Respectfully, Carol Diedrichsen ISBE Innovation and Improvement

PART II - SECTIONS III and IV OF THE PLAN

**PARENT NOTIFICATION**

Yes  No  N/A

Does this plan describe how the school has provided written notice about the school’s academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? (Title I Schools Only) [C]

**STAKEHOLDER INVOLVEMENT**

Yes  No

Does the plan describe how stakeholders have been consulted? [C]

Yes  No

Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes? [C]

**PEER REVIEW**

Yes  No

Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have “the greatest likelihood” of ensuring that all groups will achieve AYP? [C]

**TEACHER MENTORING PROCESS**

Yes  No

Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession? [C]

**DISTRICT RESPONSIBILITES**

Yes  No

Is it clear what support the district will provide to ensure the success of the plan? [C]

Yes  No  N/A

If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? [C]

**STATE RESPONSIBILITES**

Yes  No

Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation? [C]

**SCHOOL SUPPORT TEAM**

Yes  No  N/A

Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan? [C]

**APPROVAL DATE OF LOCAL BOARD**

Yes  No

The plan indicates the approval date of this plan. [C]

**PART II - COMMENTS**

The in-area ROE 07/ISC Consultant review has been completed. All areas of concern in previous reviews were addressed satisfactorily. The District 167 Brookwood Middle School Improvement Plan is recommended for implementation with the assistance of your area ROE 07/ISC Consultant. No further updates to your improvement plan are necessary at this time.

If you choose to revise or update your plan, you may request that your area ROE/ISC Consultant update the ISBE monitoring prompt as this is the official state monitoring record.

Posted 1/26/11 L. Ross ROE 07/ISC