

**SCHOOL DISTRICT OF UNIVERSITY CITY
SCHOOL WIDE IMPROVEMENT PLAN
TO INCLUDE THREE-YEAR PLAN
2011-2014**



Joylynn Pruitt, Superintendent
Jamie Jordan, Principal

SCHOOL DISTRICT OF UNIVERSITY CITY MISSION: The School District of University City is committed to academic excellence for all students. We will educate and graduate students who have mastered a comprehensive body of knowledge, developed critical thinking skills, value creativity, respect diversity and make responsible life choices.

MISSION, VISION, GOALS & VALUES

A. Provide your school-wide mission statement that clearly articulates why your school functions to exist, the work you do as a whole and the nature of your work.

Brittany Woods Middle School Community is a collaborative community dedicated to achieving excellence in a safe and positive environment.

B. Provide your school-wide vision that clearly articulates what your school hopes to become as well as what your school must become in the future to accomplish its purpose.

Brittany Woods Middle School is committed to academic excellence for all students: we believe all students will learn. In order to accomplish this Brittany Woods will:

- **Ensure the alignment of curriculum, instruction, and assessment for students' success through the collaboration cycle.**
- **Design the school day to foster effective learning through authentic real world experiences and active student engagement in instruction.**
- **Use alternative methods of assessment to enhance student success.**
- **Meet students' developmental needs through cooperative, collaborative relationships by initiating a community school.**
- **Provide a safe and positive learning environment.**
- **Evolve over time to match changes in the knowledge of best educational practices.**

C. Provide your school-wide goals by year and steps you will take to mark the school's progress. Also, clearly articulate how the goals are monitored and tied to the Annual Performance Report (see attached sheets).

1. The percentage of students scoring Proficient/Advance in Mathematics will increase from 41.8% to 42.9%, and the percentage of students scoring Basic/Below Basic will decrease from 58.2% to 57.1%. The MPI will increase to 735.6
2. The percentage of students scoring Proficient/Advance in Communication Arts will increase from 39% to 44.3% , and the percentage of students scoring Basic/Below Basic will decrease from 61% to 55.7% . The MPI will increase to 749.5.
3. Reading Proficiency Objective: Brittany Woods Students will score 73% on the non-fiction strand of the Communication Arts Test.
4. The percentage of students scoring Proficient/Advance in Algebra I will increase from 83.3% to 87% while increasing the number of students who are enrolled in advanced math, and the percentage of students scoring Basic/Below Basic will decrease from 16.7% to 13%. The MPI will increase to 828.
5. Discipline Referrals by chronic offenders, students with 8 or more referrals, will reduce to 40% of the total number of referrals.
6. Attendance will improve from 93.1% in 2010-2011 to 95% in 2011-2012.

In monitoring our three to five year goals we will take the following steps:

- The Academic Achievement Goals will be monitored using our quarterly data days and the Tungsten. Through our partnership with Washington University intermediate assessments have been created using the ELO standards for each subject area and non-fiction reading for the elective classes. Each job alike (professional learning community) will give this grade level appropriate assessment within the sixth week of the quarter. The teachers will then meet and be given student achievement results specific to their job alike, classes and students. Using these results the teachers will plan a specific instructional response for the last two weeks of the quarter. Student Proficiency and APR Index achievement will be calculated and displayed on our data board (see attached sheet)
- The Attendance Goal will be monitored monthly through our student support committee. Our registrar will pull reports to clean up attendance data every two-weeks to ensure that it has been recorded into SISK12 correctly. Then our social worker, who has developed a pyramid of intervention for attendance, will report on chronic absences and apply the appropriate steps for each student. Finally, students will only be allowed to participate in PBIS celebrations if they have an attendance rate of 95% and above.

D. Provide your school-wide values that articulate how the school is changing its behavior in order to achieve the school's vision.

	Instruction	Professionalism	Supervision	Collaboration
<p>Safety</p> <p>S</p>	<p>Engagement: learning activities that encourage writing and speaking on topic</p> <p>Create and maintain a positive work environment</p> <p>Arrange and maintain a safe and functional classroom</p>	<p>Manage discipline infractions in accordance with school policy.</p>	<p>Exercise responsibility for student management on school property</p>	<p>Sensitivity to the feelings, ideas and perceptions of others</p>
<p>Openness</p> <p>O</p>	<p>Exchange information, questions, and ideas while recognizing the perspective of others</p> <p>Diversity: Demonstrates sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication and in response to students' communications.</p>	<p>A willingness to share and learn from each other</p> <p>Our intentions are for the betterment of kids</p>	<p>Voluntarily supervise students as needed to assist the safe operation of the building</p>	<p>Open to sharing your own feelings, ideas and perceptions for the betterment of student learning.</p>
<p>Achievement</p>	<p>Facilitates in managing activities/learning to ensure students participate and are successful in the learning process</p> <p>Instructional artifacts demonstrate learning</p>	<p>Applies a variety of self-assessment and problem-solving strategies for reflecting on practice.</p> <p>Keeping up on best practices/strategies</p>	<p>Maintains and uses data to reflect and move beyond grading to modify instructional practices and materials to learning of all students</p>	<p>Putting aside personal agendas for the betterment of students</p>

<i>A</i>				
Respect <i>R</i>	Courteous Interactions Avoid emotionally charged language	Completes duties promptly and accurately when given adequate notice	Positive verbal/ non-verbal communication/ interactions with students -Intervenes during inappropriate behavior -Actively supervise students -Encourage student responsibility by effectively utilizing preventive strategies	Follow the group norms

*See Three-Year Plan Summary sheet for quarterly updates.

BUILDING LEADERSHIP TEAM MEMBERS

A. List, by name and title, all members of the Building Leadership Team (this should include: building administrators, classroom teachers, support teachers, parents who are not school employees and community members).

Name	Title/Position
Stephanie Berry	SSD Area Coordinator
Keesha Byrd	Key Communicator
Calivenette Cleveland	Teacher
LaVerne Ford-Williams	Administrator

Jamie Jordan	Administrator
Nakia King	Teacher
Barbara Kinnard	Teacher
Mary Kirkman	Teacher
Dominic LeNoir	Teacher
Portia House	Support Staff
Stephen Mitchell	LFCS
Rebecca O'Connell	Director of Curriculum and Instruction
Vanessa Ragsdale	Social Worker
Mary Sampson	Teacher
Melissa Stefanowicz	Teacher
Jasmine Nichols	Teacher
Jeri Wenneker	Teacher
Sandra Feemster	Teacher
Barry Williams	Teacher
Kellie Willis	Counselor

B. Insert record of Building Leadership Team meetings here. Include dates and times of meetings.

The Building Leadership Team meets on the second and fourth Tuesday of each month from 3:15 – 4:30.

MAP DATA BY SUBGROUP

A. List the school's performance on the MAP AYP report.

Performance Goal (Indicator)	Subgroups	% Basic and Below	% Proficient and Advanced	Previous Year's Goals	Goal Met/Not Met
Communication Arts	African American	64.4%	35.6%	37.2%	Y(SC)
	White	18.7%	81.3%	79.7%	Y
	IEP	83.7%	16.3%	19%	Y (SC)
	Free and Reduced Lunch	68%	32%	61.4%	N
	LEP	63.6%	36.4%	35%	NA
	Total School	60.5%	39.5%	41.2%	Y (SC)

Performance Goal (Indicator)	Subgroups	% Basic and Below	% Proficient and Advanced	Previous Year's Goals	Goal Met/Not Met
Math	African American	66.8%	33.2%	37.7%	N
	White	28.1%	71.9%	82.5%	Y (CI)
	IEP	86.1%	13.9%	23.5%	N
	Free and Reduced Lunch	68.5%	31.5%	61.4%	N
	LEP	45.5%	54.5%	35%	NA
	Total School	63.1%	36.9%	42.4%	N

PROGRAM OBJECTIVES, STRATEGIES AND ACTION STEPS

B. Describe how the school wide instructional programs/strategies/interventions complement the District Comprehensive School Improvement Plan (CSIP/CSIP Focus).

The building school improvement plan is aligned to the District Comprehensive School Improvement Plan and the overarching goals of student performance, teacher quality, facilities, support and instructional resources, parent-community involvement and governance.

1. Mathematics Objective: 42.9% of our students will be at or above the proficiency level as measured by the APR Report of the MAP

Previous AYP Targets

School Year	Baseline	Progress	Target	Target Met
2009-2010	30.2 %	36.0 %	38%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	36.0%	36.9%	45%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A

APR Targets

School Year	Baseline	Progress	Target	Target Met
2011-2012	41.8%		42.9% (284 students)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-2013			46%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-2014			49%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Strategy 1: Professional Learning Communities will use the collaboration cycle to identify best practices in instruction and assessments in Math Job-alikes.

Action Steps	10/12	12/14	2/15	4/18	5/23	Completion Date
Job Alike meetings will record progress toward weekly learning objective using a scope and sequence on their team reports twice a week.						
Job Alike teams will develop common/clear objectives and administer grade level formative and summative assessments quarterly. The teams will develop a specific instructional response based on these assessment results to be given the last two weeks of each quarter.						

Strategy 2: Strategically placing students in appropriate courses based on the 2011 MAP performance						
Action Steps	10/12	12/14	2/15	4/18	5/23	Completion Date
Math Intervention Courses will use specific IBD data to meet the instructional needs through portfolios and E20/20.						
Place and increasing number of students who have talent in math in higher level math courses to expand their knowledge.						
Math Intervention Courses will allow for correct homework practice as well as skill remediation.						

The baseline, the progress and the targets for the 2009-2011 reflect the AYP data for grades 7-8; and the baseline, the progress and the targets for 2011-2012 reflect goals for grades 6-8.

2. Communication Arts Objective: 44.3% of our students will be at or above the proficiency level as measured by the APR Report of the MAP.

Previous AYP Targets

School Year	Baseline	Progress	Target	Target Met
2009-2010	31.4%	34.7%	39.0%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	34.7%	39.5%	45%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A

APR Targets

School Year	Baseline	Progress	Target	Target Met
2011-2012	39.0%		44.3% (293 students)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-2013			47%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-2014			50%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Strategy 1: Professional Learning Communities will use the collaboration cycle to identify best practices in instruction and assessments in Communication Arts Job-alikes.

Action Steps	10/12	12/14	2/15	4/18	5/23	Completion Date
Job Alike meetings will record progress toward weekly learning objective using a scope and sequence on their team reports twice a week.						
Job Alike teams will develop common/clear objectives and administer grade level formative and summative assessments quarterly. The teams will develop a specific instructional response based on these assessment results to be given the last two weeks of each quarter.						

Strategy 2: All Communication Arts Teachers will implement Making Meaning Instructional Strategies with fidelity.						
Action Steps	10/12	12/14	2/15	4/18	5/23	Completion Date
Communication Arts teachers will develop IDR logs to use for conferencing with each students in a two week cycles.						
The literacy coach will work with the teachers to give the DRA/SRI scores to allow for correct leveled reading for IDR.						
Teachers will use social structures while teaching making meaning to increase engagement as demonstrated through walk-through evaluations.						

The baseline, the progress and the targets for the 2009-2011 reflect the AYP data for grades 7-8; and the baseline, the progress and the targets for 2011-2012 reflect goals for grades 6-8.

3. Reading Proficiency Objective: Brittany Woods Students will score 73% on the non-fiction strand of the Communication Arts Test.

School Year	Baseline	Progress	Target	Target Met
2010-2011	67.98	71%	70%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	70%		73% (515 students)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-2013			76%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-2014				<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Strategy 1: Elective teachers will continue to teach non-fiction reading strategies.						
Action Steps	10/12	12/14	2/15	4/18	5/23	Completion Date
1. Job-alikes will determine one non-fiction article to read each week during instruction.						
2. Every week the literacy coach will model a lesson on non-fiction reading for the elective teachers to teach each week.						
Strategy 2: CT class teachers will work collaboratively to create graphic organizers to aid in reading comprehension.						
Action Steps	10/12	12/14	2/15	4/18	5/23	Completion Date
1. Administration from BWMS and SSD will outline clear expectations for roles and responsibilities in the CT classroom to be monitored by administration.						
2. CT Classroom teachers will use various forms of graphic organizers that will be monitored through classroom observations and walk-throughs, evaluating students work in job alike and collaborative lesson planning.						
2. Professional development through SSD classroom consultants as well as BWMS administration on effective CT instruction.						

Fourth Objective: The percentage of students scoring Proficient/Advance in Algebra I will increase from 83.3% to 87%.

School Year	Baseline	Progress	Target	Target Met
2011-2012	83%		87% (68 students)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-2013			90%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-2014			93%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Strategy 1: Vertical alignment and teaming by math teachers in grade 6-8 to identify students who have superior math skills.							
Action Steps	10/12	12/14	2/15	4/18	5/23	Completion Date	
Students will understand how the math placement test in 6 th grade will impact their course schedules for the remainder of their K-12 education.							
Parents will receive communication and have a better understanding of how the math placement test in 6 th grade will impact their course schedules for the remainder of their K-12 education.							
Teachers will work with specific students who show exceptional skill to be placed on contracts for completing objectives and have consistent communication with parents and administration.							

CRITICAL ISSUES

Identify at least two critical issues that impact the academic environment (structural, cultural, or other). Develop measurable academic objectives tied to the CSIP focus and instructional core or your PBIS goals.

Critical Issue 1: Discipline Referrals by chronic offenders, students with 8 or more referrals, will reduce to 40% of the total number of referrals.

Previous goal: Total Number of referrals

School Year	Baseline	Progress	Target	Target Met
2009-2010	NA		1457	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	1457	1026	700	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Discipline Referral Goal

School Year	Baseline	Progress	Target	Target Met
2011-2012	50%		40%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-2013			35%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-2014			30%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Strategy 1: Fully implement the Positive Behavior Intervention System						
Action Steps	10/12	12/14	2/15	4/18	5/23	Completion Date
Create a PBIS leadership team that meet regularly and presents monthly to faculty on effective classroom management and student discipline progress.						
Work with through the Elev8 Committee to provide program develop of a systematic structure of tier 2 interventions for students who are struggling						
Set up a systematic and publicized awards system for students who are meeting the SOAR expectations.						
Strategy 2: Develop and Effective program for students with chronic referrals						
Action Steps	10/12	12/14	2/15	4/18	5/23	Completion Date
Initiate a study committee who will examine best practices for students with chronic referrals and who this demographic is at BWMS						
Provide a professional development strand of study so teachers are better equipped to work with students who have behaviors that impede their learning and that of others.						
Continue to develop a transition program for students who have chronic referrals based on academics and rehabilitation for success in the regular school day.						

Critical Issue 2: Attendance will improve from 93.1% in 2010-2011 to 95% in 2011-2012.

School Year	Baseline	Progress	Target	Target Met
2009-2010	92.7%		93%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	92.7%	93.1%	95%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	93.1%		95%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-2013			95%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-2014			95%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Strategy 1: Engaging lessons will be taught throughout the school						
Action Steps	10/12	12/14	2/15	4/18	5/23	Completion Date
1. Social Studies teachers will develop problem based learning units around Social Justice with the support of the Hampton Archives						
2. An instructional leadership team will hold each other accountable for completing walk-throughs through the use of an accountability chart.						
3. Teachers will receive professional development on how to create engaging lessons using SMART board technology and cooperative learning.						
Strategy 2: Monitor daily attendance for students						
Action Steps	10/12	12/14	2/15	4/18	5/23	Completion Date
1. Attendance secretary will clean up attendance weekly based on weekly attendance report to account for teacher/officer error.						
2. Social Worker will create a pyramid of intervention in regards to students who have chronic offenders						
3. 95% attendance recognition will be included in student Soaring Eagle awards as well as PBIS incentive field trips and recognitions.						

PROFESSIONAL DEVELOPMENT—

High quality professional development is ongoing and sustained throughout the school year. Effective teacher professional development is a set of activities that produce a demonstrable and measurable effect on student academic achievement. Any professional development activity must be aligned to the School Improvement Plan which is grounded in the CSIP. One-day and short-term workshops and conferences that stand alone are not recognized as high quality professional development.

WHY?

All students will learn because of what we do!

HOW?

Improve school culture and increase student engagement by providing high quality PD to staff based on the needs of the staff as a unit, individual teachers, and students' strengths and weaknesses.

WHAT?

Tier 1 – All Staff PD

- Transforming School Culture
- Google (mail, calendar, documents) & SMART Boards
- Collaborations on ELO – Driven by Data Release Days

Tier 2 – Differentiated PD Strands

- Technology
- Planning Engaging Lessons
- Classroom Management and Culture

Tier 3 – Choice PD

- Teacher Academy
 - o 2010-2011 – Crawford and Stefanowicz
 - o 2011-2012 – Fileccia
- New Teacher Support
 - o 1st Year – Mentor Teams and J. Gagne
 - o 2nd-3rd Year - Phyllis Balcerzak
- Professional Improvement Plans

Tier 1 - Monday Faculty Meetings & Driven by Data Days

Driven by Data		Monday Faculty Meeting	
Week	Collaboration Cycle	Date	Focus
Q1- 1	Teach	8-29	Welcome Back Staff Meeting
3	Teach	9-12	PBIS/Frequent Flyer PD
4	Teach	9-19	Work Rotations
5	Teach	9-26 *	BLT Book Study - 1 (Transforming School Culture)
6	Assess	10-3	PBIS/Frequent Flyer PD
7	Data Day	10-10	Work Rotations
8	Instructional Response	10-17	BLT Book Study - 2(Transforming School Culture)
9	Instructional Response	10-24 *	Work Rotations
Q2 – 1	Teach	10-31	FIRST QUARTER CELEBRATION
2	Teach	11-7	No Meeting – Parent Teacher Conference
3	Teach	11-14	PBIS/Frequent Flyer PD
4	Teach	11-21 *	Work Rotations
5	Teach	11-28	BLT Book Study – 3(Transforming School Culture)
6	Assess	12-5	PBIS/Frequent Flyer PD
7	Data Day	12-12	BLT Book Study – 4(Transforming School Culture)
8	Instructional Response	12-19 *	Work Rotations
9	Instructional Response	1-9 *	BLT Book Study - 5(Transforming School Culture)
Q3 - 1	Teach	1-23	SECOND QUARTER CELEBRATION
2	Teach	1-30	Work Rotations
3	Teach	2-6	BLT Book Study - 6(Transforming School Culture)
4	Teach	2-13 *	Work Rotations
6	Assess	2-27	C & I Rep MAP policies and procedure
7	Data Day	3-5	Work Rotations
8	Instructional Response	3-12 *	THIRD QUARTER CELEBRATION
Q4 -1	Teach	3-26	No Meeting – Parent Teacher Conference
2	Teach	4-2	PBIS/Frequent Flyer PD
3	Teach	4-9	Work Rotations
4	Teach	4-16	BLT Book Study - 7(Transforming School Culture)
5	Teach	4-23 *	Work Rotations
6	Assess	4-30	BLT Book Study - 8(Transforming School Culture)
7	Data Day	5-7	PBIS/Frequent Flyer PD
8	Instructional Response	5-14	BLT Book Study – (Culminating Gathering)
9	Instructional Response	5-21	END OF YEAR CELEBRATION

Tier 2 – Differentiated PD Strands

Professional Development Strands for Instructional Core Engagement:

A. Topic: Technology,

Goal: Increase student engagement in assessments with technology.

B. Topic: Planning Engaging Lessons

Goal: Increase student engagement in assessments through planning highly engaging lessons.

C. Topic: Classroom Management and Culture

Goal: Increase student engagement by developing and consistently implementing rules, procedures and models.

Date	Activity	PD Type
8/23 AM	Culture, School Info	Building
PM	Driven by Date	Building
9/27	Differentiated Strands	Building
10/28	Differentiated Strands	Instructional Core
12/22	Differentiated Strands	Building
1/13 AM	Differentiated Strands	Instructional Core
PM	Differentiated Strands	Instructional Core
2/17 AM	Differentiated Strands	Instructional Core
PM	Differentiated Strands	Instructional Core
3/16	Differentiated Strands	Building
4/27	Differentiated Strands	Instructional Core

PARENT INVOLVEMENT

Describe the activities to be used to increase parent and family involvement as part of this school improvement plan. The following three areas must be addressed: 1) Communication, 2) Shared responsibility for high student performance, 3) Building parents capacity for involvement in school.

A. Describe the strategies that will be used to partner with parents including events that actively link parents to learning.

Parent Involvement Objective: To increase the percentage of parents who have signed up for the Parent Portal on SISK12 to 90% and to increase parent usage of the portal.

School Year	Baseline	Progress	Target	Target Met
2010-2011	24%	72%	NA	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	72%		90%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-2013				<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-2014				<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

B. Discuss how student assessment results will be reported in a language and format that parents can understand as required by the provisions of NCLB.

Parents will receive the MAP information as well as an explanation of the scores for their child every fall, this will also be discussed at various PTO meetings.

Strategy 1: Strategy 1: Throughout the school year we will develop and build a community school model.						
Action Steps	10/12	12/14	2/15	4/18	5/23	Completion Date
Working with Washington University practicum student and Director of Urban Education Initiatives to develop a community school model specific to BWMS and lead the Elev8 Community School implementation committee						
Educate the teachers, students, parents and University City Community about community schools through web-site, informational meetings and publicity handouts.						
Using the Needs Assessment and the Elev8 subcommittee develop clearly defined needs of the Brittany Woods Middle School Community and address those needs through specific logic model and goals.						
Strategy 2: Teachers will communicate grades with parents through parent link, phone calls, and bi-monthly progress reports.						
Action Steps	10/12	12/14	2/15	4/18	5/23	Completion Date
1. Administrators will ensure that teachers update parent link every two weeks to have current grades posted.						
2. PTO and parent meetings will be held to teach parents the importance of what and how to use parent link to be informed about their child’s academic progress.						
3. Teachers will be given Professional Development on the use of SISK12 and the many communication functions.						

PERSISTENCE TO GRADUATION/GRADE LEVEL TRANSITION

Students entering the School District of University City as early as prekindergarten have a predetermined destination for graduation upon entering the educational system. It is the District's responsibility to take measures to assist every student on their journey toward graduation.

Describe the strategies, structures and procedures your school takes in order to ensure graduation of each student at the grade levels in which your school services.

- Counselors and administrators went into the classroom to teach about the Promotion and Retention Policy
- Parents received this information in writing in a formal letter as well as through specific intervention meetings with At-Risk students.
- Faculty had an in-service on the new Promotion and Retention Policy.
- At the end of the quarter, students are identified as at risk for not being promoted. The following actions are taking place:
 - Parent notification by letter and phone of risk of being retained and ensuring the knowledge of the program.
 - Team meeting set up to identify interventions and put them in place.
 - Students placed on a daily behavior/academic log to be checked by team and or administrator.
 - Student information reviewed weekly to ensure progress is being made in deficient areas.
 - High school and post high school career options.
 - Create alternate setting.
 - Wyman Teen Outreach Program.
 - Mandatory After School tutoring
- Explore Test is given to 8th graders. Counselors will review interest inventory with students as well as the results of the Explore tests. Parents will receive information about the Explore test in writing.
- Students are taught how to use the SISK12 and monitor their own grades.
- Counselors will develop 6 year plans with students and then revisit them each year until they go to the high school.
- Advance Elective courses will be developed for students who show a special talent in an elective area.
- Students are taught how to calculate GPA and credits as they write and monitor goals about their own academic and behavior progress.

Describe the strategies, structures and procedures your school takes in order to ensure the transition of students from individual grades as well as grade spans (Pre K-K, 5-6, 8-9, 12-Post Graduation).

8th to 9th grade Transition:

Eighth and ninth grade core teachers along with counselors will meet to determine the needed data to appropriately place students entering ninth grade. Data to be considered will be students' SRI scores, five year plans, Explore data, and current grades. A rubric will be developed to assure that students are appropriately placed. Data shows that a student who struggles academically at the middle level is unlikely to demonstrate academic success at the high school level. Students who score below a certain level on our rubric will begin the year in structured academic labs to address some of these deficiencies.

If a student begins the year and then begins to struggle they will be placed into structured academic labs to assist with deficiencies. Students will be required to attend a minimum of two days of after school tutoring.

Elementary to Middle School Transition

- Open PTO meetings were given to inform incoming parents on the transition process.
- Enrollment meetings set up with the director of pupil personnel and registrars to ensure a clear and concise procedure.
- Meetings set up with Special School District Director to ensure procedure with IEP students.
- Counselor to visit elementary schools to give course selection information the week of January 10-20.
- 6th and 7th grade transition night on January 24th to give parents information.
- Various forms of communication to occur between March and May to ensure parents enroll students.
- Students will take a math placement test in 6th grade to determine 7th grade placement. Results will be shared in August based on a specific criteria.
- WEB program developed to help the students feel more acclimated to the building and feel that they belong.
- Registration dates set in early August to allow for students to receive schedule, school picture, and ID's.
- Counselors will meet in a placement meeting with SSD and Administration about placement help.

RESPONSE TO INTERVENTION

Each school must take responsibility for all students academically, socially and emotionally. In doing so, each school is to integrate assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.

- A. What structures have been created this school year to support prevention of academic and behavioral failures? How will the structures be monitored and evaluated?
- BWMS has a weekly targeted student support team of personnel who work with students outside of the school building.
 - Initial work on an effective Care Team intervention program.
 - Setting up a tiered resource map based upon a Pyramid of Intervention policy.
 - BWMS will include parents and students, to evaluate quarterly behavior referral statistics to identify major concerns and work through the Positive Behavior Intervention and Support Committee to develop plans to address these concerns. This will also be documented for effectiveness.
- B. Describe how teachers will be involved in using data for making instructional decisions to improve individual student achievement and the overall instructional program.
- All BWMS teachers will receive professional development on the MAP and Tungsten data so that they can accurately assess where the specific students are academically and how they can address their needs in gaining proficiency.
 - Each team of teachers will identify targeted students based upon their performance on the MAP test. They will track these students throughout the year looking at threshold proficiency of the MAP test.
- C. How will the school know if the needs of ALL students (struggling and advanced) are being met? List the types of monitoring and evaluation tools that will be used periodically through the year to assist the school in knowing that the needs of ALL students are being supported.
- BWMS teams will also be given reports eight times throughout the year that identify students who have D and F's as well as students who have had a significant GPA changes. Each team will document all interventions that have taken place and evaluate the outcomes. All of this information will be recorded in SISK12.

