



Brooks Middle School

Brooks Middle School Annual Action Plan 2019-2020

2019 - 2020 ANNUAL ACTION PLAN

April Capuder

Principal

Highlights of Our Plan

About Our School

Gwendolyn Brooks Middle School is an authorized International Baccalaureate Middle Years Program School that is located in Oak Park, a suburb bordering the west side of Chicago. We serve close to 900 students who represent a diversity of races and cultures.

- 49.3% of our students are white
- 21.4% are African American
- 13% are Hispanic
- 12% are Two or more races
- 4% are Asian
- 19% of our students are eligible for free or reduced lunch

The International Baccalaureate (IB) Middle Years Program drives the work of our school as we strive to provide students with opportunities to engage in learning that focuses on developing globally minded citizens. Our faculty is committed to engaging in collaborative reflection and continuous improvement of our collective practices through analysis of how well students are demonstrating understanding of the identified essential learning outcomes for each of their subject areas. We believe our collective inquiry into student learning is what is required to ensure academic as well as social emotional growth for every student we serve. Through this collaborative analysis of student learning, we ensure the development of a rigorous and culturally responsive instructional program for all our students. Additionally, our school offers a wide range of extracurricular activities that include athletics, academic clubs, and enrichment opportunities for students to participate in before and after school.

Together, our Building Leadership Team, Brooks teachers, students, and parents work and learn together within a school culture that promotes equity and inclusion, safe, respectful behaviors, focuses on the whole child, holds a sense of responsibility for one's behavior and possess a commitment to continuous improvement each day.

Our Vision is clear: To create a positive learning for all District 97 students that is equitable, inclusive, and focused on the whole child.

As we plan for SY19-20, we are working to ensure every District 97 student is:

- A known, nurtured and celebrated learner.
- An empowered and passionate scholar.

- A confident and persistent achiever.
- A creative, critical thinker and global citizen

Planning and Stakeholder Engagement Process

Being transparent with our goals and our progress towards achieving our goals is paramount to our success. The Building Leadership Team and school administrators will make every effort to engage staff, students, and our parent community by communicating our goals at regular intervals throughout the school year, providing evidence of our progress, and seeking feedback to help our continuous improvement efforts.

School improvement planning team

Name	Stakeholder group
Katy Alejos	Building Leadership Team, Language & Literature Department Chair & 8th Grade Language & Literature Teacher
Angelica Kamysz	Building Leadership Team, Assistant Principal
Antoine Bland	Building Leadership Team, Assistant Principal
April Capuder	Building Leadership Team, Principal
Christiana Lee	Building Leadership Team, IB Coordinator
Joseph Casanovas	Building Leadership Team, Math Department Chair & 8th Grade Math Teacher
Katherine Dean	Building Leadership Team, Instructional Coach
Kathleen Belmont	Building Leadership Team, 7th Grade Individuals & Societies Teacher
Lary Grimaldi	Building Leadership Team, 6th Grade Science Teacher
Laura Stamp	Building Leadership Team, 8th Grade Science Teacher
Lauren Olson	Building Leadership Team, School Culture & Climate Coach
Nefret Stringham	Building Leadership Team, 7th Grade Language & Literature Teacher
Pam Gaffney	Building Leadership Team, 6th Grade Language & Literature Teacher
Seth Robey	Building Leadership Team, 8th Grade Science Teacher
Stacie Klein	Building Leadership Team, Assistant Principal
Stephanie Smith	Building Leadership Team, 6th Grade Individuals & Societies Teacher
Stephanie Thomas	Building Leadership Team, 8th Grade Special Education Teacher

Executive Summary

Based on our NWEA MAP Data and Positive Learning Environment Survey results, we have experienced growth in both of these areas from last year to the present. In school year 18-19, 47% of our students met their NWEA Reading growth targets - up from 41% in school year 17-18 and 43% of our students met their NWEA Math growth targets - up from 41% in school year 17-18. Additionally, on the Positive Learning Environment Student Survey (PLESS), 60% of our students reported a favorable response to the statement, "I am challenged by the work my teacher asks me to do." , which is up from 50% in school year 17-18 as well as 46% of our students reported favorable response to the statement, "Students at my school treat me with respect." , which is up from 42% in school year 17- 18.

Although we have made some growth towards meeting our student learning targets in school year 2018-2019, we have not made nearly enough progress to begin to close the achievement gaps in Language & Literature or Mathematics for our African American students, our students with free/reduced lunch status or our students with Individual Education Programs. We still have a long way to go to ensure that more students make significant academic progress more quickly. This Annual Action Plan Outlines our student learning target for the 2019-2020 school year, as well as our priorities for improving teacher practices, leadership practices, and organizational practices.

At Brooks Middle School, we recognize that if we want continuous improvement of student learning, the starting point must be the continuous improvement of teaching practices, leadership practices, and organizational practices. Therefore, members of our Building Leadership Team collaborated to analyze data and determine which aspects of the Vision97 4ALL growth and success plan would be the focal point for our School Improvement Plan.

Our School Improvement Plan (SIP) is reflective of our commitment to establishing an equitable and inclusive school community that is designed to meet the unique needs of our student population. We are specifically focusing on the following goals and strategies during 2019-2020 School Year:

1. Every Oak Park District 97 student is a known, nurtured and celebrated learner.
2. Every Oak Park District 97 student is a confident and persistent achiever.
3. Every Oak Park District 97 student is an empowered and passionate scholar.

For our first goal, we will focus on our actions that connect to consistent behavioral practices that will strengthen student to student relationships as well as strengthen teacher to student relationships and also connect to the design and implementation of our multi-tiered system of support for behavior. For our second goal, our actions will focus on strengthening teacher differentiation practices and assessment literacy as well as our data collection and analysis processes to achieve better results for the students we serve. For our third goal, our actions will focus on data collection and analysis processes for behavior and attendance data to refine Tier 1 supports and design Tier 2/3 supports.

