



2018 - 2019 Local School Plan for Improvement Brookwood High School

William R Ford, *Principal*

Dr. Reuben Gresham, *Assistant Superintendent*

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI), with targeted goals based on student achievement results. These goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Data is used to determine areas needing improvement and to identify specific, measurable, annual objectives. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement. Please contact the local school principal for more information about the school's plan and progress.

• Long Term Goal

Brookwood High School will increase ALL students' academic performance in Language Arts, Math, Science and Social Studies.

o Annual Goal

Brookwood High School will increase the academic performance of ALL 9th Grade students as measured by their performance on the Biology, Algebra I, Geometry, and 9th Language Arts End of Course (EOC) test. By focusing on the success of 9th graders on Biology, Algebra I, Geometry, and 9th Language Arts, in turn, we can focus on the success of all of our students throughout their high school careers. Specifically, our goal is to increase the percent of students scoring in the Proficient or Distinguished Learner categories on the EOC from 35% to 37% in Algebra I, 72% to 74% in the May Geometry, 72% to 74% in Biology, and from 74% to 76% in 9th LA.

Implementation Design

• Academic Intervention and Enrichment

Multiple programs and supplemental resources will provide academic intervention and enrichment opportunities to help students show mastery of AKS and to pass assessments. Intervention opportunities will focus on the following programs.

A. School-wide Academic Intervention (AI)

AI is a required instructional opportunity provided during the school day for students who are failing two or more classes. During the Fall Semester, AI will focus on 10th-12th graders. Students are required to attend AI sessions twice a week during lunch to receive targeted, content-specific instruction, remediation, and individual and group tutoring to help them master the AKS and bring their course grades to passing. In addition, students may use AI time to make up required classroom assessments.

B. 9th Grade Remediation and Reassessment Program

In 2017-2018, we piloted a unique remediation program for our 9th graders in Algebra I. Based on a cut-off score determined by the BIT, students who did not perform satisfactorily on a unit test were assigned to this program where they received immediate remediation and instruction on the AKS for that unit. At the end of the 3-4 week remediation, the students were given a reassessment which replaced the original test grade up to 70%. Due to the success of the program, we are expanding the program in the 2018-2019 school year to focus on Algebra I, Geometry, and Biology. These courses were chosen since they have historical high failure rates and since success in these courses can help set up students for success in subsequent courses and help with on-time graduation.

C. Credit Recovery

Credit Recovery provides an opportunity for students to gain credit in most core courses and to help them stay on-track for on-time graduation. Students who failed an eligible course with a final grade between 60%-69% are eligible to participate. Students attend a four-hour boot camp on a Saturday to help them kickoff their success in the program.



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Then, the students are assigned to a specialized Guided Study during the school day to continue to work on the modules through the Georgia Virtual School program. Throughout the program, the students receive support from a certified teacher-facilitator who helps to track their progress. For the 2018-2019 school year, students will also be allowed to work on their Credit Recovery courses during Academic Intervention.

D. Gateway Intervention

We will continue to provide intervention for the Gateway in both Science and Social Studies during the day and after school for repeat test takers. Content is delivered in face-to-face sessions as well as through supplemental study resources on a Gateway eClass page.

For help prepare our first time test takers, 9th and 10th Grade Science, Social Studies, and Language Arts teachers will continue to focus on evidence-based reading and writing throughout the school year. Teachers will provide students with opportunities to write both shortened responses and full essays. Students will also receive an incentive for their final course grade in a 10th Grade Language Arts, World History, or Chemistry class if they earn a Meets or Exceeds on the Gateway.

E. Enrichment

In addition to providing a variety of intervention and remediation opportunities, our students will also be provided opportunities to enrich their learning inside the classroom and beyond. Staff Development sessions will be offered to help teachers learn strategies that apply to the GTES standards related to Instructional Strategies, Differentiation, Assessment Strategies, and Academically Challenging Environment. In each of these standards, classroom strategies can be implemented that provide students with enriching, real-world, and/or creative ways to learn. Beyond the classroom, we will plan to provide a place for our AP students to work and collaborate during the school day. Finally, we will implement programs that allow students to check out Chromebooks, textbooks, media materials, and other supplemental educational resources.

• **Effective Teaching and Learning Instructional Strategies**

Teachers will use the most current and effective, research-based instructional best practices to increase student learning and academic achievement. Examples of strategies include

- critical reading and analysis in a variety of texts
- critical thinking questions on formative and summative assessments
- content-specific and evidence-based literacy and text analysis
- direct instruction on various content-area writing skills
- vocabulary building
- modeling and guided practice
- test-taking skills

Teachers will also use various technology tools and eCLASS to effectively develop lessons, increase student participation during class, and to obtain and analyze student data. Additionally, teachers will use appropriate differentiation strategies in the classroom to provide the individualized learning opportunities, intervention, remediation, and enrichment necessary to help all their students reach content mastery.

• **Effective Technology Integration Including Transition to Google School and eClass/ Safari Montage CQI**

As evidenced by the newly updated Quality-Plus Teaching Strategies graphic, technology is an integral tool that helps to



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bridge the strategies related to student goal-setting, literacy, and assessment and feedback. To this end, we will continue to focus on the area of instructional technology. Implementing technology tools and strategies creates a more engaging and differentiated learning environment for students. The goal for integrating technology into instruction is for students to become more actively involved and hands-on in their learning.

Our Staff Development program will continue to offer a variety of opportunities to learn about technology and web tools. We will add a special emphasis this year on the Google School suite of programs and continued eClass and Safari Montage integration.

We will encourage our teachers to help us to lead sessions to share technology resources and information with their colleague with the goal of developing effective lessons that promote student engagement and learning.

• **Teacher Collaboration and Professional Learning**

Paramount to the improvement of our students' academic performance is the effectiveness of our classroom teachers and the work of shared ownership of student success. Teachers work collaboratively in professional learning communities known as Brookwood Instructional Teams (BITs). The ultimate goal of each BIT is increased student learning and academic achievement. During the weekly or bi-weekly BIT meetings, team members participate in a variety of activities including:

- sharing best practices
- reflecting on effective teaching practices
- planning lessons and units collaboratively
- creating common assessments
- analyzing assessment data
- using assessment results to modify instructional plans and establish instructional goals
- setting common practices in grading, pacing, make-up work
- participating in peer observations
- mentoring

Each BIT is led by a BIT leader who is generally chosen by the department chair(s) and department APs. BIT leaders will participate in multiple sessions over the course of the year focused on setting expectations, training on how to facilitate group meetings, and interpersonal techniques.

The success of the BITs will be monitored by the department chair(s), department AP, and the AP that supervises BITs. All instructional leaders will attend BIT meetings.

In addition to the collaboration work through our BITs, teachers will participate in professional learning opportunities that are specifically aligned to support the achievement of Brookwood's LSPI goals. This professional learning is aimed at keeping teachers informed of the most current research-based academic practices related to creating effective assessments, integrating a strong literacy focus into instruction, utilizing technology in the classroom and analyzing data to set goals. These GCPS and non-GCPS professional opportunities include teacher participation in conferences, workshops, focused school-wide staff development sessions, and optional lunch 'n' learn sessions during the school day.

• **Long Term Goal**

Brookwood High School will increase the 4 - year cohort graduation rate.

o **Annual Goal**

Brookwood High School will increase its 4-year graduation rate, including summer graduates, as measured by the cohort



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analyzer and CCRPI data from the projected 89% to 92% for the 18-19 School Year.

Implementation Design

• Strategic Planning for On-Time Graduation

As discussed in LSPI Goal #1, we will plan to implement a number of strategies aimed at increasing students' academic performance in the 2018-2019 school year. These include teacher collaboration and professional learning, effective teaching strategies, intervention and enrichment activities, and effective integration of technology. The improvement of student achievement rates will also be displayed in an improvement of student classroom performance, which should positively impact on-time graduation rates.

Over the course of the year, the Administrators and Instructional Leader Council will develop strategic, measurable goals that promote student academic success and are aligned to LSPI goals. We will analyze student course performance at the 6- and 12- week mark and then in January and June to identify opportunities for growth and to work collaboratively with teachers to create strategies and interventions to reduce student failures.

We will also continue to evaluate the course history of all new enrollees to assess their current graduation projection and to develop the best course of action for the classes they will take and any specific needs they have such as taking the Gateway.

The counselors will focus on preparing four-year plans with students and will track students on their progress to on-time graduation. They will communicate with students and parents on the result of their annual reviews and to help ensure they are aware of specific needs. Over the course of this year, our counselors and administrators will host meetings for parents of students at each grade level. Part of each meeting will be focused on success in high school, including on-time graduation.

For the first time this summer, each counselor was charged with completing a course history and 2018-2019 schedule check for all seniors with the goal of getting students into the correct classes that will provide them the best opportunity for on-time graduation.

• Long Term Goal

Brookwood High School will increase student performance on the SAT.

o Annual Goal

Brookwood High School will increase its overall mean SAT score from 1149 to 1152 through targeted interventions and instructional opportunities for all students.

Implementation Design

• SAT Opportunities Offered Beyond the School Day

The Brookwood Community School will continue to offer SAT Prep classes on Saturdays beginning in February and April. These classes are taught by Brookwood Language Arts and Math teachers and are offered at a small fee to the students. We will also produce and publish a flyer each semester that lists non-GCPS SAT-prep resources that are available to students. These resources include Khan Academy, C2 Education in Snellville, and other programs.

• SAT Opportunities Offered During the School Day

In an effort to improve SAT performance, Brookwood High School will provide information and strategies to both teachers and students over the 2018-2019 school year.

A. Work with Teachers

We will offer Staff Development sessions to inform teachers about the SAT and how to prepare students during classroom instruction and practice. We will primarily focus our efforts on helping teachers know how to integrate



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literacy (reading, writing, speaking, and listening) in the content areas. Part of this focus will be a continued emphasis on providing constructed response and evidence-based reading and writing opportunities to students. During BIT meetings, teachers will discuss ways to incorporate SAT prep and strategies into their instruction.

Our cluster Vertical Teams, especially our Math and Literacy teams, will focus part of their meetings on SAT prep.

B. Work with Students

Students will continue to have access to a variety of preparatory materials and programs during the school day. For example, we will continue to offer SAT information to students via Advisement and through the Media Center's work with 11th grade Guided Study classes. We will continue to offer our free SAT Prep app which highlights SAT-style questions of the day on the Bronco Board during all lunches. In addition, we plan to partner with C2??? Education to host ongoing SAT Prep sessions to students during extended lunches.

Following the success of our 2017-2018 evening SAT Prep class, we are excited to begin offering a yearlong College Readiness Class this year. During the Fall, students will focus on understanding the SAT and ACT, preparing for these assessments, targeting their college choices, and learning more about the college admission and scholarship application processes. During the Spring, students will continue to learn about the college and scholarship application processes and about the successful transition to college. The Spring Semester will focus on building students' oral and written communication skills.