

## **PART II: VISION/MISSION**

Each year seventh graders walk through our gates wide-eyed with wonder about this new place called junior high. They hold a healthy apprehension for what their first “secondary” year may bring. They harbor a high sense of expectation for their teachers, friends, and the unknown. Most will be trying to balance a craving to express their individuality with an overwhelming desire to fit in.

At Bogle Junior High School, we encourage students to actively participate in their learning, to activate individual strengths and interests, and build adult and peer relationships that contribute to their overall success. At Bogle, an excellent teaching and support staff works to create a school climate that promotes student effort and acknowledges personal achievement. Students are exposed to elevated academic and behavioral expectations, paired with expanded social experiences and increased personal responsibilities designed to invigorate and prepare them for the future. In addition to raising classroom performance, students are guided in finding outlets for personal interest by participating in clubs, teams, or specific interest groups; experiences that result in new friendships, healthy recreation, and community awareness ... for most kids these connections heighten the enjoyment of junior high and, for many, result in higher academic achievement.

While kids become more self-reliant in junior high, parent roles related to school are adjusted to allow students greater accountability and independence. Our parents support Bogle by choosing an area of interest and providing time and energy to assist us in completing our educational mission. Volunteer opportunities are varied and include on-site and behind the scenes involvement.

Our mission statement created with student, parent, and staff input is posted in rooms across campus and reflects core values of our school:

*Bogle Junior high is committed to providing each student with a quality education by promoting academic excellence, integrity, and responsible social development in a safe school environment. In order that every child becomes a successful and contributing member of society, we work to instill PRIDE in academic, social, and personal development through cooperative efforts of the school, parents, and community.*

***PRIDE:***        ***Positive Attitude***  
                         ***Respect for Others***  
                         ***Individual Responsibility***  
                         ***Dedication to Learning***  
                         ***Excellence in ALL!***

At the end of two years, we want our eighth graders to walk out of our gates with a stronger sense of self; an appreciation of the effort and dedication required for academic and personal growth; and drive, purpose, and confidence to succeed in high school. We want them to feel empowered to control their own destiny using the personal and academic tools honed in their experiences at Bogle Junior High School.

## **PART III: SCHOOL SUMMARY**

Founded in 1992, Bogle Junior High is located in a suburban area in Chandler, Arizona. We serve a diverse population of approximately 1120 students. Our student body spans all socio-economic, ethnic, and cultural ranges and is one of the best reflections of the Chandler Community as a whole. Our exceptionally strong and well-established staff, guided by a visionary principal, is high functioning and orderly, taking on worthy projects with a “full speed ahead” mentality. Devoted Bogle teachers, think creatively and beyond imposed constraints to achieve excellence in all aspects of our work. Incomparable in attitude and work ethic, we are results driven and to a point, competitive. There is deep pride in knowing that we have an excelling school, outstanding students, and a solid reputation in our community. Our faculty shares a collective ambition for improvement imbedded on our campus; it is evident in the extensive efforts individual teachers make to hone skills and expand repertoires of student engagement strategies. It is evident in teacher extensions to afford students support through tutoring, site-specific intersession programs, and individual mentoring. As a group, we are intensely centered on finding ways to magnify our student’s school experiences and success.

A tradition of academic distinction is reflected in Bogle’s Arizona Learns school label. We have been named an “excelling” school seven times since 2002. Our students have been honored by local, state and national organizations for academic and extra-curricular achievements. We currently have more than 350 Honor Roll members, students who earn a 3.75 or higher quarterly grade point average. More than 80 students this year have read a million or more words in our Accelerated Reader program. We consistently produce district champions in the Veteran’s of Foreign Wars Patriots Pen Contest and have another winner this year. In October, three Bogle students earned distinction for scoring in the top 5% in the American Math Competition (AMC). One of our CATS student teams won the 2008 Arizona LEXUS Challenge. Since 2008, our student body, led by Student Council, raised over \$15,000 for Arizonans for Children – Foster Care Agency. Our athletic teams have won 12 East Valley Conference Championships since 2005.

We work hard at Bogle but our customs also include elements of fun, play, and camaraderie. Spirited competitions between grade level teams climax in end of quarter assemblies where challenges and games engage and connect students to our school. Rousing rounds of musical chairs and lively fight song challenges are traditions unique to our school.

But.... what’s best about Bogle Junior High School is our people – students, staff, and parents – uniting to make this a great place to grow and learn!

### **A. School Organization and Culture**

#### **A1. What are the values, beliefs, and traditions created as people work together?**

Nine core academic teams of four core teachers and an average of 120 students each create a “school within a school” atmosphere for our 1,100 students. Each teaching team shares a common planning period and lunch period, allowing them the opportunity to discuss students, share teaching ideas, and create professional bonds that pay off

throughout the year. To encourage team cohesiveness and morale, each team annually chooses a team name and motto. All teams create banners that reflect their academic missions, hang in the gymnasium throughout the year, and then retire in posterity to the cafeteria where current students, alumni, parents, teachers, and community members can reflect with pride on shared memories of teamwork and learning.

With use of Tax Credit Donations and student contributions, each team designs a unique t-shirt that represents their motto for the year, creating a sense of unity and identification. Our teams also engage in a variety of team-building activities during the year incorporating the Six Pillars of Character. Regularly, they participate in community service projects including a toiletry drive, box-top collection, and coin collections for charity. On the last day of each quarter, staff and students enjoy team and school-wide spirit activities. Teams recognize individual students for outstanding academic and character performance. At quarterly school assemblies, students are publicly recognized for outstanding character, participation in sports and other academic achievements. During these assemblies, teams also compete with each other in games and school fight song contests. During the first weeks of each quarter, ceremonies honor students who achieved their AR (Accelerated Reader) Reading goals, became members of the AR Millionaire's Club, and made the academic Honor roll with a GPA of 3.75 the previous grading period. More than 350 students (31%) made Honor Roll 2<sup>nd</sup> quarter this year.

The exceptional climate at BJHS is the primary result of student encouragement to participate in a variety of academic and extracurricular activities. Led by student representatives, our BJHS Student Council (STUCO) promotes good citizenship, respect for individuals in the school and community, and involvement of all students in sharing ideas to make our school the best it can be. Student leaders help peers work together promoting school spirit and pride. Stuco helps to plan quarterly assemblies and after school activities, spirit weeks, and service projects. The student Media Crew creates informative daily video announcements with music, original acting clips, and a caring thought of the day. Students in our Publications classes produce a journalistic quality school yearbook by interacting with staff and students. Students with specific academic interests find outlets in scholarly competitions via Knowledge Bowl, Math Counts, Geography Club, and Destination Imagination. Athletes have many opportunities to participate in a variety of sports during our four-season sports program. Students are urged to get involved in one of the many existing school clubs or approach a staff member to sponsor a club they would like to initiate.

## **A2. How does the school foster positive interactions, respect, and collaboration?**

For several years, Bogle students have participated in a site-developed anti-bullying initiative that promotes acceptance and understanding for the differences they see in fellow students. At the beginning of each school year, students read and participate in anti-bullying activities designed around a specific novel selected for each grade level. To continue the anti-bullying focus this year, eighth grade students were treated to a play presented by the acting group "Childsplay" with Robin Stieglitz. For the last two years, with the help of an Arizona Department of Education matching grant, seventh grade students experienced "Youth Frontiers" retreats, a program aimed at helping young teens learn tolerance and recognize similarities among their peer group. Last spring we hosted

a SHE (Sharing Healthy Experiences) Forum. Girls and their mothers were offered advice on substance abuse, healthy relationships, internet safety and adolescent parenting.

We encourage each student to develop a well-rounded character and to become contributing school community members. Bogle promotes the “Six Pillars of Character” to each student and celebrates these demonstrated values by individual students at each quarterly assembly. Student athletes are also held to high personal standards. Using the “Pursuing Victory with Honor” program, students learn the importance of maintaining passing grades, supporting their team in and out of competition, being worthy role models on campus, and displaying positive attitudes and sportsmanship.

The staff at Bogle Junior High holds high professional expectations and work hard to maintain a positive and supportive environment for colleagues. The Staff Morale Committee helps to set a collaborative and enthusiastic tone. They plan activities to celebrate special occasions, recognize achievements, plan staff outings, organize holiday scavenger hunts, and host the monthly Tenacious Bulldog Award. Faculty meetings include informal mixers intended to create a comfortable climate for sharing and engaging with peers outside of assigned teams and departments. Monthly birthday celebrations and holiday parties allow staff members to build strong relationships outside of the normal school business. At the end of the year, the staff celebrates our Bogle family by welcoming new members and by bidding farewell to those who are leaving us.

To encourage cohesiveness and provide opportunities for teachers to get involved in campus decision-making, staff members have opportunities to serve on site committees. The Teacher Assistance Team aides teachers who have concerns about individual underperforming students, offering suggestions and intervention strategies aimed at improving student performance. The Assembly Committee is a mixture of administration, teachers, and students who plan student/teacher activities for quarterly assemblies where the ultimate goal is the presentation of The Bulldog Spirit and Sportsmanship Awards to the outstanding teams. The Safety Committee analyzes information from monthly fire drills, quarterly lock down drills, and health office visits; they provide insight and recommendations for improvement. The School Climate Committee is comprised of staff representatives from every grade level, special education, and elective team. Each member brings unique perspectives and experiences to annual discussions. Each April and May, they review the effectiveness of anti-bullying, character education, discipline, and attendance programs at our school. Multiple data sources are used to help in determining the next year’s focused needs. The committee makes recommendations for annual staff professional development/training and designs a plan for raising understanding and enhancing performance.

### **A3. What is the school’s plan for school-wide safety, discipline, & drug prevention?**

A strong community partnership with the Chandler Police Department has been forged in regards to safety, discipline and drug prevention. We are fortunate to have a School Resource Officer (SRO), who works closely with our staff and students, and makes safety a number one priority. Three site administrators, a security guard, our SRO, custodians, PE teachers, and front office staff also make-up the Emergency Assessment Team. The primary focus and responsibility of this group is to proactively evaluate and plan for any emergency that might occur. Individual team members assume responsibility for knowing building resources and performing necessary operational functions that affect

any emergency situation. The team meets at least once per quarter and works to keep the emergency response plan current and effective by continuously reviewing site performance during scheduled drills; they plan contingencies for varied situations, and maintaining on-going communication and training for all staff. Data derived from trained police department observers, the SRO's detailed evaluations of site practices, and current trends in schools are used to continue our refinement of safety, transportation, and environment procedures. Our SRO, security guard, and administration also closely monitor security cameras, update locks and gates, and mandate that all visitors immediately report to our main office upon arrival on campus.

The BJHS administration and counselors are dedicated to addressing student issues and concerns as quickly as possible. An "open door" policy allows student access to these adults to discuss needs and problem-solve solutions together. Communication among administration and counselors occurs on a daily basis. Spreadsheets of data are kept by all to ensure student discipline is addressed consistently and appropriately. When trends are noted, the team works together to determine the next course of action. Our counselors work closely with classroom teachers to deliver instruction directly related to student relationships, bullying, and campus safety. Bogle understands the positive impact of adult visibility upon student behavior. Proactively, all adults maintain high visibility on campus. Teachers greet their students at the door as they enter their classrooms, and our staff monitors specifically assigned locations on campus during the entire school day. Appropriate student behavior on campus and positive actions culminate in an increased success rate for all of our students.

Because Bogle is diverse, students on our campus interact with peers who come from different countries, speak different languages, and have differing backgrounds and viewpoints. During our first few weeks of school, all students complete anti-bullying book studies that address diversity and relationships. Additionally, several of our student groups (STUCO, English Language Learners, and Culture Club) attend the annual Diversity Assembly presented by the City of Chandler. Our teaching teams do a great job of incorporating team building activities and recognition into their schedules. Students who are not involved in extra-curricular activities have opportunities to have fun and form bonds with class and teammates. Throughout the year, we continue to encourage students to tryout for athletic teams, join student clubs, attend school sponsored events (dances, movie night, pool party), and get connected to Bogle.

Drug prevention instruction on Bogle's campus is evident in a variety of classes. Our 7<sup>th</sup> and 8<sup>th</sup> grade science classes address the use and abuse of drugs, biological factors of drugs on the body, and life altering changes that can occur with drugs. Additionally, students enrolled in Physical Education classes attend two weeks of drug prevention education delivered by our School Resource Officer (SRO). When individual reports are made of student drug possession and/or usage, administrators immediately begin an investigation to determine the accuracy of the report and decide how to resolve the issue appropriately. Parent contact is always initiated, and is one of the strongest and best ways to elicit their involvement and assistance. Follow-up conferences involving parents, administrators, and counselors are held as needed.

Across our campus, a culture of caring and respect is modeled for and by our students. Current parent, Caroline Coking, commented recently, "...Bogle truly has a positive

energy.” A balance of prevention, respect, and traditions provide a climate where students can build healthy relationships with adults and peers alike.

## **B. Student Focus and Support**

### **B1. How is the school’s population best described?**

Bogle Junior High School has 1,111 students from a boundary that stretches 21 square miles. Our campus is located within a comfortable, upper-middle class neighborhood but serves students from the downtown redevelopment area; this results in a culturally, economically, and ethnically diverse student population. More than any other junior high in Chandler, our student population mirrors the diversity within our city: 62% White, 21% Hispanic, 8% Asian, 7% African American, and 2% Native American.

Academically, our student population is varied as well. We serve approximately 130 Special Education students who receive support based upon their individual education plans (IEP). Our 126 gifted students receive specialized programming to address their needs. Individualized Learning Plans (ILPs) guide teachers in supporting English Language Learners. Traditional and honors level courses are offered on each academic teaching team. The level of rigor and integrity within each class on campus ensures that all students are challenged, progressing, and learning.

Balance is a re-occurring theme at Bogle, emphasizing the importance of serving the whole student. Our goal is that students leave us ready to succeed academically and socially in high school. We strive to bring students together by offering a wide variety of clubs, organizations, and activities designed to meet the interests and highlight the talents of participating students. We work to ensure that students have the opportunity to meet new friends, make connections, be involved, and contribute through community service.

### **B2. How is your school structured to meet the varied needs of your population?**

The mission of Bogle Junior High School is to provide each student with a quality education by promoting academic excellence, integrity and responsible social development in a safe school environment. This mission is carried out on a daily basis by an extraordinary committed staff that is passionate about teaching, enthusiastic about learning and committed to our kids. The first of many academic programs designed to address individual students is Read 180 - a nationally recognized intervention program that serves 35-50 selected students annually. These students receive additional reading instruction and support tailored to their instructional level. Individualized attention is possible because of a low student-teacher ratio (max of 21: 1). Growth is closely monitored, and students are exited from the program as they make sufficient progress to achieve at grade-level expectations. Approximately 25% of our students who enter the Read 180 class exit the program during the academic year.

Math 360 is a site-developed program born from the success of Read 180. Highly motivated students who are struggling with grade-level mathematics are selected to participate. The class also maintains a low student-teacher ratio of 17: 1. Students receive remedial instruction to address gaps in learning as well as additional instruction focused on grade level objectives. Small group instruction is the norm in this program; students are involved in experiences that are relevant to their specific learning needs. New this year, Math 360 students use SuccessMaker, a computer software program that assesses individual mathematical competencies and provides skill practice at each

student's readiness level. On-going monitoring motivates students as they see their success, and the measured challenge encourages them to advance to higher performance levels as skills are honed.

Special Education at BJHS is constantly evolving to meet our student's needs. We currently have 126 Special Education students who require differing levels of support. Over half of identified students are supported in inclusion classrooms. Two academic teams per grade level serve as inclusion teams where a special education teacher co-teaches with general education teachers in the areas of math and language arts. A special education paraprofessional adds additional support for these students in their science and social studies classes. An observer in one of our co-taught inclusion classes will see special education students interacting and learning alongside regular education students.

Resource math and language arts classes offer a higher level of academic support. Class sizes of 15 or fewer students allow resource teachers to tailor instruction to individual needs. Learning objectives in these classrooms target grade-level concepts and objectives, but lessons are presented using instructional materials appropriate for each student's academic level as well as review of basic foundational math and reading skills.

Another level of special education support includes full immersion of students with specific learning disabilities. These students attend general education classes and are given accommodations by the regular classroom teacher as appropriate to their Individual Education Plans.

In Strategies electives, students receive guidance from Special Education teachers and paraprofessionals to complete assignments and make-up tasks. Students get the individualized attention they need that supports academic growth in all areas and may work together in small group settings.

Advancement Via Individual Determination (AVID) is a program that targets students in the academic middle and exposes them to the most rigorous coursework available on our campus. Our AVID students are highly motivated to be successful and demonstrate personal initiative in learning. In this program, we look for students who will be the first generation of college graduates in their families or have displayed tenacity in overcoming personal barriers to education. Selected students are placed in Honors mathematics and language arts classes and are required to enroll in the AVID elective course. The coursework is designed to assist students in acquiring skills and habits that will help them be successful learners. They learn how to maintain an organizational system, take quality notes, reflect on their learning, and self-advocate. Tutorial sessions are a mainstay of the elective; they are spurred by student-created questions and are facilitated by students under the supervision of college and adult tutors. Teachers assigned to AVID teams make an additional commitment to mentor students with an aim to build positive relationships, exchange ideas about college, and help set goals. Our AVID program has enabled many "average" students the opportunity to achieve at levels that exceeded their personal expectations. The 2010-2011 school year marks Bogle's sixth year of AVID programming; last year the first group of Bogle AVID students graduated from high school.

The last period of the day may end at 3:58, but learning on our campus extends beyond the final class bell. Each teacher holds a weekly tutoring session after school to offer students opportunities for remediation, making up assignments, and a smaller forum for asking questions. Additionally, our media center buzzes with activity as students stay

after-school to participate in Homework Hub, a program monitored by teachers and instructional aides. Homework Hub provides a quiet environment for students to complete assignments, get help with homework, and access computers.

A modified year-round calendar dictates a two-week intersession after each quarter and a six-week intersession in the summer. One may think that a Junior High campus is a ghost town during these breaks, but not at Bogle. Instead, the learning continues through programs designed to extend our student academic growth. During June of 2010, three math courses took place to prepare honor students for the upcoming year. More than fifty students took advantage of our summer math “Bridge” class offered to fill the curriculum gaps and ease the junior high transition. Included were incoming sixth graders from “feeder” elementary schools and, based on the data collected from our online survey, parents truly appreciated this free summer program. Three Bogle math teachers created the “Bridge” curriculum, and incorporated the web-based math program, SuccessMaker into lesson plans. During October break, identified students were given the opportunity to “catch up” in math. Seventh grade teachers used benchmark and formative assessment data to target students who had not mastered first quarter standards. These students were provided a smaller setting and targeted one-on-one help, as they were re-taught specific performance objectives. The weeklong program offered not only free instructional help, but also much needed encouragement to our struggling students.

Despite regular interventions, some of our students still fail to master concepts and fall short in earning required class credit at the end of first semester. Typically, these students would be destined to attend summer school or be at-risk of retention due to insufficient credits for promotion. Bogle’s Credit Recovery Academy was the response to our desire to tackle these students’ needs during the regular school year. Credit Recovery Academy is designed to give students an opportunity to recover lost credit in language arts or math by attending classes held after school during third quarter. Site-developed curriculum for these classes concentrates on essential foundational concepts and skills addressed during first semester and engage students in “specialized” learning activities. Students interact with curriculum and are given experiences that not only reinforce previously taught skills, but support students’ current real-time learning. Class sizes are intentionally small so that instructors can provide individual attention in monitoring student progress and give focused feedback to each.

This year there was a district-wide reduction in the number of incoming seventh graders placing in Honors math via the prescribed placement test. Recognizing that many of our students are hardworking and more than capable of success in the curriculum, Bogle’s math department designed a course of study for an “Honors Prep” class that covers essential concepts and skills of the Math 8 curriculum. Successful completion will enable class graduates to enroll in Honors Math (Math Year 1) as eighth graders. Identified students are invited to attend two days a week after school for three quarters; fifty students are currently attending. Those unable to enroll in the course may take a placement exam at the end of 7th grade, still allowing them the opportunity to take Honors Math.

BJHS recognizes the unique value, needs, and talents of our individual students. The Chandler Academically Talented Student (CATS) program challenges gifted learners through hands-on, in-depth curriculum using a differentiated teaching approach that involves enrichment and acceleration. Students are exposed to rigorous course content

that prepares them for Honors and Advanced Placement courses in high school. Gifted students are identified using a state-approved cognitive abilities test, and gifted-certified teachers facilitate the instructional program. Students can qualify in verbal, quantitative, or non-verbal reasoning. The goal of the program is for our gifted students to develop a desire for excellence and a sense of responsibility. CATS students are encouraged to maximize their potential by using creativity and critical thinking skills in learning.

**B3. How does the school address students’ physical, social and emotional needs?**

We firmly believe the first step in creating a climate to promote each student’s personal well-being is to ensure each have access to a caring adult on our campus. Bogle teaming structures are designed to allow teachers to get to know a relatively small group of students well. We expect all teachers to take on formal mentoring roles for students who may need added attention whether they are new to our school, have attendance issues, discipline problems or demonstrate other factors that can be detrimental to their educational progress. Our counselors forge bonds with individual students who have self-reported or are referred to their offices. They often “hook-up” students with peers so they have a friend not only during classes, but also even during lunch. Small focus groups for students facing specific issues like grief, divorce, and personal/peer relationships. These groups are fluid, forming and disbanding as needs are identified and progress is made. Any time a significant change in a student’s performance or behavior is seen, our teachers and counselors look for ways to help, either internally or by connecting with local social service agencies.

**B4. How has your school committed to accessibility & safety to the disabled?**

To provide for individuals with disabilities, many doors on campus are equipped to automatically open. A ramp gives handicapped accessibility to our cafeteria and music building. Doorways and pathways throughout the campus are wide enough for wheelchair access, and lowered water fountains ensure that no one goes thirsty. All restrooms are wheelchair accessible and there are two wheelchair accessible restrooms with handrails in our MOMD classroom. This classroom area also includes an outdoor padded playground with a sunscreen pavilion to provide shade. Special needs busses are loaded and unloaded in a designated safe zone. Finally, students with disabilities are able to participate in regular PE classes with the assistance and guidance of an adaptive PE teacher and paraprofessionals. Our sign language interpreter not only attends class with hearing-impaired students but also is present at assemblies and other school activities to ensure full integration into our programs and activities.

**C. Professional Learning Communities**

**C1. Describe your ongoing approach to staff professional development.**

Using data to assist in determining areas of focus, an annual scope and sequence of professional development activities are outlined to address teaching and learning. We design and schedule interactive professional development sessions that engage and stretch staff. Sessions may be taught by district personnel or, more often by our own BJHS teacher “experts”. Most teacher meetings and department meetings are used for professional development so that teacher learning is on going and fresh. Each year we identify an area for schoolwide focus; this year our objective is to help students better

understand and retain information by creating effective Cornell Notes. Our full-staff professional development efforts have centered on identifying and learning common terms and strategies to teach vocabulary, text features, and summarization within the framework of Cornell Notes.

Informally, teachers observe peers during short classroom visits called Power Walks. These are intended to help faculty gain insights about our own local expertise, identify best practices, and provide a structure for professional dialogue. Teacher observers employ a site-created template with specific indicators to give feedback to peers by using a common language, cultivating a collaborative climate, and providing focus for follow-up discussion with colleagues. The aim of Power Walking this year at Bogle is to note levels of student engagement and look for concepts used to maximize engagement. Insights gleaned from Power Walks coupled with collaborative discussions create ongoing learning for all our classroom teachers.

Intended professional development sessions are regularly differentiated to meet the varying interests and competencies of our teaching staff. Teachers not only engage in self-evaluation of skills/knowledge, but administrators also help to guide involvement in training.

New teachers attend four full days of district training prior to reporting to Bogle for July in-service and work time. They are paired with a cite colleague who mentors and aides them in initial experiences at Bogle. Certified Staff Orientation (CSO) classes required by the district reinforce best teaching practices. For any faculty member with a change in role or responsibility, Bogle's teams, departments, and support staff rally to ease anxieties and challenges inherent with change. We are a school "family".

Annual plans, time allocations, and funding for professional development (PD) are an outcome of district and site needs assessments. Aside from district-mandated and paid PD offerings, sites are designated 4.5 days each year for site-based activity. Two of these days are paid by Prop 301 funds. Additionally, Bogle is given 43 professional leave days and site administration has autonomy in deciding how and when to use them. However, any fees related to on-site consulting or off-site training are paid out of our school's budget.

## **C2. What opportunities do staff have to participate in learning communities?**

The middle school structure Bogle employs, inclusive of teams and departments, naturally lends itself to engaging staff in frequent dialogue about teaching and learning. These informal learning communities meet in varied formats to share knowledge/skills and develop common lessons and assessments. Teaching teams develop their respective learning communities as they identify, discuss, and address specific needs of assigned students. For example, this year AVID teaching teams are focusing on teacher-led critical literacy training at monthly site team meetings. Departmental learning communities are formed to create grade-specific resources, share content materials, and evaluate lessons to ensure grade level standards are met.

Our staff book study groups, district cadres, and site participation in the district's DATA WISE project allow staff to explore information/resource pools and expand understanding of best practices in formal settings. Recent book study titles include A Framework for Understanding Poverty, After the Fact, Historical Detection, The Dialogue Game, Data Wise, The Rigor and Relevance Handbook, and Test Anxiety.

Our district content Cadre representatives meet quarterly with counterparts from across the district. The DATA WISE project involves every Bogle faculty member and we recently hosted nine sister schools who observed in classrooms and gave targeted feedback on teaching practices related to Cornell Notes. Information gleaned from this formal professional learning community experience will help inform future training for our site.

### **C3. How has professional development improved teaching, culture, & achievement?**

Our professional development activities are intended to open doors of classrooms. Because of calculated planning and protocols, our teachers have gained confidence in recognizing and sharing instructional expertise, master lessons, and resources. After reviewing AIMS student data, and involving the entire staff in identifying an underlying problem of practice, school review drove departmental and team meetings, and led to targeted staff development related to teaching and use of Cornell Notes and summaries across campus.

Bogle Power Walks, provide an informal avenue for on-site sharing of effective teaching strategies and compel conversations between teachers who might otherwise have little contact on our campus. Observing peers in action in different subject areas is powerful! This format creates a climate where teachers are willing to discuss challenges and concerns and work together to resolve teaching and learning issues. A school culture that encourages collegial conversation, promotes shared responsibility for student learning, and champions proactive thought is evident here. Our teachers willingly engage in self-reflection and rely on colleague's feedback to help them improve instructional delivery.

Besides formal evaluations with administrators or Career Ladder specialists, Teach for Success representatives provide us feedback from classroom observations. This also drives professional development. Recognition of achievements and accomplishments can be found in our staff meetings, posted in our main office, and observed on our student-created morning announcements.

## **D. Active Teaching and Learning**

### **D1. How are teaching & learning consistent with current knowledge and research?**

Proven research-based programs and practices are integral to our whole school programming. Teachers work together to evaluate instructional effectiveness and levels of student learning using a data-assisted approach. At the beginning of the year, each department completed an "AIMS Concept/Strand Analysis Worksheet" to aid in our planning of the year. Each teaching team prepared an "Early Student Identification Spreadsheet" which was an analysis of student data. The purpose was to give our teachers valuable insight into their population to aid in planning and evaluating their progress throughout the year. Care is given to eliminate duplication of lessons between grade levels while we follow our district benchmark standards for guidance in instruction.

Teaching methodology, observation, interest surveys, training, communication skills, and expertise all help to channel a match between teacher and student needs / programs. Constant and consistent assessment ensures that students do indeed develop a deep understanding of material. Utilizing our team concept, no student can fall through the cracks due to direct teacher involvement. Student contracts and parental involvement

reinforce this. No matter what performance level, high expectations are maintained for all. Rigor is built into lessons with DOK (Depth of Knowledge) and higher order thinking skills with Bloom's Taxonomy as they support our core curriculum. A culture of inquiry involving all participants is encouraged

We try to build a school community that is prepared to continue in its quest to help each teacher and student find success, no matter whether it is inside the classroom or out, no matter what time of the day it is, or what the current political climate or next best thing is. While we stick to proven practices adopted from research-based programming, we continue to tweak efforts that have seen great success, promote a culture of inquiry as new ideas and trends arise, and involve student decision-making where we can. This can be found outside of class with student government issues and inside of class with student choice in differentiation or even in a class's creation of a rubric).

## **D2. What does the school do for students who fall below basic standards & mastery?**

The BJHS staff stays flexible with interventions, changing the options each year to best fit our current clientele. Each year our goal is to identify where students are performing, and help them make progress, no matter the starting point. To target students who are falling below basic standards, our teams of teachers use assessment data, grade and behavior reports, and classroom observations to create "student identification" lists. These records are reviewed with our principal and are updated quarterly. They include pertinent academic and behavioral information, but also list of specific interventions teachers are or have attempted. They also specify the adult who will mentor each listed student. The individual student drives the degree of mentoring necessary, but we have found a weekly progress conversation can prove incredibly powerful. Interventions may include previously discussed electives such as Read 180 or Math 360, for students who have tested below grade level in reading or math. Both elective programs offer a diagnostic approach to bridging curriculum gaps, while allowing the student to remain in their current grade-level class. Other interventions may consist of guided reading during school-wide sustained silent reading time, mandatory tutoring attendance; weekly parent contact slips, or required test corrections.

Special education students who are below grade level are offered the Strategies elective class. Strategies classes are a unique time where students are taught organizational skills as well as providing ongoing course assistance.

School wide, academic interventions are on going throughout the course of the academic calendar. Unfortunately, despite regular interventions some students still fail to master concepts and fall short in earning credit at the end of first semester. Typically, these students would be destined to attend summer school or worse yet, be at-risk of retention due to insufficient credits earned. Bogle's Credit Recovery Program was born out of a desire to tackle these students' needs during the regular school year. The program is designed to give students the opportunity to recover first semester credit for Language Arts or Math by attending classes held after school during third quarter. The site-developed curriculum for these classes concentrates on essential foundational concepts and skills that were addressed during first semester and engages students in "specialized" learning activities. Students interact with curriculum and are given experiences that not only reinforce previously taught skills, but support students' current real-time learning. Credit Recovery class sizes are intentionally small so that instructors

can provide intimate individual attention in monitoring student progress and providing focused support.

Whether the intervention is a formal class or an informal conversation, BJHS is committed to our students at each level.

### **D3. What systems are used to assure safe, orderly school environments?**

To set the tone at the start of the school year, discipline data and trends from the previous year are scrutinized by administration and faculty. This detailed analysis allows teachers insights in presenting overviews to students during the first week of school. Our school handbook pages, located within student agendas, are explained and discussed with students in every classroom. Some of the highlighted topics include: tardy and absence policies, dress code expectations, appropriate interactions among peers and with adults, and major violations such as incidents involving alcohol, drugs, weapons, and/or violence. Students are afforded the opportunity to ask questions about the policies and receive clarification. Our students and parents sign the acknowledgement form to signify awareness and understanding of our policies and procedures.

Teacher-created syllabi serve as another tool to communicate policies and procedures in our classrooms. Bogle departments and teams often work together to create a common syllabus that outlines information specific to their course or team operations. Our student agendas with student handbooks and these syllabi become fundamental, reference documents used by students, parents, teachers, and administrators throughout the year.

To maintain daily order on our campus, a standard bell schedule is employed to reinforce consistency and routine. Alternate bell schedules are used sparingly but are in place during testing, early-release, and assembly days. Our bells signal the start and end of each class. Passing periods are monitored by our teachers who stand at classroom doors greeting students as they enter each period. Class routines have standardized components that help our students know what is expected of them every day.

### **D4 What opportunities do students have to apply learning to real world situations?**

Education at Bogle provides many opportunities to create a foundation for students to make real-life connections. Our emphasis is for students to understand the relevancy of their education as well as to be afforded opportunities to apply knowledge in meaningful ways. Lessons prepared by our teachers incorporate Cooperative Learning activities where students not only identify common skills owned, but also build upon those skills to complete designated tasks. Consideration is given to the various learning styles, as our goals are to stretch students beyond simple knowledge and encourage creative thought. Teaching teams meet to plan activities that demonstrate the relevance of course-specific objectives in a multi-disciplinary/thematic manner. Student portfolios warehouse materials for future revision/interaction and display. Oral presentations with created aids such as brochures and Power Points give students opportunities to demonstrate and share their knowledge as they interact with their peers. Technology is an integral part of their curriculum where students are encouraged to apply, analyze, create and evaluate. They are also given opportunities to reflect upon their learning in oral and written venues. Our gifted students incorporate Problem-Based Learning activities throughout the year, which culminate in a district-wide PBL Fair each spring. STUCCO, NJHS, various extracurricular clubs (like our Linus Project), and activities provide service learning

projects for philanthropic endeavors which involve the entire student body with food, gift card, toiletry, clothing and book drives. Individual classes such as Career Technology and physical education required students to think like professionals to problem solve within various careers as they set goals for their future.

**D5. How are resources made available to teachers and students for instruction?**

The BJHS Media Center is the heart of our teacher and student resources. The Media Center is open for student access for one hour before and after school as well during our student’s lunch hour. During morning and afternoon time, a section of the media center is designated as Homework Hub. Students can enlist the help of an adult to assist with work assignments or answer questions.

Teachers can schedule class times in the Media Center to support their objectives. We have twelve computer stations in the Media Center as well as three full computer labs housing 30 student and 3 teacher stations each.

Bogle’s website can be accessed through the Chandler Unified School District website and contains a plethora of information about our school. This tool allows students and parents to view up-to-date information regarding faculty, curriculum, current events, athletics, web-based resources, and yearly calendars. Additionally, our teachers may post classroom documents, homework assignments, long-range planning calendars, and links to additional resources. The school’s quarterly newsletter is posted along with agendas, meeting minutes, and information from our Parent Booster and Site Council organizations.

STI and STI Home Connect provide teachers, parents and students access to grades. An individual pin number given to parents and students at the beginning of each year provides a conduit for communication. AR (Accelerated Reader) Connect, which is the parent communication to our campus-wide Accelerated Reading program, provides parents with emails detailing their student’s reading progress as they advance through the program. Students are able to access their data at any time to help them reach reading goals each quarter.

**D6. What technology applications is the school using?**

Every classroom is equipped with a document camera, computer workstation, and LCD projector. Teachers and students access and project PowerPoint presentations, video clips, and Internet sites during their lessons and presentations in all departments. Portable electronic Chalkboards coupled with EasiTteach Software function to allow teachers and students to interact with web-based resources. Our MOMD classrooms each use a Smart Board for their learning activities. Career Technology offers computer stations that are equipped with specialized software to expose students to a variety of vocations. Read 180 has its own software, and our math department and strategies classes use Success Maker for math concepts, reading fluency, and comprehension exercises. Bogle is an AR (Accelerated Reader) school, which means that all students have an opportunity to utilize computer skills to monitor growth in reading comprehension and fluency.

**E. Challenging Curriculum Standards**

**E1. How is the curriculum developed, monitored, evaluated, & improved?**

Each curriculum department at BJHS is expected to meet formally every two weeks. This time is led by department chairs and set-aside for teachers to share curriculum and instruction practices, formulate formative and summative common assessments, share resources, and discuss scope and sequencing within their content areas. One would only need to peruse the shared folders on our school network to see the fruits of this labor. Bogle's collaborative efforts not only produce improved curriculum but also allow teachers to save time on planning and focus their energy on quality instruction. The Bogle faculty has worked diligently within these curricular departments to create rigorous common assessments that align with the state AIMS test in content and appearance. Meetings offer opportunities to review benchmark data for departmental analysis and formats for dialogue about teaching and learning at our school. Many teachers on our campus who are teaching the same courses meet weekly to cooperatively plan lessons, allowing them to share and exchange ideas to consistently improve curriculum. This level of collegiality increases the rigor of the content and instruction, generates rich discussion and conversation, and sets a strong foundation for learning in the classroom.

## **E 2. Brief description of the curriculum across grade levels for the following:**

**Language Arts:** The language arts department offers opportunities for students to develop reading, writing, listening, and speaking skills while integrating media literacy. Gifted students belong to the CATS team where the benchmark curriculum is not only based on the Honors curriculum, but also adds inquiry skills, critical thinking skills along with divergent thinking, and communicating of ideas. Our Honors and AVID students follow a rigorous curriculum that incorporates higher order thinking skills and activities that involve DOK (Depth of Knowledge), Bloom's Taxonomy, Costas' leveled questions, and Socratic seminars. Our Sped and EL students are enrolled in inclusion classes. Read 180, Strategies and Resource classes provide additional support. Differentiation is available where choices of assignments include multiple intelligences. Our teachers model enthusiastic reading with students, prepare book talks to introduce new books, and provide high quality classroom libraries.

Students utilize the Writing Process and our writing program incorporates the 6+1 Writing Traits. Functional, expository, and persuasive text, vocabulary, comprehension strategies, Elements of Literature, and historical and cultural aspects in literature drive the curriculum at both grade levels. Reading, writing, vocabulary, and grammar curricular materials follow the designated scope and sequence as directed by our district and the Arizona standards. AR (Accelerated Reader) is available for students to increase individual reading comprehension skills, while technology skills and application opportunities further enhance skills. Whether working solo or in a cooperative learning atmosphere, self-direction and the ability to get along with peers is a critical skill our students master through integration. Leadership skills and character development are incorporated into reading and writing activities.

Language Arts teachers often collaborate with social studies teachers to create cross-curricular lessons. Eighth students applied their research skills to investigate the Holocaust and to research historical events while reading related literature. Seventh grade students studying the Civil War read from a variety of historical novels. Science curriculum has been involved with research paper topics and general expository reading and writing. Math teachers work closely exploring the use of rubrics that can be applied

to mathematical writing. Learning is routinely assessed with benchmarks, vocabulary and grammar assessments, reading comprehension assessments, and rubric guided essays.

**Mathematics:** On grade-level classes, support electives, advanced classes, and enrichment mathematics courses are offered at Bogle Junior High. The core curriculum ranges from seventh grade Math 7 (Pre-Algebra) and eighth grade Math 8 (Beginning Algebra), through accelerated high school courses including Year 1 (Advanced Algebra) and Year 2 (Geometry). Roughly, a third of our approximately 1100 students participate in accelerated math classes, enabling them qualification for AP and Dual-Enrollment courses in high school. Currently, 50 additional students have self-selected participation in an after-school class offered to move students into advanced math next year. Several BJHS student have found success at these competitions, including Nikhil Athreya and Sidharth Kulkarni, who recently placed in the top 5% nationally in the American Mathematics Competition.

Students identified as performing below grade level are offered Math 360, an elective math support class. This site designed support class offers help with current grade-level content and addresses as well as fills any missing curriculum gaps.

Teachers collaborate regularly to provide quality instruction aligned to the Arizona State Standards. A variety of instructional techniques and technology are employed, with strong focus on student engagement and student discussions. Collaboration skills are key to being successful. Students at each grade level take teacher-made common assessments, allowing the department to regularly monitor and adjust their instruction. Critical thinking is stressed throughout the curriculum, and is evident in our higher-level thinking questions throughout our assessments. Students also take quarterly district benchmarks, and the resulting data is used to drive our instruction. The rigor of the curriculum and an emphasis on common planning has helped BJHS to achieve an 87% Meets or Exceeds rate on the 2009 AIMS exam. More importantly, students leave BJHS with the confidence and skills they need to be successful high school. Former parent Lisa Floyd commented in a thank you note to a BJHS teacher, “You really turned Kristen’s attitude towards math around... (Kristen now) loves math, she knows she’s good at it, and has the confidence she needs going into high school. It’s not often a teacher has that kind of impact on a student.”

**Social Studies:** Social Studies teachers collaborate to create curriculum that follows the district and state standards while providing a learning activities rich in discussion, multiple intelligence based activities, and cross curricular experiences. Students participate in Socratic seminars, use multiple examples of graphic organizers, analyze propaganda and political bias, learn historical inquiry via primary and secondary sources, create posters, and maintain interactive journals and complete research assignments while integrating their learning with computer based skills and technology. Assuming different points of view helps students gain a greater understanding of historical events to prepare them for our 21<sup>st</sup> Century, as they understand our past. Election debate videos are discussed, propaganda posters created, and election night activities documented. Assessments include traditional tests, district benchmarks, and authentic assessments including, but not limited to, a 5-paragraph essay, a biographical report on influential people in history, and research paper on modern day historical events. Additionally

current events are analyzed and discussed across the grade levels on a regular basis. Lastly, the department participates in Kids Voting, a nationally developed program where students analyze state and national level politics and vote on the issues and candidates.

Social Studies covers key political, social, geographic, and economic events with an emphasis on American History from the nation's beginning to modern times. Interwoven into American history are those world events that influenced our nation. It is also expected that students will gain a deeper understanding of the events shaping the United States, the decisions leading to America's identity, and the forces leading to these decisions. Individually and as group members, students explore concepts that not only led to the development of our country but continue to influence our current society today and our future. By having a richer understanding of these ideas and generalizations, the students will be better prepared to become thoughtful decision-makers and effective participants in public life.

**Science:** The scope and sequence of the science department follow standard progression as outlined by AZ Standards through Chandler's Benchmark curriculum. Seventh graders study Scientific Method and the History and Nature of Science as defined in Earth Science (Geology, Astronomy), Life Science (Ecology), and Health Education (Access to Health Care, Influence of Media/Technology, and Health Behaviors of Adolescents), while 8th grade investigates Scientific Method, History and Nature of Science in Life Science (Genetics), Physical Science (Chemistry and Physics), and Health Education (First Aide, Stress Reduction, Negative Effects of Alcohol and Tobacco, Illegal Drugs, Identifying Risky Behaviors/Situations). Students are afforded opportunities to engage critical thinking as they solve higher-level thinking challenges in their labs. Whether working individually or as a group member, presentations are formulated to demonstrate owned learning skills via computer skills, the document camera, and LCD projectors.

The department fully supports the language arts curriculum with writing and incorporating non-fiction reading and research. We support math by utilizing graphing skills and interpretation. Social studies connections include learning about the history and nature of science and how investigating how science has changed over time by examining national and international events.

Inquiry is an integrated skill across grade levels. Seventh grade teachers introduce inquiry skills and the process for developing and testing hypotheses. Proper procedure writing is introduced so experiments can be replicated. In eighth grade, those skills are further expanded on with more detailed lab experiments.

Our teachers are highly motivated through professional development courses and instructional growth activities. Quarterly analysis of our standardized assessments determines departmental strengths and weaknesses, and our use of technology models high school expectations.

**Foreign Language (Spanish):** Spanish 7 and Spanish 8 are offered at Bogle Junior High. Students who complete both courses at BJHS are invited to start at an accelerated level, Spanish 2, in high school. The BJHS curriculum focuses on true, personal communication. Students work to communicate via writing, through formal in formal letters, recipe translating, and other functional texts. Students sing traditional songs from each Spanish speaking culture. Web quests are used to teach the history of different

regions and important cultural traditions such as Quinceañera and the history of the Piñata. Salsa dancing is used to engage students and teach through oral directions. Specific emphasis lies on speaking and understanding a variety of accents. Teachers explore different activities (written, oral, listening, and games) that diversify everything they teach and allow students to gain a strong foundation for their future studies.

**Performing Arts:** Learning how to communicate by playing an instrument in the traditional setting of an orchestra or band is an invaluable experience in the art of communication, which hones interpersonal as well as intrapersonal skills, and self-direction. Students also learn about music through mathematics, history, and composers who possess important historical significance (but whose work is too complicated for them to perform). Using available media, students have a chance to hear what they would not otherwise experience until they were older. Musical notation is learned in terms of fractions with what the students have dubbed “music math”. Students are evaluated through a rubric that was adapted from the rubric used by the adjudicators at festivals.

**Physical Education:** Seventh and eighth grade students can choose physical education as a yearlong elective. Students are provided with opportunities to learn about recreational activities, individual and team sports, team building, and CPR. The key components of these classes will improve the level of physical fitness, promote motor skill development, reinforce knowledge learned across the curriculum, facilitate development of student responsibility for health and fitness, strengthen peer relationships, improve self-confidence and self-esteem, and give opportunities for personal, achievable goals.

Because of their studies, our students will be able to recognize the warning signs of a heart attack, stroke, and choking. They are trained to perform prescribed steps to render aid in these types of emergencies and demonstrate mastery by scoring at least 80% on a written assessment.

### **E3. Select one content area and a program to discuss in greater depth.**

Four years ago during the 2007 - 2008 school year, our language arts and math departments began a journey delving into data - specifically looking at quarterly benchmark scores and the relevance of effective lesson planning and assessment. Using the benchmark scores as a guide, discussions began about strong and weak areas at both grade levels. Looking closely at specific pupil objectives, the teachers in both departments began to work together to create effective lessons and assessments in hopes to bolster scores. The following three years brought all other curricular departments as the understanding about the importance of data and its relevancy in improving student-learning spread throughout campus.

Knowing that we needed expertise to help guide and refine our quest to use assessment results to improve teaching and learning, our principal brought educational expert, Linda Robinson, to work with our school during the 2008-2009 school year. During the summer of 2009, Ms. Avey (who we affectionately dubbed our “data-diva” by this time), along with our district’s Director of Assessment and three other principals, traveled to Harvard to learn about the DATA WISE process. Bogle created our own site data team and began a deeper, more focused approach using the DATA WISE process.

This process has enhanced collaboration among our curricular teams, departments, and impacted student learning at each level. While we had been collecting departmental data for years, the DATA WISE focus has helped us take the next step of using our data to drive instruction. Using Ms. Avey's expertise, our site data team guided the entire staff through the next step. We examined our school AIMS results, and identified one area of refinement within our language arts test scores: expository text (specifically in understanding vocabulary, text features, and summarizing expository text). Buy-in from the staff was imperative in order to support this effort, and the best way to garner support was through teacher involvement in the DATA WISE process. Together as a group, the faculty uncovered our LCP (Learner Centered Problem): *students struggle with understanding vocabulary, using text features, and writing summaries*. The staff found that Bogle's POP (Problem of Practice) was that teachers do not use common terms and strategies to teach vocabulary, text features, and summarization. Structured collaborative protocols guided staff interaction as we developed a plan and voted that the emphasis for refinement of instruction be placed on Cornell Note summaries. From there, throughout the fall of 2010, our collective objective for the 2010 - 2011 school year is to help our students to better understand and retain information by teaching them how to take Cornell Notes and how to use them as their own learning tool. This effort is a language arts objective, but a common goal school-wide. Our instructional strategy is to raise the rigor of all 7th and 8th grade students when writing Cornell Notes. The change for teachers is to place greater emphasis on modeling how to take and use Cornell Notes and provide regular feedback regarding quality. The student progress metrics were determined to be our annual AIMS reading scores, departmental sample scoring using site-developed departmental rubrics, and data from teacher-determined formative assessments. Using the departmental created rubrics, these papers will be evaluated, and the results will be forwarded to the appropriate department chairs for analysis. What started as department conversations has evolved into high-quality school-wide practices that help ensure rigorous curriculum and positive outcomes for our students.

#### **E4. How does the school ensure that all students learn challenging content?**

As previously mentioned, the Bogle learning community is organized into academic teams. This arrangement provides a level of comfort for our students, but it also allows convenient ongoing dialogues about what is best for each specific student within the team teachers. Within eight of our nine academic teams at BJHS lie varying levels of ability and needs. For the math and language arts teachers, one of the four teaching periods may be an honors sections, geared for accelerated learners while the remaining three could contain a special education inclusion class consisting of another certified teacher to assist any struggling or special education students. Should students be better suited for either of these options, students can easily be re-grouped as necessary. Within all of our teaching teams exists the power to ability group, differentiate instruction, or re-group students as each team feels appropriate.

The ninth academic team at BJHS is the CATS (gifted) team. This unique program focuses on pushing our most highly intellectual students to the next level. CATS gifted certified teachers have monthly meetings that provide professional development specific to their students needs such as rigor, inquiry based learning, and problem based learning.

BJHS gifted students perform at consistently high levels on the AIMS test, with nearly 99% of our students earning an Exceeds score on the 2009 test.

Remedial and enrichment opportunities exist in addition to our core curriculum. These courses include: Math 360, Read 180, CATS, summer/intersession enrichment classes, Special Education Strategies elective, English Language Development support, and Honors Math Preparation classes. Each holds a unique opportunity for challenging content and helps our students perform at their highest level. Most interestingly, with the exception of the CATS (gifted) program, each of these options is an elective for students. This structure allows students to receive the enrichment or remedial support necessary, while continuing in their grade-level courses.

Just like the majority of BJHS decisions that are made, students targeted for these classes are done so with data. For example, this year students who were in the Approaches category for the 2009 AIMS math test were placed in the Math 360 elective. Four sections of the Math 360 elective were also set-aside specifically for Hispanic students who did not meet mastery on the 2009 AIMS math test. Students who achieved Exceeds on the 2009 AIMS math test, but who were not currently in honors math, were invited to the after school Honors Prep enrichment class.

#### **E5. What requirements must be satisfied before a student is promoted?**

For a student to be promoted from one grade level to the next, credit must be earned based upon successful completion of core academic and elective classes. A semester grade of 60% or greater is considered passing and earns credit for the course. Students earn 0.5 credits for each core academic class per semester and 0.25 credits for each elective class per semester. Students can earn 5.0 credits per academic year. To qualify for promotion to the next grade level, students are required to earn a minimum of 4.0 credits that include 1.0 credit in mathematics and 1.0 credit in language arts. Students who are deficient by 1.0 credit are required to attend and pass summer school course(s) to be promoted for the next school year. For those who are more than 1.0 credit short, retention or alternative school placement is considered on an individual basis.

#### **F. Leadership and Educational Vitality**

##### **F1. Describe the leadership structure, roles, & functions that are important.**

Bogle Junior High's true strength stems from its collaborative leadership approach. The administration facilitates and guides the staff, but also relies heavily on the BLT, Bogle Leadership Team. This group consists of three administrators, nine grade-level team leaders, six curriculum department chairs, and site counselors. The bi-monthly meetings assist administration in making school decisions, procedures and policies, and provide a regular outlet for all stakeholders's input. Bogle's meetings are uniquely productive. While there are times that an "information out" procedure is necessary, this is not the norm. Bogle's administration guards this time for true professional development. Student achievement data is analyzed, instructional practices are shared, professional journals are referenced, and leaders on campus are provided the collaborative time needed to ensure continuous vitality. BLT members help to facilitate the meeting's information during their respective curriculum or grade-level team meetings. Meeting minutes are also shared via email with the larger staff community for additional input.

**F2. How is the school improvement process organized and managed?**

The administration's consistency allows improvement to be an ongoing process. Bi-weekly BLT meetings allow the staff ample time to review school procedures, fine-tune previous policies, and stay efficient.

The administrative team collaborates regularly with curriculum department heads to brainstorm ideas for reaching each individual student. New courses are added and resources are re-delegated each year to ensure students at each performance level are receiving the necessary support or enrichment needed. After piloting such courses, the school district has often adopted the ideas for the entire district to implement.

The principal also meets quarterly with individual grade level teams. Each team targets specific students each year and works diligently to help these students make respective gains academically. The quarterly meetings allow the principal to assess progress, facilitate any necessary resources, and overall provide ongoing support of team efforts.

These ongoing dialogues allow Bogle to continually move forward.

**F3. How does leadership engage staff, students, parents & community in decisions?**

At Bogle Junior High, we joke that we have a committee for our committees. Almost every decision is the result of the administration and specific experts' collaboration on the topic: everyone's voice is heard. The principal is notorious for seeking out individual staff talents and using these strengths to better the whole. On district workdays, staff members are often utilized to share their various expertise. Staff is also annually surveyed for their interest in different leadership opportunities on campus. An open door policy with the administration makes sharing ideas easy, but more importantly the suggestion is valued, allowing decision making to be comfortable and productive.

Many opportunities are provided for students to be involved in appropriate decision-making processes. For example, students currently participate on the assembly committee, providing input on end of the quarter activities. Students are also surveyed electronically throughout the year about various topics such as bullying or school policy, and the subsequent data is used to make ongoing informative decisions.

Two formal opportunities exist for parents and community members to be involved in the decision making process at Bogle. The first is our Parent Booster Board. The principal, assistant principal, and seven parents form the executive board and have ongoing dialogue and scheduled meetings. An active e-mail group provides parent insight into school processes and helps to maintain positive parent relations. The Booster Board also gives incredible special event assistance and various behind the scenes support to our school. When thinking of making a change to policy, the booster board is the first place administration seeks parent input.

The second opportunity where parents and community members can be involved in is the Bogle Site Council. Three teachers, three parents, and one community member combine to serve as an advisory to the principal each quarter. The group reviews annual school goals, yearly progress, and helps to promote positive public relations. Parental involvement on our Site Council also gives us insights into community expectations and perceptions of Bogle.

It is through these various committees that positive relationships are built, and this is really what sets Bogle apart from other schools. By valuing all stakeholders' input, Bogle fosters a positive and productive community atmosphere.

#### **F4. How does school leadership model the use of 21<sup>st</sup> century tools and applications?**

The administration at Bogle Junior High models the use of 21<sup>st</sup> century tools. The school website is a wealth of the latest up-to-date information. The site is regularly updated with important dates, reminders, and good news! Parents can also subscribe to the website for instant updates communiqués. A quarterly newsletter is published and posted on the site, and gives parents insights into classrooms.

Under the direction of the principal, each teacher also maintains a webpage. Parents and students can find faculty's educational background and experience, tutoring times, and personal insights about each staff member. Many staff members provide links to homework pages, supplemental notes, web-based resources, and classroom calendars that students can reference.

Grade level teams also utilize technology by organizing parent e-mail groups. Teams of teachers help to dispatch facilitate pertinent information via e-mail, allowing for a quick and paper-free form of communication. Administration requires that teachers communicate mass flyers electronically when possible to cut paper and copying costs.

All Bogle Junior High classrooms are fully equipped with document cameras, LCD projectors, wireless chalkboards (slates). Most have at least one student workstation. Three different computer labs and multiple student computers in the media center provide ample access to 21<sup>st</sup> century technology. In the past year, laptops for student use have been purchased and allow greater flexibility for departments in planning and using technology in the classroom. Teachers are encouraged and evaluated on their use of technology each year. Various district courses are offered throughout the school year to enhance technology proficiency.

#### **F5. How is a long-range Strategic Plan developed; how does it drive improvement?**

The over-arching goals established by Chandler Unified School District's Governing Board serve as the blueprint for all long-range planning. At our site, established groups are involved in defining annual initiatives and implementing improvement targets utilizing the adopted Data Wise process. Bogle's organizational structures ensure collaboration, continuous communication, and involvement as all stakeholders work together to analyze data, monitor student progress, and gauge effectiveness of annual campus practices. School leadership's commitment to uniformly and fervently improve teaching and learning at BJHS leads to dedicated professional development aimed at elevating teacher skills and knowledge.

### **G. School, Family, and Community Partnerships**

#### **G1. What community collaborative alliances & partnerships are in place?**

In conjunction with Catholic Healthcare West (CHW), students at BJHS have the opportunity to experience health care careers in a hands-on class. Using the district's KUDER Career Assessment, eighth graders are selected to participate in eight after-school sessions. Each week a practicing medical professional addresses the group, answers questions about the medical field, and engages students in various simulations.

This program encourages and informs students as they begin their Four Year Educational Plans at high school. Upon completion, our students are afforded future preference in selected medical volunteerism (Candy Strippers). Last year, the CHW program coordinator commented, “Bogle students are the most attentive, respectful, and active junior high group I have worked with.”

In 2008-2009, Bogle was awarded a three-year Arizona Department of Education School Safety Program (SRO) Grant. Our application was the top-rated submission in the state. Because of the award, students experience law-related lessons presented by our School Resource Officer, a uniformed Chandler police Officer. The SRO partners with classroom teachers to connect academic content with real-life examples, in many cases setting up scenarios that allow students to actually “see” the relationships between learning and life. A student favorite involves the SRO demonstrating how skid marks are measured to help determine speed/acceleration in a car accident. Helping students to connect actions to consequences is a major tenet of this outreach. An added benefit is an on-campus police officer interacting in a very positive way with students and parents. The relationship between the police, school, and greater community is enhanced because there is a daily opportunity for interaction in a non-threatening climate.

## **G2. How does your school involve families in educational & support programs?**

Parents are given continuous access to school and class information via Bogle’s website and can monitor student grades through STI Home, our on-line grading program. On a personal level, teachers and parents discuss student progress through scheduled conferences, phone calls, and email. Teaching teams create parent email groups to distribute class updates and assignment timelines or relay school bulletins. Formal parent-teacher conferences are conducted twice a year and have options for evening parent attendance. Additionally, our annual Science Fair coincides with spring conferences, making it easier for families to participate in both activities. When individual circumstances warrant we arrange transportation or schedule home visits so that parents can attend meetings or participate in discussions about their child. Bilingual staff is available to translate for parents unable to speak English.

With the help of our Parent Booster Club, several annual events designed to inform and involve parents in their child’s education are held. In August, we host an evening “Open House” for all families. Parents visit their student’s classrooms, get overviews of course studies, and have opportunities to ask teachers questions. For many first-time junior high parents, this chance to meet teachers and see classrooms truly helps alleviate anxieties about their child’s move from the elementary to secondary school setting. Our sixth grade Parent Orientation coincides with the annual registration process in January. Before counselors go out to feeder elementary schools, incoming sixth graders and their parents are treated to guided tours of campus, can visit informational tables set up by elective teachers and our Parent Boosters, view a student-produced video highlighting Bogle, and are led through a preview of course offerings for the upcoming year. As a result, parents are better able to work with their student to discuss and select elective courses and/or special programs best suited to individual interest/need. Parents unable to attend orientation can easily reference presented information on Bogle’s website. The initial recruitment of parent volunteers happens during orientation. Once identified, volunteers have an office staff member who serves as their point of contact. Prior to beginning

duties, they participate in an orientation intended to clarify roles and responsibilities. Current volunteers cite the “friendly front office”, “good use of volunteer time”, and “appreciation of volunteers” as making them truly feel valued at our school.

### **G3. How does your school welcome and respect families from all walks of life?**

Our school serves a diverse population with students from the most economically advantaged and disadvantaged areas of Chandler converging on our campus. At one end of this spectrum, a large number of our students have access to money and resources. At the other end, we have students (approx. 16% of our school population) who are bused to our school from one of the oldest, poorest, and most transient areas of the city . Significant numbers of these students live in crime and gang infested neighborhoods with limited access to educational and familial resources. While we feel this creates a healthy mix for our students, we also acknowledge the critical role we play in creating an environment where all students and families have a sense of belonging and welcome at Bogle. We also recognize the economic challenges facing many in our school community; BJHS student groups organize whole-school quarterly community service projects targeting our own families and local community agencies. Activities have included: toiletry and gift card drives, coin drives for the Leukemia Foundation and Lion’s Club Vision program, canned food collection for the Chandler CARE Center, blankets for the valley Linus Project, and participation in the Macy’s Make-A-Wish matching donation campaign. Over the last eight years, our school collected over \$15,000 in gift cards for Arizonans for Children – Teens in Foster Care! When families are unable to provide basic school supplies, our Booster Club works with administration to distribute backpacks, binders, pens/pencils, and paper to students in need. Teachers also have access to ample classroom supplies to share with students.

In the spring of 2008, Bogle volunteered as a pilot school site for the Arizona Parent Information Resource Center (PIRC). This agency provides technical assistance to aide family, school, and community agencies implement parent involvement programs. They conducted a family-friendly campus walk-through to assess levels of communication, information, participation, and welcoming. This walk-through included conversations with students, parents, and staff members. BJHS was subsequently reported to have a high quality-welcoming climate- in which we take great pride.

### **G4. How are educational resources in the school and the community used?**

In conjunction with the district’s Community Education department, we are the site for innumerable evening, weekend, and intersession programs involving people of all ages, interests, and abilities. In the last year, scheduled activities include sports and fitness, fine arts – drama and dance, and chess and board games. We are also the site of district professional development sessions, serve as a fallback gym for our feeder high school’s basketball teams, and last year hosted a district Governing Board meeting in our media center. Community groups like YMCA, Boy Scouts, and Police Explorers regularly use our school for meetings and competitions. Our campus is a hub for school, district, and community activities. To provide some perspective, in the first sixty days of 2011 our buildings will be used by other entities, outside school hours, 42 times.

## **H. Indicators of Success**

### **H1. Describe your balanced assessment system/approach.**

At the beginning of each year, annual AIMS data is organized into graphical formats to ease understanding. Then, teachers work together to identify school performance strengths and deficiencies, determine areas for school-wide or content focus, and develop an action plan. Our district's information management system, AMI, allows us to access and manipulate a variety of data in an efficient and coherent ways. This information is formatted into Excel spreadsheets prior to our student's return to school; teaching teams identify individual student performance levels, track progress, and record additional supports provided throughout the year. Teachers at Bogle "begin with the end in mind". Weekly lesson plans are developed with curriculum standards and objectives at the core, lending intention and purpose to classroom activities. Interactive notebooks, reading response journals, math notebooks, and Cornell Notes questions/summaries are examples of on-going formative assessments our teachers use to gauge student understanding and progress. Common quizzes, uniform writing prompts, and project-based assessments scored with standardized rubrics also help teachers inform their instruction. Quarterly district benchmark tests serve as springboards for collegial dialogue within departments. Using item analysis, departments are able to identify trends and share ideas for improving instruction when success is not evident across classrooms. Finally, at Bogle Individualized Education Plans for special education students and/or Individual Learning Plans for English language learners are disseminated to teams and teachers via IEP at a glance and ILP conferences. This "living" documentation serves as our teacher's guide for instruction and helps ensure appropriate educational opportunities are given to all.

As an Arizona Learns - Excelling school (a designation held for six of the last seven years), we know that using AIMS criteria we are considered by many to be effective. Across all AIMS testing areas, Bogle students at both grade levels consistently exceed district averages and the number who meet or exceed standards ranks high among our sister schools. Because this label and these scores are a very "public" pronouncement and are often the first impression formed about us, they are vitally important. However, we believe that there is so much more to what we do and who we are that portrays success.

### **H2. What evidence do you regularly collect & analyze to judge your effectiveness?**

We believe that reading is the foundation for all learning and Accelerated Reader (AR) is used at BJHS to encourage and track individual and school reading. Through the AR program, our students read 925 million words last year. With 560 million words already read to date, they are on track to exceed a billion words by the end of this year. While AR sets a goal of 85% on comprehension quizzes, our schoolwide average is 88% at Bogle. Circulation is up; the waiting list for the most popular teen literature is lengthy.

Data from our district's yearly Teach for Success site visit is used as an "outside snapshot" of student and teacher classroom engagement. In 2008-09, staff targeted "student conversation" as an area of improvement and saw 7% growth in this area last year. In 93% of observed classrooms last year, observers noted a "climate of fairness, caring, and respect is maintained by teacher".

Annual surveys administered by the district and Bogle are used to get parent, student, and staff input about their impressions/experiences in our schools. Results from the 2009-2010 CUSD Student Survey show that 74% of our students "*feel like they belong*" at

BJHS, up 5% from the previous year and 2% higher than student responses to the same question across the district. On our own internal Student Climate Survey last year, a whopping 89% of students indicated that classes and assignments at our school are challenging and help in preparing them for the next year. On the district’s School Climate and Culture Survey 88% of our staff responded affirmatively to this statement, “*The people I work with trust and respect each other.*” Additionally 91% of BJHS personnel acknowledged, “*I feel comfortable sharing my ideas and opinions.*”

Other indicators used to judge our effectiveness include district Clean School inspections. We have been recognized 12 times for this annual award and consistently score an average 93% or higher on specified clean school indicators. Additionally, quarterly grade distribution reports, substitute usage reports, student attendance and discipline data, open enrollment reports and Teach for Success data reflect our success.

**H3. What data serve as indicators of improved school climate and engagement?**

A sampling of recognition received by our students and staff since 2005 reflects Bogle’s commitment to excellence in and out of the classroom: Arizona Learns Excelling School; (12) East Valley Athletic Conference Championships; Veterans of Foreign Wars Patriot’s Pen Essay Contest - District Champions; CUSD Clean School Award; Chandler Chamber of Commerce Administrator of the Year - Principal; Arizona Department of Education Character Education Grant - Youth Frontiers; American Math Competition - 3 students rank in the top 5%, nationally; Sun Lakes Teachers of the Month; Lexus Eco Challenge State Champions; Veterans of Foreign Wars Citizenship Education Teacher Award; Xavier College Prep Golden Gator Award for Excellence in Teaching; Knowledge Bowl State Champions; East Valley Math Competition - Grand Champion Team; AVID School Certification

**H4 Data Collection**

<b>Criteria</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>	<b>2006-2007</b>	<b>2005-2006</b>
Average Daily Student Attendance Rate	95.35%	94.80%	95.75%	96.02%	95.13%
Average Daily Teacher Attendance Rate	96.1%	95.1%	96.2%	95.9%	96.8%
*Teacher Turnover Rate	8%	9%	15%	11%	17%
Promotion Rate (from 8 <sup>th</sup> to 9 <sup>th</sup> grade)	99.2%	99.5%	99.8%	99.9%	***

*\*Since 2002, our district has opened two additional junior high schools and two additional high schools. Our teacher turnover rate reflects district growth as teachers are assigned to newly opened schools.*

## **I. Challenges**

### **I1. What major challenges have been addressed? How have they been resolved?**

Changing demographics at our school, repeated failure to make AYP, and increased state/federal accountability led BJHS to hire a consultant in 2008-09 to help raise staff understanding and use of various data to plan for teaching and learning. The consultant worked at quarterly intervals, assisting us in identifying specific strategies to make sense of data as it applied to individuals and groups of students. This “laser focus” on data has expanded and was heightened following our principal’s participation in the Harvard Data Wise Institute in 2009-10. Under the guidance of Bogle’s Leadership and Data Teams, all staff is now involved in interpreting data related to individual student/sub-group performance and identifying what is working or not working instructionally for all of our students. Data has enabled us to de-personalize discussions and open up dialogue about how instructional practice and student learning intersect. A collective ambition for imbedded improvement at Bogle is evident in extensive teacher efforts to hone skills, expand engagement strategies, and extend student support through tutoring, site-specific intersession programs, and individual mentoring.

With our principal leading the charge, staff has included data into almost every decision made over the last three years, and formal and informal data talk is incorporated into teacher conversations; the results are evident in the progress students are making.

### **I2. What are the major educational challenges the school must face?**

Budgetary issues are going to continue to plague Arizona education for several years to come. Two main budgeting concerns will challenge Bogle in the next five years: the actual declining of money from the State of Arizona and the loss of money due to movement of students within our own district. The Capital budget was slashed for the 2010 school year, and additional state budget cuts are likely going to negatively affect other operating budgets for the next few years. Meanwhile, Chandler Unified School District has attempted to battle with charter schools for students. Choosing to compete, CUSD opened two junior highs: Hamilton Prep and Chandler Traditional Academy, both attracting the highest achieving students. What was good at the district level proved difficult for BJHS; parents wanting charter-like options were satisfied, but other district schools suffered, specifically the junior highs. As we fight to work within our budgetary constraints and retain the highest achievers, Bogle will do what it does best: get creative!

Parents want options. BJHS has them: nearly 30 elective options, 12 competitive sports yearly, accelerated curriculum, and the most dedicated administration and staff in the state. Parents want results. BJHS has them: our gifted students outperformed both Hamilton Prep and Chandler Traditional across the board on the 2009 AIMS test.

In regards to the state budget issues, Bogle’s plan of action begins with a raised awareness. The administration will stay up to date with district budget decisions and state initiatives. They will communicate this information via leadership meetings and as in years past, encourage all staff members and parents to stay involved in the community conversations. We will walk door-to-door promoting budget overrides on Saturday mornings, beg our parents for donations of Kleenex and whiteboard markers, and convince our director of secondary education that our band teachers is in fact a phenomenal remedial math teacher (in order to keep the full-time position).