

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. William Donald Clayton, Jr.

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Mountain Brook Junior High School

(As it should appear in the official records)

School Mailing Address 205 Overbrook Road

(If address is P.O. Box, also include street address.)

City Mountain Brook State AL Zip Code+4 (9 digits total) 35213-4399

County Jefferson County State School Code Number* _____

Telephone 205-871-3516 Fax 205-877-8340

Web site/URL http://www.mtnbrook.k12.al.us/mb
jh E-mail claytonw@mtnbrook.k12.al.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent*Mr. Richard Barlow E-mail: barlowd@mtnbrook.k12.al.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mountain Brook City Tel. 205-871-4608

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Jane Menendez
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	195	174	369
8	198	178	376
9	188	193	381
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	581	545	1126

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 98 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	1093
(5) Total transferred students in row (3) divided by total students in row (4)	0.008
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0%
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0%
 Total number students who qualify: 0

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 7 %
81 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|-------------------------|---|
| 11 Autism | 3 Orthopedic Impairment |
| 0 Deafness | 42 Other Health Impaired |
| 0 Deaf-Blindness | 16 Specific Learning Disability |
| 0 Emotional Disturbance | 5 Speech or Language Impairment |
| 1 Hearing Impairment | 0 Traumatic Brain Injury |
| 3 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed |

10. Use Full-Time Equivalent (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	55
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	31
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	25

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2000

PART III – SUMMARY

Mountain Brook Junior High School is a large public school serving 1130 students in grades seven through nine. The city of Mountain Brook is a picturesque community adjacent to Birmingham, Alabama with numerous educational and cultural resources located nearby. The population of Mountain Brook is approximately 21,094, according to Census Bureau data. The number of households is slightly over 8,000 and Mountain Brook is one of the best educated cities in the country with 77% of the adults possessing a baccalaureate degree or higher.

The Mountain Brook Schools is one of many districts in Jefferson County and includes six schools - four elementary, one junior high, and one high school. The estimated enrollment for 2013-2014 is 4,500. Due to the high level of educational attainment among the parents in the community, virtually every student in the school system has aspirations of attending a college or university upon completion of his or her K-12 experience. These aspirations are usually fulfilled since on an annual basis 97%-99% of the graduating Mountain Brook Schools seniors go on to further their education.

Mountain Brook Schools maintains strong community partnerships. The citizens of Mountain Brook have chosen, from the inception of the school system in 1959, to tax themselves at a rate far above the state minimum to fund the school system and to support other city services.

One unique partnership is that of the school system and the Mountain Brook Schools Foundation. In 1992 a group of local citizens decided that a school foundation needed to be established to undergird the school due to uncertain state funding. These volunteers formed the Mountain Brook Schools Foundation. Interest generated from the endowment helps to fund professional development opportunities for the system's employees, as well as provides funds to enhance the system's technology initiatives.

Mountain Brook Junior High School's mission focuses on helping every student find his or her place. The faculty and staff has pledged to inspire academic and personal excellence and responsibility, foster growth and self-confidence, appreciate individuality and broadened perspectives, and promote service and honor. These ideals are fostered through innovative instructional practices, extracurricular experiences, and positive relationships among students, staff, parents, and the community. The faculty and staff at Mountain Brook Junior High participate in all aspects of the school. Of the 92 professional staff, 65% have a master's degree or higher. Three of the professional staff have an earned doctorate and 15 are National Board Certified Teachers. All classroom teachers participate in course-specific Professional Learning Communities (PLC) which meet weekly to collaborate and make instructional decisions. Many of our staff members have been recognized for being outstanding educators. These recognitions include Teacher of the Year for the State of Alabama, district Teachers of the Year, the Presidential Award for Excellence in Math and Science Teaching, the Milken Educator Award, various fellows and hall of fame winners and nominees, and multiple distinguished educator awards.

Academically, Mountain Brook Junior High School shines as a top school in the state of Alabama. Eighth grade students consistently score in the top quartile on ACT's EXPLORE test, with the 2013-2014 class having 64% of the students achieving that distinction. Three students in the 2014 class scored a perfect composite score (25), and 40 students scored within two points of a perfect score. The school offers 12 advanced level courses to prepare students for the AP level at the high school and will offer a ninth grade level AP course in the 2014-2015 school year. One hundred thirty-nine seventh grade students qualified for the Duke TIPs program which recognizes academically gifted students who score in the 95th percentile in math or reading on state assessments. Mountain Brook Junior High sponsors the National Junior Beta Club which currently has over 150 members in the 8th and 9th grades. Students excel outside the classroom through participation on Scholars' Bowl teams, Math teams, spelling and geography bees, as well as the National Latin, Spanish, and French exams. Students also show excellence through participation in choral and band competitions by earning all-state, all-district, all-metro awards and honors. Multiple clubs and organization sponsored by the school provide numerous hours of volunteer service as a means of giving back, and also fostering a sense of community and building a foundation of life-long philanthropy.

Mountain Brook Junior High altered the daily schedule for the 2013-2014 school year because the school leadership team saw the value in providing more time in the academic day for students to have access to additional support, a larger variety of elective opportunities, and the opportunity to go deeper with learned concepts. The new schedule includes an academic opportunities period in which students spend additional time with academic teachers, as well as two days with extended periods. Students at Mountain Brook Junior High receive a well-rounded education that is second to none.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The state of Alabama uses the Alabama Reading and Math Test (ARMT) to assess students' mastery of state content standards in reading and mathematics. The ARMT is a criterion-referenced test that is aligned to the Alabama content standards for reading and math. It consists of selected items from the Stanford Achievement Test (Stanford 10) and includes additional test items that were developed to be included so that all content standards were fully covered. In the spring of 2012, students were administered an updated version of the ARMT that reflected the alignment to the new Common Core Standards and Alabama College and Career Readiness Standards.

The ARMT tests students in grades 3-8 and is administered in the spring of each school year. The state of Alabama recognizes four levels of achievement on the ARMT. Level I indicates that the student does not meet the Academic Content Standards. Level II indicates the student partially meets the Academic Content Standards. Level III indicates that the student meets the Academic Content Standards, and this is the performance level that indicates the student is proficient at that grade level. Level IV indicates that the student exceeds the Academic Content Standards. Students at Mountain Brook Junior High have consistently met or exceeded the content standards, with most students exceeding the standards.

B. For the past five years, Mountain Brook Junior High has seen consistent achievement among all students. In mathematics, 7th and 8th grade students meeting and exceeding the benchmarks is greater than 97%. This high achievement was maintained even as the ARMT was changed to align with the more rigorous Common Core Standards and Alabama College and Career Ready Standards in 2011-2012. The percentage of 7th and 8th grade students exceeding the standards has also increased, with only a slight dip in the percentages occurring with the administration of the new more rigorous assessment. In the 2012-2013 school year, over 84% of 7th and 8th graders exceeded the standards on the math assessment. The 7th and 8th grade students are also high achieving on the reading assessment with over 97% of students meeting or exceeding the standards. Special Education students also score well and their achievement has consistently increases, with dips only occurring with the changes in the test.

Achievement gaps do exist for Mountain Brook Junior High students in both reading and math. In reading for 7th and 8th graders, a significant gap exists for special education students. In reading for 7th graders, there is a gap of 18 percentage points. A gap of 25 percentage points exists for 8th grade special education students in reading. The gap for math is 26 percentage points for 8th grade and 18 percentage points for 7th grade. It should be noted that the percentages of students meeting or exceeding standards is above 73% for special education students on both subtests in both grades for the 2012-2013 school year.

To provide additional instruction and support for students struggling in math and reading, Mountain Brook Junior High added academic skills classes, resource lab classes, and math lab classes to the schedule. Those students who need academic support, as well as help with executive functioning skills, receive assistance during that time. Live instruction and research-based instructional software are utilized to meet the individual needs of students. The master schedule has also been modified to include an academic opportunities (AO) period for all students to receive extra help and support from teachers during the school day. Students are purposefully placed with an AO teacher who not only provides academic support, but also serves as an advisor and advocate. If students need help in another academic area, they are able to receive help from that academic teacher then.

2. Using Assessment Results:

A. Because teachers at Mountain Brook Junior High have developed strong professional learning communities, common assessments are administered regularly for formative and summative purposes. By employing a variety of assessment types and formats, students can show mastery of standards in multiple ways. The data from assessments is then utilized for both short-term and long-term planning.

Teachers use formative assessment data to determine how well students understand the content and to know if students are ready to continue on to new information. These assessments help gauge the readiness level to move deeper and to a more rigorous level with current information. Teachers also use this data to evaluate if reviewing or re-teaching is needed. Data is used to determine if students need intervention or one-on-one support. Teachers administer pre-tests to assess where students are before new units and lessons begin. The pre-assessment data allows teachers to structure lessons to fill in any gaps in the students' previous learning, as well as adjust the pace of content that they already know.

Assessments are continuously used to improve instruction. If an assessment reveals an area in many students simply did not master the content, the teachers then know that they need to reteach that concept. This is an on-going process that enables teachers to do their jobs more effectively. Assessment data provides information that allows teachers to develop instructional and intervention strategies to best meet the needs of students. Teachers take time to reflect on assessments and analyze the results in their professional learning communities. Additionally, students are provided opportunities to give feedback on their preparation, how closely they feel the test reflected what was taught in class, and if the test expectations were clearly communicated.

If the learning community identifies that an individual student is having difficulty with mastery, the student may be referred to a particular teacher during their Academic Opportunities period. The teacher may also provide tutoring before or after school. The Academic Opportunities period is structured to give students who need more intensive instruction the one-on-one help they need. Students are sometimes referred to the school-level academic support team so a more structured plan of intervention may be developed. If the level of intervention needed is significant, a student may be placed in a Math Lab class or Academic Skills class to receive additional support for a longer period of time each day. Students in those classes are progress-monitored through multiple processes and assessments like Global Scholar and Compass Learning to ensure they get back on track and are successful on grade level standards.

B. Mountain Brook Junior High communicates in many ways with parents, students, and the community. During the school year, most teachers maintain a Moodle rooms site to allow students and parents to access classroom calendars and syllabi and also to communicate assignments and expectations with students and parents. All teachers use email or face-to-face meetings with students and parents regarding student performance. Parents have home access to the school's database software, Software Technology, Inc. (STI). Through the home portal, parents can monitor performance on individual class assignments and overall course grades. Additionally, students meet with their Academic Opportunities teacher every week to discuss overall performance in classes.

The Mountain Brook Junior High guidance department communicates standardized test scores to individual students and their parents as soon as those scores are available. The school administers the EXPLORE test annually and the ARMT annually in the spring. When the scores are available, counselors meet with students as appropriate to communicate the scores and notify parents that the scores are available. The counselors also hold group meetings with students and parents periodically to discuss how to interpret the test scores the students are receiving.

Mountain Brook Junior High administrators communicate often to the community-at-large regarding student performance and expectations. The school website is maintained and includes a parent link.

3. Sharing Lessons Learned:

Each year, teachers at Mountain Brook Junior High meet with other teachers across the school community to share successes and challenges across grade levels. Because it is important to the success of students, teachers work closely with elementary and high school teachers to recommend the best placement of students. Strategies are shared for preparing students for the transition between schools. Teachers work closely with guidance counselors to ensure each student has a plan for success, which includes information about any enrichment or intervention that proved to be effective with students. Subject-area teachers meet throughout the year and in the summer to evaluate their instructional program and the vertical alignment of standards.

Mountain Brook Junior High faculty and staff share effective instructional practices at local, state, and national meetings. The principal and assistant principals have hosted visiting schools who have requested information about the schedule and the structure of the Foreign Language program. The staff development specialist has presented information related to the implementation of the new Common Core Standards and Alabama College and Career Readiness Standards at local, state, and national venues. Because she served at the 2013 Teacher of the Year for the state of Alabama, she is frequently asked to share successful practices related to the work being done at the school. Her experiences with and understanding of the National Board certification process has allowed her to be involved with other certified teachers in the district, as well as across the state and nation. She has developed professional learning sessions to help teachers who are in the process of renewing their certification. Other certified teachers in the school have co-presented with her and they also share these reflective processes with other teachers in the building.

The assistant principal of curriculum attends meetings sponsored by the Alabama Best Practices Center to share ideas with staff from other state schools. She has presented at group meetings of teachers and principals across the state to share how the teachers are implementing standards and using the standards to develop a rigorous curriculum for students. The principal sends teachers to participate in workshops to learn about effective practices such as Powerful Conversations, the College and Career Readiness Implementation Team meetings, and technology conferences such as ISTE. The technology coordinator is highly regarded and presents nationally the many things that teachers are implementing with technology integration. When teachers attend outside workshops and meetings such as ISTE, CoSN, Learning Forward, and National Council of Teachers of Math, the expectations is that they will share what they have learned with the faculty and work closely to implement new strategies within professional learning communities.

4. Engaging Families and Community:

The parents of Mountain Brook Junior High students are considered partners in the education of their children. Every effort is made to ensure their full participation in important decision and to keep them informed of what is going on in their child's classroom. By involving families directly and communicating important information, the likelihood that the students will be successful is increased. Teachers and staff also collaborate with other educators in the community to share ideas and seek out information in their areas of expertise.

Teachers are available to our parents during their planning periods, as well as before and after school. Every effort is made to accommodate the schedule of parents when meetings are planned. Many teachers send weekly email to parents to let them know what has been taking place in the classroom and what activities and assignments are upcoming. Most also maintain Moodlerooms pages that list classroom calendars, agendas, assignments, resources.

Each teacher has a phone in their classroom which allows them more freedom and access to call parents to share both positive and constructive feedback regarding their child's progress.

Parents and community members are often classroom participants by being a part of special activities like Pi Day, as well as sharing their work experiences through Career Day. Parents are invited to visit classrooms whenever students are giving presentations and to tour the Sidewalk Art project in the spring. The school hosts an open house each fall that allows parents to meet all of their child's teachers and experiencing a snapshot of their day by following and walking their child's schedule. This year, two of our 9th grade advanced teachers offered a second open house in the winter to discuss class issues with parents. This close contact with families, especially those of struggling students, makes a difference in keeping students on track and increasing their success in the classroom.

Parents and the PTO support every aspect of the school program and are a contributing partner to the success of extra-curricular groups like the arts, athletics, and academic teams. Mountain Brook Junior High has a very active PTO that supports the school and teachers through fundraising and volunteering. They are also involved with the school sponsored student service organization.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Mountain Brook Junior High offers a multitude of curricular offerings in each academic area.

English courses offered are English 7-9 and Advanced English 7-9. To enroll in advanced English courses students must complete a writing portfolio assessment each year. Teachers from the sending and receiving grades meet to collaboratively score the portfolios to determine the recommended placement for students. In 7th grade English, the theme throughout the year is “Identity,” with much of the literature relating to this theme. The theme throughout 8th grade is “The Hero’s Journey,” with much of the literature read in the classroom relating to this theme. The focus of 9th grade is a survey of world literature.

Math courses offered are eight 7th grade Pre-Algebra, Advanced 7th grade Pre-Algebra (which teachers both 7th and 8th grade math standards), Advanced 7th grade Pre-Algebra Team, 8th grade Pre-Algebra, Advanced 8th grade Algebra I, Advanced 8th grade Algebra I Team, 9th grade Algebra I, 9th grade Geometry, 9th grade Advanced Geometry, and 9th grade Advanced Geometry Team.

Science offers 7th grade Life Science, 8th grade Physical Science, 9th grade Biology, and 9th grade Advanced Biology.

Social Studies offers 7th grade Civics and World Geography, 8th grade offers an advanced and regular levels of Ancient World History, and 9th grade offers advanced and regular levels of Modern World History. As an elective option, Mountain Brook Junior High will be offering AP Human Geography next year to 9th graders.

The teachers at Mountain Brook Junior High utilize numerous effective strategies for delivering instruction and ensuring student engagement. The district motto, which is Effective, Challenging, and Engaging reflects those ideals for instruction that are embraced by the teachers. Each year, the administration and central office staff conduct professional learning sessions that focus on Dr. Phillip Schlechty’s Working on the Work 10 Design Qualities of for creating engaging student work. These design qualities help teachers to enhance the likelihood of students’ being engaged in the tasks and activities they want them to complete by building into the work those qualities that are most likely to appeal to the values, interests, and needs of the students involved. In addition to this training, teachers attend outside conferences and in-house professional development on using 21st century technology skills, developing standards-based lessons, using Webb’s Depth of Knowledge to increase the rigor of assignments, and using cooperative learning strategies in reach all learners.

Last year approximately 97% of Mountain Brook students went on to post-secondary education. Therefore, instruction at the secondary level is focused on preparing students for college-level work. The junior high faculty sets high standards for student work, and their expectations are shown in the level of student achievement seen as students move to Mountain Brook High School. The average ACT score for a Mountain Brook student is 27.3, well above the state and national averages.

Other programs at Mountain Brook Junior High foster excellence as well. The visual and performing arts programs consistently earn local, state, and national recognition. The visual arts department students are regularly featured in art shows at the district and state levels. The performing arts departments feature an award-winning band program that has receives excellent ratings in the many competitions they attend. The choral department produces students who have received multiple awards for their performances. The physical education program is directed by National Board Certified teachers who consistently offer outstanding units of study emphasizing life-long skills and the program serves as a model for others. Physical education teachers are often asked to provide professional learning sessions for other educators at the state level. The health classes partner with outside agencies to discuss with students current health issues like eating disorders and physical fitness. Students participating in Career and Technical Education classes use their imagination to build radio or computer controlled robots. In addition, the CAD program is used to

create objects utilizing a 3-D printer. This allows students early access to the application of science and engineering principals.

Mountain Brook Junior High has a thriving foreign language department, which enrolls approximately 70% of the student body, offers Spanish, French, and Latin. Advanced Placement courses in Spanish, French, and Latin: Vergil are offered at the high school and many students take more than three foreign language classes in their school careers. By offering courses as early as 7th grade, students are able to take more than four years of a language and sometimes take more than one language. Students who complete three consecutive years of foreign language earn an Honors Academic Diploma.

2. Reading/English:

Mountain Brook Junior High Language Arts teachers utilize a variety of methods to ensure that students are prepared for the reading, writing, speaking, and listening challenges that await them at the next grade level and beyond.

Reading is a skill that teachers take very seriously, and teachers work to find a balance between texts that continue to engage students while also challenging them. Using modern texts, such as *Chasing Lincoln's Killer*, allows 8th grade students to explore an engaging piece of nonfiction. The inclusion of engaging classical texts, such as Homer's *The Odyssey* to explore theme and Orwell's *Animal Farm* to explore satire and allegory, help to ensure that students are exposed to foundational literary texts while mastering state standards. The approach to reading is simple: teachers want to continue to cultivate a love of reading while giving students the skills they need to read and comprehend more difficult texts.

Teachers also know that reading can be challenging for some students, and they work to ensure that those students can be successful readers. For students who struggle to meet grade-level requirements for reading, Mountain Brook Junior High School has a dedicated teacher who uses the Voyager Passport program to assist these students as they work to meet grade level expectations. Teachers also offer out-of-class help by providing reading guides and encouraging and sometimes requiring the use of active reading strategies that promote better understanding. The goal is for every student at Mountain Brook Junior High School to be able to read not only the lines of the text, but also between and beyond the lines of the text.

Students at Mountain Brook Junior High learn how to write in narrative, expository, and persuasive/argumentative modes throughout all three grades. From a personal narrative in 7th grade that explores how students have navigated being in trouble to a ninth grade research paper on a current topic of student interest, students at MBJH learn the importance of the process of writing. Additionally, creative writing is offered as an elective course for students who want to hone their skills as writers.

Finally, students at Mountain Brook Junior High School learn how to speak and how to listen. From learning the skills to participate in an active classroom debate to practicing their speaking skills in front of whole-school assemblies, MBJH students learn that speaking and listening are hallmarks of a solid language arts education.

3. Mathematics:

The mathematics department at Mountain Brook Junior High has a long standing history of offering student's opportunities to feel successful in their abilities regardless of their mathematical aptitude. There are a variety of ways that the department strives to do this. This year there are four levels of math courses taught at MBJH: math team, advanced, regular, and math lab levels. The math team level is intended for students who are mathematically gifted and enjoy learning and competing. Students enrolled in this course not only cover the advanced grade level curriculum, but are also provided with the opportunity to compete in math team events and contests locally, as well as nationally. These students are challenged to learn concepts that are not traditionally taught at their particular grade level and to apply their knowledge in problem-solving situations. The math lab level is an elective designed for students who struggle in math. The students enrolled in this course are also concurrently enrolled in a regular grade level mathematics

course; however, math lab provides an opportunity for re-teaching, practice, and extra support for those struggling students. Students enrolled in the advanced level are provided the opportunity to complete curriculum one year ahead of grade level, whereas students enrolled in the regular level are completing the curriculum at grade level. Regardless of the level a student is enrolled, he/she has the opportunity to feel success and be proud of his/her accomplishments.

Aside from the courses taught at MBJH, the method in which the curriculum is delivered provides students a variety of ways to learn new things, feel successful, and remember what he/she learns. Very rarely does a student walk into a math classroom and have the same experience each day. Some days, in a Geometry class, students may use oranges and their peels to “discover” the formula for surface area of spheres. Students in a Pre-Algebra class may use play food to understand the concepts of permutations and combinations. Students in an Algebra class may use technology to make connections between the graph of an exponential equation and the equation itself. The math teachers at MBJH feel that students, regardless of ability level, who have a first-hand experiences with the topics they are studying, will retain the information better and ultimately be more successful.

4. Additional Curriculum Area:

Physical Education plays a vital role in the development of the students at Mountain Brook Junior High. The school mission is for every student to find their place. Teachers have taken this mission to heart. The main focus for physical education is to offer alternative curriculum choices. This allows every student to experience some form of success in a variety of sports, activities, or fitness.

During the past few years a number of unique activities have been offered that including fishing, lacrosse, speedminton, toppleball, recreational games, net ball, as well fitness based assessment activities. Teachers have included the students’ preferences through the use of an evaluative questionnaire. At the end of each school year teachers collect this data to improve and maximize the potential of the curriculum.

Teachers understand most students will only have one more year of physical education before graduating high school. Therefore, they believe it is important to incorporate lifetime fitness activities along with technology as a part of everyday lesson plans. The physical education program provides not only a time to learn skills and fitness but also a time to develop socially, work together, and include students with all abilities and disabilities. Teachers want students’ nutritional goals to parallel with their fitness goals. Teachers expose students to the foundational principles of nutrition through setting personal nutritional and fitness benchmarks.

Not only are teachers focused on regular students who participate in physical education but they push and challenge the adapted physical education students as well. Teachers have designed a special workout program to maximize fitness levels. These students participate in this specialized program every week along with their regular inclusion classes where teachers make adaptations for their disabilities.

Another thing that sets the physical education apart is that Mountain Brook Junior High has become an incubator for developing young professionals from neighboring universities. There is a steady flow of student teachers, students observing class, and fundamental sport skills classes who learn to teach and manage students under our highly qualified physical education staff.

The physical education department at Mountain Brook Junior High strives to offer each student a wide array of curriculum activities, fitness activities, technology, and nutritional awareness not only for today but for their future. Each child is given the building blocks through physical education to be a successful adult physically, socially, and cognitively. Students leave Mountain Brook Junior High knowing they have been education in all aspects of physical activity.

5. Instructional Methods:

Mountain Brook Junior High’s instructional methods are very diverse so as to meet the needs of the diverse learners in the school. A variety of teaching and learning strategies are used that take into account the students’ varied backgrounds, experiences, learning styles, learning readiness, and achievement levels. Teachers guide students through the learning process by differentiating instruction so that students can attain

success. By meeting students where they are and pushing them to deeper and higher levels of learning, all students are able to meet high level of achievement.

Providing the instruction in a multitude of formats allows teachers to reach as many different types of learners as possible. Teachers vary instructional methods based on the skills that are being taught and then modify those methods with students who need additional help. In history classes, political cartoons and primary images are analyzed to illustrate historical concepts in addition to primary document readings. Modifications are made between advanced and regular classes, although the same skills are taught. Both focus on the development of analytical and communication skills, however advanced classes probe deeper into the content at a more rigorous level. Students are often asked to write essays that emphasize individual, independent learning. Different lesson presentations are incorporated to provide variety and styles that may address the needs of all students. There are group projects for team work (sidewalk art), individual projects to see an individual's creativity (coat of arms), lectures, and informal checks for student understanding, and learning target assessments.

Teachers use the many strategies and resources at their disposal to differentiate instruction. Cooperative learning activities give students the opportunity to interact and work together while gaining content knowledge. Technology is used effectively throughout the school. Computers, iPads, and Chromebooks are available to teachers and students for use in the media center, computer labs, and in many of the classrooms. Mountain Brook Junior High uses technology to allow every student access to the learning.

Regular classroom teachers work closely with collaborative teachers to ensure that each child is able to master learning targets. By using programs like Active Classroom, teachers are able to choose from lessons that include visual analysis, primary sources analysis, or critical thinking. Active Classroom also allows teachers to choose the Lexile level for students so struggling readers can access the content at a lower Lexile level. Students are still reading and getting the same information, just at a modified level that works for them.

6. Professional Development:

Mountain Brook Junior High School places an emphasis on professional development for all faculty and staff members. The Administrative Team believes job-embedded professional development is the key to staff learning, so the decision was made after the 2013-2014 strategic planning meetings to develop a schedule that included job-embedded development. The school's Staff Development Professional, Assistant Principal of Curriculum and Instruction, and Technology Coordinator lead professional development session for teachers each Wednesday. Topics for development are determined by analyzing the Standards Assessment Inventory survey, the PLC survey, and comments made by teachers in informal settings. Once teachers complete the surveys, a committee of teachers meets to analyze the results and determine the areas of focus for the next school year.

Teachers concentrated on their academic standards through Content Focused Professional Development. Each department meets together during 90-minute sessions and are guided with protocols to prioritize their standards and have vertical conversations. Teachers collaborate to determine gaps, omissions, or repeats and then modify the curriculum to align with standards and better meet the needs of their students. Teachers are also challenged to define and analyze the level of rigor in their classroom using both Bloom's Taxonomy and Webb's Depth of Knowledge.

PD Wednesdays provide a structured time for teachers to improve their practice to positively support student achievement. For example, teachers participate in session centered on Cooperative Learning Strategies. During each session, new strategies are introduced and practiced and then there is a debriefing of previously-used strategies. Professional Learning Communities are coached on the process of becoming Data Teams which analyze classroom data to improve instruction. Additionally, teachers are given the opportunity for Peer Observations in which they specifically look for validation of their current practices and ask questions to facilitate discussion of practice and innovative pedagogy to try in their classroom. Support of new teachers is provided through both mentoring by subject-specific colleagues and a corporate

book study providing opportunities for discussion of classroom management, planning, instruction and professionalism.

Mountain Brook Junior High continually strives to improve integration of technology by teachers and students. To facilitate this effort, teachers have participated in school-wide technology Professional Development. Sessions have include Using Technology to Communicate, Technology as an Enhancement – NOT a Distraction, Google Drive: Store Everything, Share anything, Get It Everywhere.

7. School Leadership

Students are the top priority at Mountain Brook Junior High and the driving force behind decisions made. The role of the principal and administrative team is to facilitate the growth of the whole child and continuously ask “What is best for our students?” Teachers are considered professionals and given freedom to make decisions that are in the best interest of the student.

The principal organizes the school into teams dedicated to achieve the vision of assisting each student with finding his/her place. Along with the principal, the administrative team consists of a Curriculum and Instruction Assistant Principal, Operations Assistant Principal, Staff Development Professional, and Technology Coordinator. This team works closely together to plan for student success, and with Lead Teachers to gather information and communicate the vision. Teachers are encouraged to assist in making school decisions by completing key surveys, discussing celebrations and concerns with Lead Teachers and Administrators, and assuming leadership roles in clubs, organizations, and teams at Mountain Brook Junior High School.

The principal hosts meetings with teams of students from each grade level to solicit their feedback regarding school policies and procedures. He also asks for input on club and organization offerings to be added. These meetings are intended to give students a voice.

Mountain Brook Junior High School is also designed to facilitate continuous improvement in all areas. The Leadership Team is comprised of Lead Teachers and the Administrative Team, and also includes parents and students in the data collection and goal setting process. The team met quarterly during the 2013-2014 school year to identify strengths and weaknesses, analyze data, determine areas in need of improvement, and develop action plans. After much discussion, the team settled on a three-year plan for improvement that would be monitored closely each school year. The Leadership Team discusses components found in the strategic plan on a monthly basis.

Another key component in our school’s leadership model is the Professional Learning Community structure. Teachers are organized in course-specific teams that center around analyzing data to improve student learning. The principal, assistant principals, staff development professional, and technology coordinator work closely with the PLCs to make decisions that are in the best interest of students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Alabama Reading and Math Test

All Students Tested/Grade: 7

Edition/Publication Year: 2012

Publisher: Alabama SDE

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets and Exceeds the Standards	98	98	97	98	97
% Exceeds the Standards	85	84	82	77	82
Number of students tested	371	373	345	352	331
Percent of total students tested	98	99	99	99	99
Number of students tested with alternative assessment	2	2	2	1	1
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets and Exceeds the Standards					
% Exceeds the Standards					
Number of students tested					
2. Students receiving Special Education					
% Meets and Exceeds the Standards	80	73	61	79	72
% Exceeds the Standards	20	20	22	36	39
Number of students tested	26	15	17	28	17
3. English Language Learner Students					
% Meets and Exceeds the Standards					
% Exceeds the Standards					
Number of students tested					
4. Hispanic or Latino Students					
% Meets and Exceeds the Standards					
% Exceeds the Standards					
Number of students tested					
5. African- American Students					
% Meets and Exceeds the Standards					
% Exceeds the Standards					
Number of students tested					

6. Asian Students					
% Meets and Exceeds the Standards					
% Exceeds the Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets and Exceeds the Standards					
% Exceeds the Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets and Exceeds the Standards					
% Exceeds the Standards					
Number of students tested					
9. White Students					
% Meets and Exceeds the Standards	98	98	97	99	97
% Exceeds the Standards	85	84	82	77	82
Number of students tested	371	373	345	352	331
10. Two or More Races identified Students					
% Meets and Exceeds the Standards					
% Exceeds the Standards					
Number of students tested					
11. Other 1: Other 1					
% Meets and Exceeds the Standards					
% Exceeds the Standards					
Number of students tested					
12. Other 2: Other 2					
% Meets and Exceeds the Standards					
% Exceeds the Standards					
Number of students tested					
13. Other 3: Other 3					
% Meets and Exceeds the Standards					
% Exceeds the Standards					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 8
Publisher: Alabama DOE

Test: Alabama Reading and Math Test
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets and Exceeds Standards	99	98	98	98	98
% Exceeds Standards	84	81	85	78	77
Number of students tested	377	343	346	328	333
Percent of total students tested	99	99	100	100	99
Number of students tested with alternative assessment	2	2	1	1	2
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
2. Students receiving Special Education					
% Meets and Exceeds Standards	73	80	83	75	75
% Exceeds Standards	33	30	38	40	20
Number of students tested	15	21	17	26	20
3. English Language Learner Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
5. African- American Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
6. Asian Students					
% Meets and Exceeds					

Standards					
% Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
9. White Students					
% Meets and Exceeds Standards	99	98	98	98	98
% Exceeds Standards	85	81	86	79	79
Number of students tested	377	343	346	328	333
10. Two or More Races identified Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 7
Publisher: Alabama DOE

Test: Alabama Reading and Math Test
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets and Exceeds Standards	99	100	99	99	98
% Exceeds Standards	91	93	91	91	90
Number of students tested	371	374	345	349	331
Percent of total students tested	98	99	99	99	99
Number of students tested with alternative assessment	2	2	2	1	1
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
2. Students receiving Special Education					
% Meets and Exceeds Standards	81	100	83	89	72
% Exceeds Standards	31	47	44	55	39
Number of students tested	26	15	17	28	17
3. English Language Learner Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
5. African- American Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
6. Asian Students					
% Meets and Exceeds					

Standards					
% Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
9. White Students					
% Meets and Exceeds Standards	98	99	99	99	98
% Exceeds Standards	91	93	91	91	90
Number of students tested	371	374	345	349	331
10. Two or More Races identified Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 8
Publisher: Alabama DOE

Test: Alabama Reading and Math Test
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets and Exceeds Standards	98	97	97	97	97
% Exceeds Standards	79	75	84	87	82
Number of students tested	377	343	346	328	333
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Number of students tested with alternative assessment	2	2	1	1	2
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
2. Students receiving Special Education					
% Meets and Exceeds Standards	73	65	79	70	60
% Exceeds Standards	13	25	50	45	30
Number of students tested	15	21	17	26	20
3. English Language Learner Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
5. African- American Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
6. Asian Students					
% Meets and Exceeds					

Standards					
% Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
9. White Students					
% Meets and Exceeds Standards	98	97	98	98	98
% Exceeds Standards	78	75	84	87	97
Number of students tested	377	343	346	328	333
10. Two or More Races identified Students					
% Meets and Exceeds Standards	0				
% Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
% Meets and Exceeds Standards					
% Exceeds Standards					
Number of students tested					

NOTES: