

## WESTMONT JUNIOR HIGH SCHOOL



### 2018-2019 SCHOOL STATISTICS

Designated in 2019

Re-Designated in

Community Size - Suburban

School Enrollment - 266

Grade Levels - 6-8

School Calendar - Traditional

Free & Reduced Lunch - 36%

English Learners - 6%

Students with Disabilities - 16%

CUSD 201

944 N. Oakwood Drive

Tel 630-468-8200

Principal - John K. Jonak

<https://www.cusd201.org/Domain/10>

### School Characteristics and Replicable Practices

#### Academic Excellence

WJHS is a high performing middle school that challenges all students to use their minds well and believes that all students can meet high academic standards.

Curriculum, instruction, assessment, and appropriate academic interventions are aligned with standards and follow our district's Small Giant Vision.

Within the past 5 years, curriculum maps were created for every course, aligned to standards and articulated through each grade level to ensure rigorous, non-repetitive sequences.

Students have opportunities to view and evaluate work in their classes as they work toward

### 2018-2019 School Demographics

- **African American - 8%**
- **Asian - 5%**
- **Caucasian - 62%**
- **Filipino - 0%**
- **Hispanic - 20%**
- **Native American - 0%**
- **Pacific Islander - 0%**
- **Other - 0%**
- **Two or More - 5%**

mastery of specific standards/goals. Students revise their work based upon immediate and meaningful feedback from classroom teachers in the form of rubrics, informal assessments, and anecdotal notes.

The curriculum emphasizes deep understanding of important concepts and development of essential skills, as highlighted in our interdisciplinary and community-based projects.

The 6th grade Renaissance Faire unit and 8th grade Decades Project provide for multi-disciplinary instruction across the entire grade level, including exploratory classes.

The faculty & master schedule provide students time to meet rigorous academic standards. STAR, a resource class allows students to have extra time to learn content, concepts, or skills as needed.

Targeted intervention instruction is delivered by a content area specialist on a daily basis to students in need of reading & math support. Students who are consistently mastering standards are assigned to an enrichment class. This type of flexible schedule allows for re-teaching and extended learning opportunities such as compacted curriculum for the accelerated and gifted learner.

Teachers meet in grade level teams on a daily basis to articulate their content-area goals for current units of study, allowing teachers to be able to support students in STAR if more time for instruction is needed.

Once a week, PLC's offer teachers an opportunity to collaborate vertically & horizontally using a rigorous, fluid scope/sequence. PD sessions provide collaboration on assessment--for example, tech tips shared by Technology Coach.

Every Tuesday, teams are visited by either Admin, Instructional Coach, or Tech Coach who provide targeted instruction on initiatives and programming such as Mastery Connect, Study Island, or the Learning Continuum in NWEA MAP. Teachers direct the Tuesday time by prioritizing their own learning needs.

## **Developmental Responsiveness**

Westmont Junior High is a high performing middle school that is sensitive to the unique developmental challenges of early adolescence. Our staff creates a personalized environment that supports each student in a variety of ways.

Students have regular opportunities to participate in a wide variety of physical development activities such as: 9 after school clubs, 15 sports programs, band and choir performances along with a yearly musical or play, an outdoor education experience, Snowflake, and Student Council. Our school provides access to comprehensive services to foster healthy development physically, socially, emotionally, and intellectually. Many of these services are led by the school social worker and include student exposure to Social- Emotional activities she leads each month through students' STAR classes. The social worker also runs independent or small group works for students who have more specific needs.

Students with difficulties often get assistance through our emotional support dog, Emmy. The social work supports a Backpack Food Program for families in need of assistance which helps our students and their families.

All teachers at Westmont Junior High foster the development of social skills in a structured and supportive environment. Our teachers incorporate a diverse set of instructional strategies to encourage social skill building in educational space. These include, but are not limited to: cooperative learning groups, demonstrations in science and social studies, student opportunities to give public speeches, differentiation of reading materials, and visualization through drawings in notebooks or poster presentations.

WJHS furnishes a full, rich Fine Arts Department with a musical every other year, as well as a Fine

Arts Festival every year. Student Council sponsors a yearly talent show and there are numerous opportunities for art and musical contests and performances.

WJHS also fosters creativity and curiosity in our Makerspace Lab, daily STEAM class, yearly STEM activities, and robotics summer school course. We feel that with the wide-range of activities presented to students, all can find their niche.

WJHS hosted a Parent Night on "Social Media and Your Jr. High Student"; then in February 2018, we organized another Parent Night: "Raising a Resilient Teen". The principal and parents also took part in a book talk.

One way our staff provides all students with opportunities to develop citizenship skills and a global perspective is through the Seeds of Hope Cafe, which is a student-led project that supports and monetarily benefits students in other countries.

The WJHS educational community engages in powerful, meaningful learning opportunities through Hope For the Day, a non-profit which provides resources and support for students social and emotional needs.

A key component of WJHS student experience is to put into practice all their social-emotional growth through the SSLC (Student Service Learning Commitment) program, a school-wide initiative that is a required graduation element. The goal of this program is to extend the schools' connection by committing to community volunteerism and awareness.

## **Social Equity**

During "Cinco de Edito" (May 5th), all 8th grade students work with faculty, administration, and community members to edit their research paper as a final phase of revision. As community gathers for this event, they are committed to helping each student produce proficient work. WJHS students actively participate in student conferencing and goal setting with their teachers, chiefly in reading and math.

All students can find support, mentoring, and additional tutoring through daily, STAR class and after-school Homework Club. Additional evidence of our commitment occurs during an enrichment period (E-Period), which also takes place 4 days per week.

A student's E-Period changes every 3 weeks so they are given many chances to experience different sessions that can enrich their lives. Rotations include yoga class, Rube Goldberg class, future cities, Lego Mindstorms, science of the National Parks, and Sign Language.

In its 4th year, our common writing assessments are given at the start/end of the year. It provides consistent, direct information so teachers can meet the specific instructional needs of students. WJHS is a 1:1 Chromebook school so all students have access to use technology to research, analyze data, read a variety of text online, and participate in online simulations to solve complex problems.

WJHS students have opportunities to learn about and appreciate their own and others' cultures. Through a yearly, K-12, Multicultural Fair, students and families have an opportunity to share their culture, traditions, and beliefs through sharing of ethnic recipes.

Staff work with students and community to offer different social/emotional learning (SEL) experiences. About 30% of our students attend a yearly, overnight Operation Snowflake event. Our social worker facilitates: SEL lunch groups for about 15% of students, Girls On The Run (E-Period) group for approximately 6% of students, and Safe Spaces E-Period once per semester for LGBTQ discussions among other things.

All students work directly with Hope For The Day, an outreach program committed to raising the visibility of resources/info to break the silence of stigma associated with suicide.

## **Organizational Support**

WJHS is a high performing middle school where learning organizations establish norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence.

Our administration holds the school improvement process together with monthly BLT, team leader, and PTO meetings and weekly meetings with instructional and technology coaches.

With transparent, highly visible data walls, expectations of continuous improvement permeate our culture that has been created by our staff in our Data Carousel. Staff conferences with all students to be active participants in academic goal setting based on standardized testing.

Several years ago, our principal initiated a PLN (Professional Learning Network) with principals from the surrounding area to strengthen PD for staff and administration. In spring 2018, some staff joined admin on a committee to organize and host a Middle School EdCamp at WJHS.

Surrounding Dupage county schools were invited to attend, learn, share, and network.

Administration promotes teacher peer observations and classroom visits to improve instructional practices, twice a year, at minimum. Instructional coaching is evident in coaching cycles with teachers via free, online course offerings. Professional learning, from an instructional coach and technology coach, is a regularly scheduled monthly experience at grade level team meetings.

WJHS is part of a K-12 unit district with various community partnerships including: Westmont Police/Fire Departments, Westmont Chamber, Westmont Community Events, Westmont Park District, and local small businesses.

Our district provides a state approved New Teacher Mentor Program for year one/two teachers. WJHS leadership team, along with a data consultant, holds itself accountable for student success through three scheduled Data Days each year. During Data Day, the team collects, analyzes, and uses data to make Tier 1, and Tier 2/3 decisions. Evaluation data is generated through the State of Illinois 5 Essential Survey as well as a longitudinal climate survey from Westmont Teachers' Association (WTA).