

2016 - 2018 Brookside Elementary School Improvement Plan

Brookside Elementary School Contact Information

School	Brookside Elementary	Courier Number	360340
Address	1925 Auten Rd.	Phone Number	704-866-6283
	Gastonia, NC 28054	Fax Number	704-866-6294
School Website	www.gaston.k12.nc.us/Domain/13	Principal	Logan McGuire

Brookside Elementary School: School Improvement Team Membership

From GS 115C-105.27: "The principal at each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personal, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot... Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff. "

Committee Positions	Name	Email Address	Date Elected
Principal	Logan McGuire	plmcguire@gaston.k12.nc.us	7/1/2016
Assistant Principal	Ellen Todd	aetodd@gaston.k12.nc.us	7/1/2017
Teacher Representative	Chrissy Felton	cefelton@gaston.k12.nc.us	8/1/2015
Teacher Representative	Christy Shout	cdshout@gaston.k12.nc.us	8/24/2016
Teacher Representative	Michelle Leagan	mpleagan@gaston.k12.nc.us	8/7/2017
Teacher Representative	Yolanda Glenn	ydglenn@gaston.k12.nc.us	6/1/2017
Teacher Representative	Beverly Ellis	baellis@gaston.k12.nc.us	8/24/2016
Teacher Representative	Teresa Scott	tlscott@gaston.k12.nc.us	8/7/2017
Instructional Support Representative	Janele Shrum	jnshrum@gaston.k12.nc.us	2/24/2017
Instructional Assistant	Norma Bowers	mcbowers@gaston.k12.nc.us	9/1/2016
Parent Representative	Lindsay Fender	lindsayfender@gmail.com	9/9/2016

Principal Signature: _____

Date: _____

Date Prepared: _____

GCS Board Approval Signature: _____

Date: _____

2016 - 2018 Brookside Elementary School Improvement Plan

Gaston County School's Values

	Beliefs		Four C's	
	Safety		Commitment	
	Diversity		Community	
	Innovation		Communication	
	Collaboration		Choice	
	Excellence			

Gaston County School's Vision and Mission Statement

Vision: The vision of Gaston County Schools is to inspire success and a lifetime of learning

Mission: Through outstanding employees and community partners, Gaston County Schools provides innovative educational opportunities for all students in a safe and nurturing learning environment

Brookside Elementary School's Mission and Vision Statement

Vision: The vision of Brookside Elementary is to provide a strong educational foundation that creates responsible, respectful, lifelong learners.

Mission: Through school, home and community partnerships, Brookside Elementary will use all available tools including technology to provide a safe and nurturing learning environment that prepares all students for successful lives in the 21st Century.

Brookside Elementary School SMART GOALS

Based upon data analysis our focus will be upon the following outcomes:

1. Increase the percent of students who are proficient in overall reading by 10 percentage points in Grades 3 through 5.

2. Increase the percent of students who are proficient in overall math by 12 percentage points in Grades 3 through 5.

Gaston County Schools Strategic Goals

Goal 1: Every student will graduate prepared for post-secondary opportunities

Focus Area	1.1 Increase the graduation rate
	1.2 Increase students completing Career and Technical Education courses and opportunities
	1.3 Increase the number of students who graduate from high school with post-secondary credit

Goal 2: Every member of our diverse student population has the opportunity for individualized instruction.

Focus Area	2.1 Increase the percentage of students reading on or above grade level by the end of the third grade
	2.2 Increase the strategies and tools available to ensure success of all students
	2.3 Increase opportunities for a wide variety of academic choices

Goal 3: Every employee is capable and committed to the education of the whole child.

Focus Area	3.1 Attract and retain a high qualified workforce in all schools, including high-needs areas, through increased incentives.
	3.2 Provide employees increased access to quality, research-based professional development
	3.3 Survey students annually to determine the level of administrator-student relationships, teacher-student relationships, and overall school classroom climate

Goal 4: Every school has up-to-date technology to support teaching and learning.

Focus Area	4.1 Ensure all schools have sufficient wireless coverage
	4.2 Increase the use of technology as a communication tool for all stakeholders
	4.3 Increase the number of teachers and students who effectively use digital learning tools

Goal 5: Every student has the opportunity to learn in a safe school environment.

Focus Area	5.1 Increase facility safety features
	5.2 Increase anti-bullying efforts at every school
	5.3 Increase community resources to maximize student support systems

Strategic Plan K-2 Level Strategies and Monitoring

Assessments Kindergarten	Math - Kindergarten Math Assessment			OR	Math - AMC Anywhere				Notes:		
	Rank:				Rank:						
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal				
	Strategies and Measures:				Strategies and Measures:						
Assessments Kindergarten	Reading - mClass TRC Levels			AND	Reading - DIBELS Composite Score						
	Rank:				Rank:						
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal				
	Strategies and Measures:				Strategies and Measures:						
Assessments First Grade	Math - STAR Math			AND	Math - AMC Anywhere			OR	Math - 1st Gr Math Assessment		
	Rank:				Rank:				Rank:		
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal
	Strategies and Measures:				Strategies and Measures:				Strategies and Measures:		

Assessments First Grade	Reading - mClass TRC Levels			AND	Reading - DIBELS Composite Score				Notes:		
	Rank:				Rank:						
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal				
	Strategies and Measures:				Strategies and Measures:						
Assessments Second Grade	Math - STAR Math			AND	Math - AMC Anywhere			OR	Math - 2nd Gr Math Assessment		
	Rank:				Rank:				Rank:		
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal
	Strategies and Measures:				Strategies and Measures:				Strategies and Measures:		
Assessments Second Grade	Reading - STAR Reading			AND	Reading - mClass TRC Levels			AND	Reading - DIBELS Composite Score		
	Rank:				Rank:				Rank:		
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal
	Strategies and Measures:				Strategies and Measures:				Strategies and Measures:		
	Retentions				Notes:						
	Rank:										

Retentions	School Current Status		School's 2015-2016 Goal	
	Strategies and Measures:			

Elementary School level Strategies and Monitoring

Assessments Third Grade	Math			Reading			Notes:		
	Rank:			Rank:					
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal			
	57.9	66.2	69.74	50	66.8	65.33			
	Strategies and Measures: Utilize remediation teacher to provide small-group instruction for bubble students; Increase student engagement in math instruction through enhanced technology integration and research-based instructional technology			Strategies and Measures: Utilize the Lucy Calkins Units of Study for the Teaching of Reading; Provide ongoing support to teachers in implementation of the Units of Study; Utilize remediation teacher to provide small-group instruction for bubble students					
Assessments Third Grade Sub-groups	LEP			SWD			EDS		
	Rank:			Rank:			Rank:		
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
	NA			10	45.7		51.2	58.4	
	Strategies and Measures:			Strategies and Measures:			Strategies and Measures:		
Assessments Third Grade Sub-groups	Black			Hispanic			Notes:		
	Rank:			Rank:					
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal			
	45.5	55.7		30.8	58.8				
	Strategies and Measures:			Strategies and Measures:					

Assessments Fourth Grade	Math			Reading			Notes:		
	Rank:			Rank:					
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal			
	51.5	67.3	66.67	60.4	67.1	68.63			
	Strategies and Measures: Utilize remediation teacher to provide small-group instruction for bubble students; Increase student engagement in math instruction through enhanced technology integration and research-based instructional technology			Strategies and Measures: Utilize the Lucy Calkins Units of Study for the Teaching of Reading; Provide ongoing support to teachers in implementation of the Units of Study; Utilize remediation teacher to provide small-group instruction for bubble students; Assign 4th-grade students labeled as transitional according to RtA guidelines to one class, where they receive consistent support and small-group instruction					
Assessments Fourth Grade EC	Math			Reading			Notes:		
	Rank:			Rank:					
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal			
	15.4	NA		7.7	NA				
	Strategies and Measures:			Strategies and Measures:					
Assessments Fifth Grade	Math			Reading			Science		
	Rank:			Rank:			Rank:		
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
	57.1	65.8	66.67	54.3	65.8	57.97	72.9	70.1	76.81
	Strategies and Measures: Utilize remediation teacher to provide small-group instruction for bubble students; Increase student engagement			Strategies and Measures: Utilize the Lucy Calkins Units of Study for the Teaching of Reading; Provide ongoing support to teachers			Strategies and Measures:		

bubble students, increase student engagement in math instruction through enhanced technology integration and research-based instructional technology

Reading, Provide ongoing support to teachers in implementation of the Units of Study; Utilize remediation teacher to provide small-group instruction for bubble students

Assessments
Fifth Grade
EC

Math		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
54.5	NA	
Strategies and Measures:		

Reading		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
45.5	NA	
Strategies and Measures:		

Science		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
45.5	NA	
Strategies and Measures:		

Retentions

Retentions		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
Strategies and Measures:		

Notes:

2016 - 2018 Brookside Elementary School Improvement Plan

Smart Goal # 1			
Strategic Plan Goal:		Goal 3	
Strategic Plan Goal focus area: (GCS Strategic Goals)		2.1, 3.2	
Current Status: Students in Grades 3-5 were 54.47% proficient in reading, according to 2016 EOG scores.			
School Interim (Year 1) Goal 2016-2017: Increase the percent of students in Grades 3 through 5 who are proficient in overall reading by 5 percentage points, with a target of 59.47% proficiency.			
School (Year 2) Goal 2016-2018: Increase the percent of students in Grades 3 through 5 who are proficient in overall reading by an additional 5 percentage points, with a target of 64.47% proficiency.			
Data Used: mClass, STAR data, BOG data, RtA passages			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
Utilize the Lucy Calkins Units of Study for the Teaching of Reading across Grades K-5; Provide ongoing support to teachers in implementation of the Units of Study	Grade level teachers, administration, district curriculum facilitators, computer lab assistant	mClass data, STAR Reading data, anecdotal notes, BOG data, RtA passages	Monthly
Utilize 3-5 remediation teacher to provide small-group instruction for bubble students	Remediation teacher, grade level teachers, MTSS team	mClass data, STAR Reading data, MTSS student-specific plans	Ongoing
Assign 4th-grade students labeled as transitional according to RtA guidelines to one class, where they receive consistent support and small-group instruction.	Mrs. Thornburg, 4th-grade teachers, EC teachers, remediation teacher, MTSS team	mClass data, STAR Reading data, anecdotal notes, RtA passages	Monthly
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
Select grade-level teachers, administration, instructional facilitator	Home-Grown Institute for Units of Study for the Teaching of Reading, ongoing administrative support cohort	Trainers from Columbia University Teachers' College / Roxann Jimison	August 2016 through May 2017
Teachers who did not participate in Home Grown Institute or previous one-day workshop	One-day workshop in the Units of Study for the Teaching of Reading	Shannon Hullett	September 2016

Total Number of Staff Members:			
Number of Staff Members Approving Plan:		% of Staff Members Approving Plan:	
District Level Approval of School Improvement Plan			
Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:			
Assistant Superintendent for Administration Signature/Date /Comments:			
Chief Accountability Officer Signature/Date/Comments:			
Title I Director Signature/Date/Comments(Title I Schools Only):			
Monitoring Date 1:			
What did the data tell you? List your data and be specific.			
<p>STAR Reading NCE baseline (BOY) reflected the following: 44.6 school-wide (3rd grade=41.8, 4th grade=47.3, 5th grade=45.0). January NCE reflected the following: 48.8 school-wide (3rd grade=51.5, 4th grade=47.5, 5th grade=47.4). This was an increase of +4.2 (3rd grade=+9.7, 4th grade=+0.2, 5th grade=+2.4). These data tell us that we need to grow 10.67 points to reach our goal of 59.47 proficiency.</p>			
Did the strategie(s) lead you toward your goal? How do you know?			
<p>According to NCE, students are making overall slow growth in reading. Students in 4th grade transition class are benefiting from small-group instruction but are not making expected growth according to NCE. Remediation teacher is proving effective in reading; the students she is serving have increased their NCE by an average of 7.71 (3rd graders=+8.40, 4th graders=+7.37, 5th graders=+7.35).</p>			
Are the strategies being faithfully implemented? How do you know? What will you do if they're not?			
<p>Units of Study are being implemented with fidelity. Transition students in 4th grade are assigned to one class. Remediation teacher is working with bubble students in Grades 3-5 on a regular basis.</p>			
Do the strategies need to be changed? If so, describe your process.			

<p>We plan to keep the strategies in place, with the exception of the remediation teacher, as she has transferred to a different position in our school. In place of the remediation teacher, we plan to implement a comprehensive tutoring program. This program will focus on bubble students, and students who were previously proficient on the EOG but are currently demonstrating NCE scores below 60. The program will include outside tutors during the school day for 3 days per week, as well as after-school tutoring by school staff and a before-school Compass Learning club 2 days per week. Data will be monitored on a monthly basis, and adjustments to tutoring groups will be made accordingly, based on student NCE scores. Additionally, we plan to incentivize improved performance on STAR assessments for students and teachers, and to increase communication with families regarding STAR results from the administration level.</p>	
<p>Chief Accountability Officer Signature/Date/Comments:</p>	
<p>Peer Signature/Comments:</p>	
<p>Monitoring Date # 2:</p>	
<p>What did the data tell you? List your data and be specific.</p>	
<p>Did the strategie(s) lead you toward your goal? How do you know?</p>	
<p>Are the strategies being faithfully implemented? How do you know? What will you do if they're not?</p>	
<p>Do the strategies need to be changed? If so, describe your process.</p>	
<p>Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:</p>	

Assistant Superintendent for Administration Signature/Date /Comments:	
Chief Accountability Officer Signature/Date/Comments:	

Section I. Goal # 1: Brookside Elementary			
15-16 (Current Status)	54.47%	2016-17 Target	59.47%
		2017-18 Target	64.47%
Status as of June/July 2017	55.10%	Year one target met? (Yes or No)	No
Section II Year One Target Met			
Adjusted Target			
**** Please add your new strategies below			
Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?
Section III Year One Target Not Met			
Adjusted Target for 2017-18	57.90%	**** Please add your new strategies below	
Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?
Utilize strategic data-driven small-group instruction to support all students on their individual levels	Grade level teachers, administration, instructional facilitator, district curriculum facilitator	Anecdotal notes and data, mClass data (Grade 3), STAR data	Weekly, Monthly, Quarterly
Utilize uniform strategies across grade levels for reading instruction and test-taking success, using beneficial supplementary materials	Teacher leaders, grade level PLCs, administration, instructional facilitator	mClass data (Grade 3), STAR data, mock EOGs	Monthly/Quarterly
Section IV. What Professional Development is needed for year two?			

Section V. Reviewed by 6/20/2017

Executive Director

Brookside will continue to implement the small group instruction in the area of Reading. The district will review any supplemental materials and provide feedback. Jodi Edwards

2016 - 2018 Brookside Elementary School Improvement Plan

Smart Goal # 2			
Strategic Plan Goal:		Goal 2	
Strategic Plan Goal focus area:		2.2, 4.3	
Current Status: Students in Grades 3-5 were 54.66% proficient in math according to the 2016 EOG results.			
School Interim (Year 1) Goal 2016-2017: Increase the percent of students in Grades 3 through 5 who are proficient in overall math by 6 percentage points, with a target of 60.66% proficiency.			
School (Year 2) Goal 2016-2018: Increase the percent of students in Grades 3 through 5 who are proficient in overall math by and additional 6 percentage points, with a target of 66.66% proficiency.			
Data Used: STAR Math data, benchmark scores, EOG scores			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
Utilize 3-5 remediation teacher to provide small-group instruction for bubble students	Remediation teacher, grade-level teachers MTSS team, district curriculum facilitator	STAR Math data, student-specific MTSS plans, benchmark scores, EOG scores	Ongoing/Monthly
Increase student engagement in math instruction through enhanced technology integration using individual pathways in Compass Learning.	Grade-level teachers, instructional technology facilitator, computer lab assistant	STAR Math data, data from Compass Learning/instructional technology, learning walk data, formal observation data	Ongoing/Monthly
Improve student-specific learning through increased small-group and individualized instruction in math.	Grade-level teachers, instructional facilitator, computer lab assistant, MTSS team, district curriculum facilitator	STAR Math data, data from Compass Learning, student-specific MTSS plans, learning walk data, formal observation data	Ongoing/Monthly
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
All certified staff	Year-long professional development on SAMR implementation	Heather Mathis, Instructional Technology Facilitator	August 2016 through May 2017
Grade-level teachers	Ongoing support in math instruction from district level Curriculum Facilitator	Diane Price, Math Curriculum Facilitator	September 2016 through May 2017

Total Number of Staff Members:			
Number of Staff Members Approving Plan:		% of Staff Members Approving Plan:	
District Level Approval of School Improvement Plan			
Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:			
Assistant Superintendent for Administration Signature/Date /Comments:			
Chief Accountability Officer Signature/Date/Comments:			
Title I Director Signature/Date/Comments(Title I Schools Only):			
Monitoring Date 1:			
What did the data tell you? List your data and be specific.			
<p>STAR Math NCE baseline (BOY) reflected the following: 53.1 school-wide (3rd grade=51.2, 4th grade=52.4, 5th grade=55.2). January NCE reflected the following: 56.6 school-wide (3rd grade=59.7, 4th grade=55.2, 5th grade=55.0). This was an increase of +3.5 (3rd grade=+8.5, 4th grade=+2.8, 5th grade=-0.2). These data tell us that we need to grow 4.06 points to reach our goal of 60.66 proficiency.</p>			
Did the strategie(s) lead you toward your goal? How do you know?			
<p>According to NCE scores, our students are experiencing slow growth in math, and as a school, we are close to reaching our goal. Technology integration has increased, and the Digital Learning Process Rubric indicated Brookside as an "Advanced" school.</p>			
Are the strategies being faithfully implemented? How do you know? What will you do if they're not?			
<p>Small-group math instruction has been implemented with fidelity. Remediation teacher has not been used for math. Compass Learning has been used sparsely; this will increase as we use our computer lab time to get every student involved in Compass Learning in Grades 1-5.</p>			
Do the strategies need to be changed? If so, describe your process.			

We plan to keep the strategies in place, with the exception of the remediation teacher, as she has transferred to a different position in our school. In place of the remediation teacher, we plan to implement a comprehensive tutoring program. This program will focus on bubble students, and students who were previously proficient on the EOG but are currently demonstrating NCE scores below 60. The program will include outside tutors during the school day for 3 days per week, as well as after-school tutoring by school staff and a before-school Compass Learning club 2 days per week. Data will be monitored on a monthly basis, and adjustments to tutoring groups will be made accordingly, based on student NCE scores. Additionally, we plan to incentivize improved performance on STAR assessments for students and teachers, and to increase communication with families regarding STAR results from the administration level.

Chief Accountability Officer Signature/Date/Comments:

Peer Signature/Comments:

Monitoring Date 2:

What did the data tell you? List your data and be specific.

Did the strategie(s) lead you toward your goal? How do you know?

Are the strategies being faithfully implemented? How do you know? What will you do if they're not?

Do the strategies need to be changed? If so, describe your process.

Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:

Assistant Superintendent for Administration Signature/Date /Comments:	
Chief Accountability Officer Signature/Date/Comments:	

Section I. Goal # 2: Brookside Elementary			
15-16 (Current Status)	54.66%	2016-17 Target	60.56%
		2017-18 Target	66.56%
Status as of June/July 2017	56.90%	Year one target met? (Yes or No)	No
Section II Year One Target Met			
Adjusted Target			
**** Please add your new strategies below			
Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?
Section III Year One Target Not Met			
Adjusted Target for 2017-18	59.80%	**** Please add your new strategies below	
Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?
Improve student-specific learning through increased small-group and individualized instruction in math	Grade-level teachers, instructional facilitator, district curriculum facilitator	STAR Math data, Compass Learning data, data from Prodigy, learning walk data	Monthly/Ongoing
Utilize differentiated strategies across grade levels for math instruction and test-taking success, using beneficial supplementary materials	Teacher leaders, grade level PLCs, administration, instructional facilitator	STAR math data, AMC data (K-2), Anecdotal notes and data	Ongoing/Monthly/Quarterly
Section IV. What Professional Development is needed for year two?			

Section V. Reviewed by 6/20/2017

Executive Director

Brookside will continue to implement the small group instruction in the area of Math. The district will review any supplemental materials and provide feedback. Jodi Edwards

Compliance Statements

1. Describe your plan to provide duty-free lunch to all teachers: SIT voted for grade-level teachers to eat lunch with their students in exchange for no morning duty.

2. Describe your plan to provide planning time for each regular classroom teacher each week, with the goal of 5 hours per week: Teachers receive at least 3 hours of planning per week during the instructional day, and 30 minutes after school 4 times per week. This totals 5 hours per week.

3. Physical activity is not denied to any students as a means of discipline, nor physical activity used as a form of punishment (K-8 only): Students at Brookside are not denied physical activity for any reason, and physical activity is not used as a form of punishment.

4. Each student participates in an average of 30 minutes per day of physical activity outside of the physical education class (K -8 only): Each student at Brookside has the opportunity for 30 minutes of recess every school day, including days when classes are scheduled for PE.

Title I Statewide Project Summary: Needs Assessment

Revision date: 10-4-20

Provide an explanation of the Comprehensive Needs Assessment which reflects statutory requirements. Schools must address particularly the needs of low-achieving children and those at risk of not meeting state student achievement standards. Refer to the SIP profile or plan for any of these items (note page numbers).

Important note: Components 1-9 on the Title I Compliance Statements of the School Improvement Plan must refer to this needs assessment.

1. Summary of Comprehensive needs summary Staff: Brookside has 27 classroom teachers in grades K-5 and 6 teacher assistants that serve grades K-1. There is one .50 time ESL teacher and one .50 time AIG teacher, four EC teachers (two of whom serve SBS cluster classes), and one literacy teacher. All teachers and teacher assistants are considered highly qualified.

Students: Brookside Elementary currently enrolls 582 PreK-5 students. All students receive free breakfast and lunch. Current demographics: 2 American Indian, 4 Asian, 80 Hispanic, 149 Black, 0 Pacific Islander, 313 White, 34 Multiracial; 298 Male, 284 Female.

Student Achievement:

16-17 EOG: Based on the 2016-2017 EOG assessment results, The school did meet expected growth. The students scored 55.1% proficiency in reading, 56.9% proficiency in Math, and 54.7% proficiency in Science.

2. School wide Reform Strategies: Teachers will use data to drive instruction. Students will track their growth in reading and math. They will use this data to set personal goals. Students will be provided with individualized and small group interventions that will be driven by mCLASS, AMC data and iReady data in grades K-5 and EC. Teachers in K-5 will use the traditional Lucy Calkins Units of Study for the Teaching of Reading in the workshop model. Word attack skills as well as application of reading strategies and written retells will be introduced in K and further built upon in 1-5 grades. Investigations will be implemented with fidelity. Teachers PD focus is on Reading and Writing Workshop with a focus on the Units of Study and small-group data-driven plans.

3. Instruction by qualified professional staff: All Brookside staff are Highly Qualified.

4. High quality and ongoing professional development: Ongoing PD for grade-level staff and administrators on implementation of the Units of Study, ongoing support from district-level curriculum facilitators, school-wide PD on SAMR technology implementation by Instructional Tech Facilitator. Effectiveness of PD will be measured through TrueNorthLogic survey results, and through school-level learning walks/observations to monitor application and effectiveness in the classroom.

5. Strategies to attract high quality teachers to high needs schools: BT PLC, lower class sizes, resources, technology, staff appreciation including Hallway Huddles, opportunities to observe colleagues for professional growth

6. Strategies to increase parent involvement: Incorporate parent events with performances, tie information into family nights that benefit families by offering multi-grade-level events, feeding parents at school wide events, weekly message to families using multiple media outlets via Parent Link Notify. Parent Involvement Specialist will contact local businesses, churches and families for support with volunteers, mentors, donations and community partnerships; collaboratively, she will plan events, create invitations, request volunteers, schedule agendas and execute all PI events/details.

7. Transition strategies: K will schedule a day for PreK to come to visit. PreK students will be divided by our 5 Kindergarten teachers where they will shadow Kindergarten students for an hour. PreK students join small math groups and work with the Kindergarten teacher. Parents do not participate in this transition event, but are welcome to any and all details regarding Kindergarten, including individual meetings with teachers, upon request. 5th graders will be invited during the summer months for a transition camp at their respective middle schools. Depending on which middle school they will attend, the transition camp may last anywhere from half a day to multiple days.

8. Including teachers in decisions regarding the use of assessment: Grade-level PLCs meet weekly for at least 1.5 hours each. Content of the PLCs rotates from week to week, between ELA instruction, Math instruction, Science/Social Studies/Technology, and Data disaggregation. These topics are documented on the weekly PLC agendas and minutes. During PLCs, common assessments are created using data from pre-assessments. This information is documented on the weekly PLC agendas and minutes.

9. Activities for children experiencing difficulty: Tier plans will be created through the MTSS process, monitored regularly by teachers (Tier I), PLCs (Tier II) and the MTSS team (Tier III). Grade-level teachers and Literacy teacher will provide small group instruction through guided reading groups and targeted intervention strategies. Behavior intervention plans will be created by teachers and staff for students struggling in the area of behavior. Teachers will work with students to set attainable goals for their learning. School counselor and mental health clinician will provide services to students who struggle in the areas of coping skills and mental health.

10. Coordination and Integration of Federal, State, and Local Services

12. How Assessment Results are Reported to Parents: Assessment results will be sent home with students, mailed directly and/or available for parent pickup in hard copy form. Through conferences and/or phone calls, these results can be explained for and understood by parents and guardians.