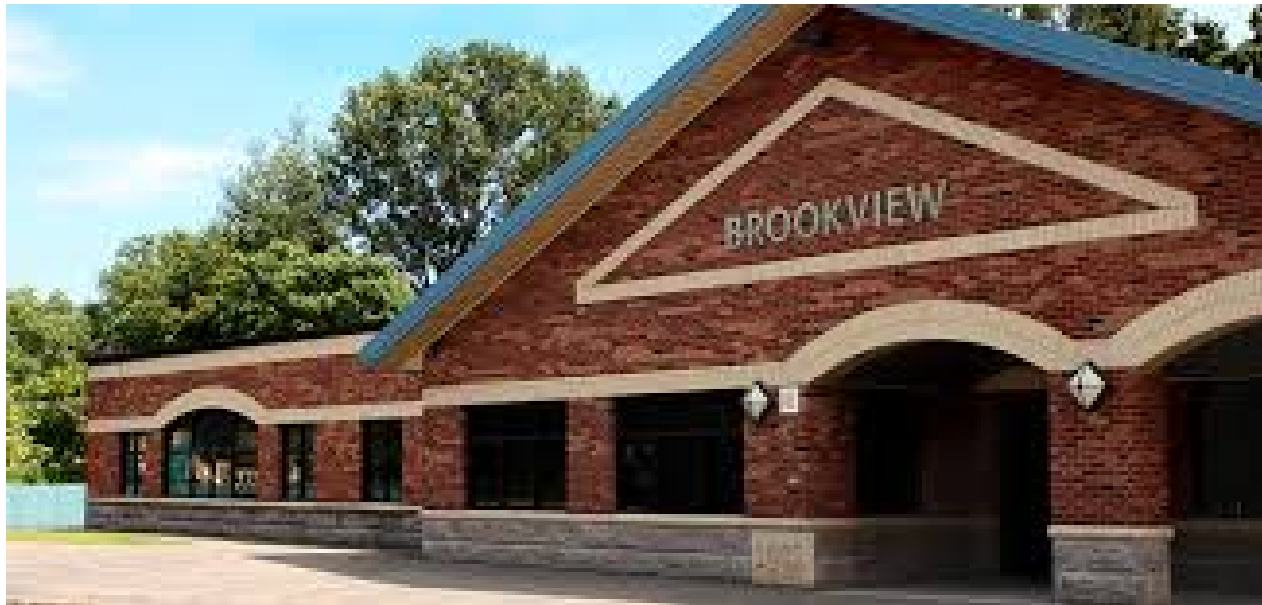


Brookview School

School Based Plan (2019-2020)



Key Focus Area: Learning and Achievement – English Language Arts and Reading

Overarching Goal: 100% of our students will be reading on grade level by the time they leave 3rd grade.

Grade Specific Goals:

Kindergarten: 100% of students will meet Kindergarten AIMSWeb benchmark and Heggerty screening of foundational literacy skills.

- Increase LNF from 89% to 100%
- Increase LSF from 93% to 100%
- Increase PSF from 89% to 100%
- Increase NWF from 84% to 100%

1st grade: 100% of students will meet First grade AIMSWeb benchmark, Fluency (WPM), and Heggerty screening of foundational literacy skills and Common Assessment.

- Increase LNF from 88% to 100% -Increase LSF from 93% to 100%
- Increase LSF from 82% to 100%
- Increase PSF from 79% to 100%
- Increase NWF from 74% to 100%
- Increase fluency (WPM) from 76% to 100% of grade level text
- Increase Common Assessment 100% of students with achieve a passing score of Common Assessment #3

2nd grade: 100% of students will meet the grade 2 AIMS fluency benchmark and be able to comprehend grade level text.

- Oral reading fluency: increase from 77% to 100% by June
- Comprehension Assessment: increase from 84.4% to 90% by May

3rd grade: 100% of students will meet the grade 3 AIMS fluency benchmark and be able to comprehend and respond to grade level text.

- Aims fluency: increase from 64% to 100% by June
- Common Assessment: increase quarterly percentages

Action Steps and Strategies	Professional Learning	Evidence and Methods for Monitoring
Kindergarten: <ul style="list-style-type: none"> ▪ Daily whole group direct instruction on phonological awareness (Heggerty) and Fluency ▪ Small group instruction using Heggerty screening and fluency skills 	<ul style="list-style-type: none"> ▪ Heggerty Hand Motions ▪ Increase resources to support the area of NWF skills ▪ Grade appropriate student goal setting and progress monitoring 	<ul style="list-style-type: none"> ▪ AIMSWeb Probes ▪ Heggerty Screens (as discussed at IST when approp) ▪ IST monthly meetings
First Grade: <ul style="list-style-type: none"> ▪ Daily whole group direct instruction on phonological awareness (Heggerty) and fluency skills ▪ Daily small group intensive instruction on skills from Heggerty and fluency ▪ Modeling thinking aloud to build comprehension of skills assessed on Common Assessment 	<ul style="list-style-type: none"> ▪ Heggerty Hand Motions ▪ Increase resources to support the area of phoneme segmentation ▪ Grade appropriate student goal setting and progress monitoring ▪ Formal LETRS training 	<ul style="list-style-type: none"> ▪ AIMSWeb Probes ▪ Heggerty Screens ▪ Common Assessment ▪ IST monthly meetings
Second Grade: <ul style="list-style-type: none"> ▪ Direct fluency instruction ▪ Direct instruction on comprehension skills and application with mc and short answer questions ▪ Differentiated direct instruction on phonological awareness (Heggerty) and fluency skills 	<ul style="list-style-type: none"> ▪ LETRS ▪ Edocrina training to interpret common assessment reports/data 	<ul style="list-style-type: none"> ▪ Aims probes and assessments ▪ Journal (RRJ) responses ▪ Fresh read data ▪ Common assessment data
Third Grade: <ul style="list-style-type: none"> ▪ Tier 1 and targeted small group fluency instruction-based student goals and progress monitoring ▪ Direct instruction on comprehension strategies and application with MC, constructed and extended responses ▪ Building stamina, independence and application of newly learned skills ▪ Differentiated direct instruction on phonological awareness (Heggerty) and fluency skills 	<ul style="list-style-type: none"> ▪ Grade appropriate student goal setting, progress monitoring and student-centered rubrics ▪ Edocrina training to interpret common assessment reports/data 	<ul style="list-style-type: none"> ▪ Student select goals and reflection ▪ Aims probes and assessments (MAZE and fluency) ▪ Journal responses (models, rubrics, feedback) ▪ Fresh read data/ self- monitoring ▪ Common assessment data and revisions

Key Focus Area: Learning and Achievement – Mathematics

Overarching Goal: 100% of our students will be on grade level in math by the time they leave 3rd grade.

Grade Specific Goals:

Kindergarten: 100% of students will meet Kindergarten AIMSWeb benchmark of foundational Math skills.

- Increase OC from 85% to 100%
- Increase NI from 91% to 100%
- Increase QD from 91% to 100%
- Increase MN from 83% to 100%

1st grade: 100% of students will meet First grade fact fluency (untimed) and foundational Math skills.

- Increase Addition from 96% to 100%
- Increase Subtraction from 92% to 100%
- Increase Mixed Fluency from 90% to 100%
- iReady from 49% to 100% at grade level

2nd grade: 100% of students will be proficient in addition and subtraction fact fluency up to 20 to efficiently solve word problems.

- Increase untimed addition fact fluency from 97% to 100%
- Increase untimed subtraction fact fluency from 94% to 100%
- Increased untimed mixed fact fluency from 96% to 100%

3rd grade: 100% of students will be proficient in multiplication and division in all operations to efficiently solve multi-step word problems.

- Increase untimed multiplication fact fluency from 91% to 100%
- Increase untimed division fact fluency from 86% to 100%
- Increase untimed mixed fact fluency from 92% to 100%
- Increase I-ready quarterly percentage

<p>Kindergarten:</p> <ul style="list-style-type: none"> ▪ Direct instruction and goal setting related to AIMSWeb 	<ul style="list-style-type: none"> ▪ Aligned Math activities to support intervention 	<ul style="list-style-type: none"> ▪ AIMSWeb probes ▪ Fluency Progress Monitoring (to be discussed at IST)
<p>First Grade:</p> <ul style="list-style-type: none"> ▪ Direct instruction and goal setting related to iReady and fluency probes 	<ul style="list-style-type: none"> ▪ Math intervention teacher to model use of iReady ▪ Assignment of iReady lessons to support new classroom instruction and backfill gaps 	<ul style="list-style-type: none"> ▪ iReady ▪ Fact Fluency probes
<p>Second Grade:</p> <ul style="list-style-type: none"> ▪ Explicit teaching of addition and subtraction strategies ▪ Opportunities to justify their thinking orally and in writing (math journals) ▪ Coordination of services for math Rtl ▪ Math Talk ▪ Number Talks 	<ul style="list-style-type: none"> ▪ Training on interactive number line ▪ IReady alignment with MEX units 	<ul style="list-style-type: none"> ▪ Xtramath website ▪ Fact Fluency probes ▪ Mex quick quiz dat and end of unit assessments ▪ Journal response
<p>Third Grade:</p> <ul style="list-style-type: none"> ▪ Explicit teaching of strategies and the relationship between multiplication and division ▪ Model and implement the conceptual understanding framework to solve multi-step word problems (conceptual understanding, procedural fluency, communication) ▪ Building stamina, independence and application of newly learned skills 	<ul style="list-style-type: none"> ▪ Training on Number Talks (grade level team) ▪ IReady alignment with MEX units 	<ul style="list-style-type: none"> ▪ Student select goals and reflection ▪ Fact Fluency probes ▪ Mex quick quizzes and unit assessment data ▪ Journal responses ▪ Technology (XtraMath, Iready)

Key Focus Area: Social-Emotional Learning – Climate and Culture

Overarching Goal: Students will foster social, emotional, and cognitive growth through a positive classroom and school community.

Action Steps and Strategies	Professional Learning	Evidence and Methods for Monitoring
<ul style="list-style-type: none"> ▪ Brookview faculty will implement the Brookview’s Best monthly character traits: <p>September: Respect October: Responsibility November: Gratitude December: Compassion January: Kindness February: Honesty March: Patience April: Perseverance May: Cooperation June: Leadership</p>	<ul style="list-style-type: none"> ▪ J. Westrich to provide books that tie to each month’s character trait ▪ Culture and climate committee 	<ul style="list-style-type: none"> ▪ Utilizing Brookview’s Best stickers by all staff members throughout the day ▪ Kick off assembly each month to introduce the trait ▪ Recognition cards to be hung daily on “Brookview’s Best” wall by APR ▪ End of month celebration (flexible groupings) tied to that month’s trait
<ul style="list-style-type: none"> ▪ Teachers will provide multiple opportunities for parent involvement throughout the school day. 		<ul style="list-style-type: none"> ▪ Sending home a letter about the character traits at the beginning of the year.
<ul style="list-style-type: none"> ▪ Brookview teachers will provide lunch monitors with the same expectations for lunch and recess across the building. 	<ul style="list-style-type: none"> ▪ Monthly lunch monitor pd with team leader to address concerns and needs 	<ul style="list-style-type: none"> ▪ Utilizing the visual posters for expectations for lunch, recess, and playground. ▪ Consistent behavior management (think time) during lunch and recess hour. ▪ Utilizing Brookview’s Best stickers during the lunch and recess time to recognize positive traits.

Key Focus Area: Social-Emotional Learning – Health, Safety, and Transitions

Overarching Goal:		
Faculty and staff at Brookview School will foster the emotional and physical wellness of all students		
School Wide Goals:		
<ol style="list-style-type: none"> 1. Transitions: Staff members will provide support to students during significant transition times. 2. Safety Drills: Staff will model and implement safety drills throughout the school year. 3. Social/Emotional Support: Staff will support plan in place when students encounter expected and unexpected challenges 		
Action Steps and Strategies	Professional Learning	Evidence and Methods for Monitoring
<p>1. Transitions</p> <ul style="list-style-type: none"> ▪ Kindergarten Orientation and Visitation in the Spring ▪ Utilize kindergarten screens to support of the creation of kindergarten class lists ▪ Building change 3rd to 4th ▪ New entrants throughout the school year ▪ End of year transitions ▪ Buddy system- all students will transition with a peer throughout the building (enter and exit the main office through copy room with peer) ▪ Routine expectations for students to exchange library books- develop a system/schedule for students to return books 		<ul style="list-style-type: none"> ▪ Kindergarten new entrant screening process-notes/ Executive PST (Problem Solving Team) minutes ▪ 3rd grade visit to Rogers/ Counseling lesson ▪ Counselor tour of building with new entrant and family ▪ Teachers observe grade level below and visit classroom
<p>2. Safety Drills (fire, shelter and place, lock down, lock out)</p> <ul style="list-style-type: none"> ▪ PowerPoints to review expectations ▪ Visuals to support steps 	<ul style="list-style-type: none"> ▪ Familiarize staff with routes and expectations 	<ul style="list-style-type: none"> ▪ Logs completed to meet NYS requirements ▪ Staff feedback
<p>3. Social/ Emotional Support</p> <ul style="list-style-type: none"> ▪ Counseling lessons (classroom and individual) ▪ Fostering classroom community (morning meeting, student/teacher relationship, parent communication) 	<ul style="list-style-type: none"> ▪ SEL PD (through Faculty Meetings) 	<ul style="list-style-type: none"> ▪ SES Referrals ▪ IST and PST Minutes