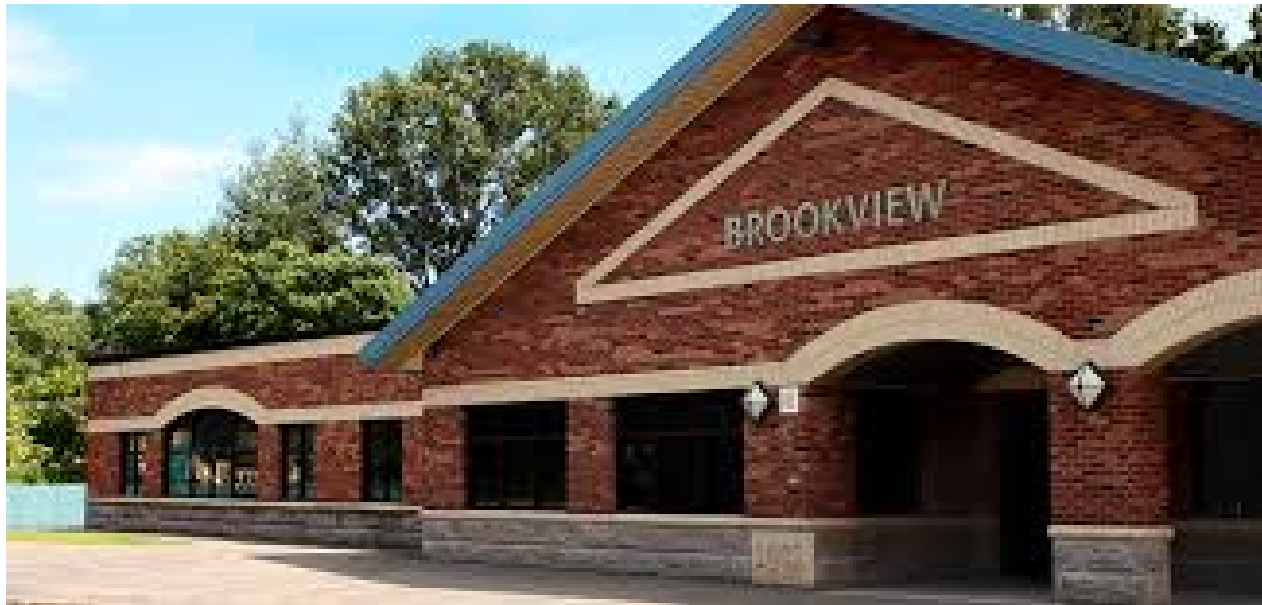


# Brookview School

## School Based Plan (2020-2021)



**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 3<sup>rd</sup> grade.**

**Grade Specific Goals:**

Kindergarten:

- Letter Name Fluency (LNF): Students will be able to increase their LNF from 50% At or Above Grade Level to 75%.
  - Multiracial Students: 0%
  - Hispanic Students: 33%
  - Students with Disabilities: 0%
- Letter Sound Fluency (LSF): Students will be able to increase their LSF from 50% At or Above Grade Level to 75%.
  - Multiracial Students: 0%
  - Asian Students: 0%

1<sup>st</sup> grade:

- Letter Name Fluency (LNF): Students will be able to increase their LNF from 50% At or Above Grade Level to 75%.
- Letter Sound Fluency (LSF): Students will be able to increase their LSF from 50% At or Above Grade Level to 75%.

2<sup>nd</sup> grade: 100% of students will be able to increase their oral reading fluency from 56 WCPM to a minimum of 92 WCPM with special attention given to students in the following subgroups:

- Hispanic Students (Fall= 39.3 WCPM)
- Students with Disabilities (Fall= 31.1 WCPM)
- Socio-Economically Disadvantaged Students (Fall= 39 WCPM)

3<sup>rd</sup> grade: 100% of students will be able to increase their oral reading fluency from 96 WCPM to a minimum of 119 WCPM with special attention given to students in the following subgroups:

- Black Students (Fall= 79 WCPM)
- Hispanic Students (Fall= 69 WCPM)

<b>Action Steps and Strategies</b>	<b>Professional Learning</b>	<b>Evidence and Methods for Monitoring</b>
<p>Kindergarten and 1<sup>st</sup> Grade:</p> <ul style="list-style-type: none"> <li>▪ Research-based targeted instruction (Heggerty, etc.) for whole group, small group related to foundational literacy skills.</li> <li>▪ Targeted individual bursts of targeted instruction based on student-specific goals.</li> <li>▪ Explore implicit bias, culturally relevant pedagogy and a way to meet diverse culture of our school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continued LETRS training for all</li> <li>▪ Continued PD to best meet these goals <ul style="list-style-type: none"> <li>▪ Implicit Bias</li> <li>▪ Culturally Responsive Pedagogy</li> </ul> </li> </ul>	<p>Progress Monitoring using:</p> <ul style="list-style-type: none"> <li>▪ AIMSWeb assessments (LNF and LSF)</li> <li>▪</li> </ul>
<p>2<sup>nd</sup> and 3<sup>rd</sup> Grade:</p> <p>Reading Fluency:</p> <ul style="list-style-type: none"> <li>▪ Targeted guided reading instruction</li> <li>▪ Explicit teaching on components of fluent reading</li> <li>▪ Modeling fluent reading</li> <li>▪ Explicit instruction on syllable types to support decoding/encoding</li> <li>▪ High level of independent reading with books at students' independent reading levels.</li> <li>▪ Targeted individual bursts of targeted instruction based on student-specific goals.</li> <li>▪ Explore implicit bias, culturally relevant pedagogy and a way to meet diverse culture of our school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continued LETRS training for all</li> <li>▪ Continued PD to best meet these goals <ul style="list-style-type: none"> <li>▪ Implicit Bias</li> <li>▪ Culturally Responsive Pedagogy</li> </ul> </li> </ul>	<p>Progress Monitoring using:</p> <ul style="list-style-type: none"> <li>▪ AIMSWeb Oral Reading Fluency</li> </ul>

**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 3<sup>rd</sup> grade.**

**Grade Specific Goals:**

Kindergarten: Students will develop mathematical fluency in relation to foundational skills: Oral Counting Fluency, Number Identification Fluency, Quantity Discrimination Fluency, Missing Number Identification Fluency, Untimed Addition Fluency, Untimed Subtraction Fluency, Untimed Addition/Subtraction Fluency

1<sup>st</sup> grade: Students will increase their math proficiency on iReady from 19% of students performing on grade level to 75% of students performing on grade level with special attention given to students in the following subgroups:

- Black Students (Fall= 0%)
- Multi-Racial Students (Fall= 0%)

2<sup>nd</sup> grade: Students will increase their math proficiency on iReady from 12% of students performing on grade level to 75% of students performing on grade level with special attention given to students in the following subgroups:

- Hispanic Students (Fall= 0%)
- Multi-Racial Students (Fall= 0%)
- Socio-Economically Disadvantaged Students (Fall= 6%)

3<sup>rd</sup> grade: Students will increase their math proficiency on iReady from 19% of students performing on grade level to 75% of students performing on grade level with special attention given to students in the following subgroups:

- Asian Students (Fall= 0%)

<b>Action Steps and Strategies</b>	<b>Professional Learning</b>	<b>Evidence and Methods for Monitoring</b>
<p>Kindergarten:</p> <ul style="list-style-type: none"> <li>▪ Targeted bursts of fluency practice in both whole and small group settings.</li> <li>▪ Utilization of “Math Talks” in daily routine to foster student understanding of math concepts.</li> <li>▪ Exposure to a variety of math strategies using hands-on, engaging activities.</li> <li>▪ Explore implicit bias, culturally relevant pedagogy and a way to meet diverse culture of our school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Math vocabulary building opportunities specific to ELLS</li> <li>▪ Continued PD to best meet these goals <ul style="list-style-type: none"> <li>▪ Implicit Bias</li> <li>▪ Culturally Responsive Pedagogy</li> </ul> </li> </ul>	<p>Progress Monitoring using:</p> <ul style="list-style-type: none"> <li>▪ AIMSWeb</li> <li>▪ Fluency Assessments</li> </ul>
<p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Grade</p> <ul style="list-style-type: none"> <li>▪ Explore implicit bias, culturally relevant pedagogy and a way to meet diverse culture of our school.</li> <li>▪ Targeted whole group and small group fluency practice.</li> <li>▪ Engage in a whole group meaningful conversation about the purpose of iReady at the beginning of the year.</li> <li>▪ Explicit instruction and modeling on how to appropriately engage in iReady lessons and assessments.</li> <li>▪ Utilize iReady features to increase student accountability.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Determine how to best utilize iReady to purposefully engage students in lessons (increase on-task time)</li> <li>▪ Explore implicit bias, culturally relevant pedagogy and a way to meet diverse culture of our school.</li> </ul>	<p>Progress Monitoring using:</p> <ul style="list-style-type: none"> <li>▪ Fluency assessments</li> <li>▪ iReady lesson data/assessments</li> </ul>

**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.**

<b>Action Steps and Strategies</b>	<b>Professional Learning</b>	<b>Evidence and Methods for Monitoring</b>
<ul style="list-style-type: none"> <li>▪ Brookview faculty will implement the Brookview’s Best monthly character traits:</li> </ul> <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"> <li>▪ J. Westrich to provide books that tie to each month’s character trait</li> <li>▪ Culture and climate committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ Utilizing Brookview’s Best stickers by all staff members throughout the day</li> <li>▪ Recognition cards to be hung daily on “Brookview’s Best” wall by APR</li> <li>▪ End of month celebration tied to that month’s trait</li> </ul>
<ul style="list-style-type: none"> <li>▪ Teachers will provide multiple opportunities for parent involvement throughout the school day via zoom or pre-recorded read aloud.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Sending home a letter about the character traits at the beginning of the year.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Brookview teachers will provide lunch monitors with the same expectations for lunch and recess across the building.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monthly lunch monitor pd with team leader to address concerns and needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Utilizing the visual posters for expectations for lunch, recess, and playground.</li> <li>▪ Consistent behavior management (think time) during lunch and recess hour.</li> <li>▪ Utilizing Brookview’s Best stickers during the lunch and recess time to recognize positive traits.</li> </ul>

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

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