



Brookside Elementary

2021-2022 Continuous Improvement Plan Summary

Jenny Wielinski, Principal

At Brookside we are committed to nurturing students academically, socially, and emotionally to support their ongoing growth and success.

We are proud of the mindset for growth and improvement that our school community holds.

Points of Celebration for Brookside from 2020-21 Include:

- **Literacy** - According to our school-wide MAP data our Normal Curve Equivalent (NCE) in Fall of 2019 was 56.9. In Fall 2021 it was 61.7.
- **Mathematics** - According to our school-wide MAP data our Normal Curve Equivalent (NCE) in Fall of 2019 was 57.9. In Fall 2021 it was 58.9.
- **Culture/Climate** - According to our Panorama Social-Emotional Learning and Equity Survey 84% of our students reported favorably in the category of School Safety, (the perceptions of student physical and psychological safety at school); this increased 13% from last year. Additionally, 83% of our students responded favorably in the category of Teacher-Student relationships (how strong the social connection is between teachers and students within and beyond the classroom). In closing, 79% of our students reported favorable in the category of Sense of Belonging (how much students feel they are valued members of our school community); this increased 8% from last year.

Focus Areas for Growth

One goal of our district improvement plan is that building leaders and teachers will use the 5-Step Process to develop, measure, and analyze effective instructional practices in order to reduce student sub-group achievement gaps by 50%, while increasing the quality of instruction for all students across all settings. The following action steps support this work:

Goal #1 Literacy: When analyzing informational texts, students will be able to write arguments to support claims using valid reasoning and relevant and sufficient evidence.

- According to the Spring 2022 Ohio State Test, student achievement in the area of Reading will increase at least 3-5 percentage points in grades 3-5.
- According to our argumentative writing rubric, all students will score in Tier I by the end of the year and be able to write arguments that support their claims.
 - Using three fully implemented writing units of study, modeled through think alouds, teachers will use writing to make thinking visible by making a claim and supporting the claim with evidence from informational text.
 - Teachers will facilitate interactive read alouds using informational texts weekly, creating goals with state standards.

Goal #2 Mathematics: Given a rich task in a critical area of focus, students will be able to construct viable arguments and critique the reasoning of others through written expression which may include numbers, models/pictures, and words to prove their thinking. (*Mathematical Practice 3: Construct Viable Arguments and Critique the Reasoning of Others*)

- According to the Spring 2020 Ohio State Test, student achievement in the area of mathematics will increase at least 3-5 percentage points in grades 3-5.
- According to our mathematical rubric, all students will score in Tier I when solving a rich mathematical task which may include numbers, models/pictures, and words to prove their thinking.
 - Staff will improve understanding and instruction on how to naturally differentiate by using concrete, representational/pictorial, and abstract strategies with manipulatives and models.
 - Staff will re-establish increased focus, coherence, and rigor (conceptual understanding, procedural skill and fluency, and application) with the 8 Mathematical Practices when teaching students how to solve real world problems.

Goal #3 Climate and Culture: To create a culture of empathy and support that scaffolds students' academic, social, and emotional success.

- By the end of the 21-22 school year Brookside's sense of belonging will improve by 2 points as measured through Panorama.
 - Staff will teach monthly lessons to multi-aged "Houses" to help build a sense of community throughout the school, thus improving students' sense of belonging.
 - Staff will continue to implement and build upon our Positive Behavioral Interventions and Supports (PBIS). This includes teaching, prompting, and reinforcing positive behaviors in all areas of our building, according to each matrix, by recognizing positive behavior with Paw Prints.
 - We will continue to publicly recognize students who demonstrate our Worthington Character Traits by nominating Students of the Month. We celebrate and share students' positive actions in front of peers and parents in recognition ceremonies.

