



# Brookside ES

## BUILDING ACTION PLAN

2023-24

### POINTS OF CELEBRATION



- High levels of growth in foundational reading skills in kindergarten and first grades, as measured through Acadience. Percentages of those who scored at or above benchmark grew from 60% to 88% (K) and 54% to 70% (1st). There were also 40 out of 50 kindergarten students who met or exceeded the BAS benchmark at the end of the year.
- Students building-wide (K-5) who scored proficient and above in reading increased from 62.7% in Fall 2022 to 64.5% in Fall of 2023, as measured through MAP.
- An increase in positive responses with Teacher & Student Relationships by 6% to 81% (close to the 90th %tile), as measured through Panorama.

### FOUNDATIONAL SKILLS & KNOWLEDGE

**Goal:** We will prepare students to be successful in an ever changing economy by equipping students with foundational knowledge and skills that support lifelong learning.

**Strategies:**

**Reading**

Expand capacity to identify and support students who are below grade level due to foundational reading skills through an expansion of evidence-based instructional strategies and implementation of tier 2 interventions, remediation strategies, and curriculum.

Identify and incorporate the use of Foundations specific fluency routines to foster generalization of phonics and single word reading skills to fluency in both controlled and uncontrolled texts.

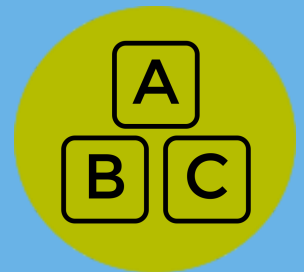
Work on the top of Scarborough's rope language processing/comprehension strategies to better align comprehension and writing activities to evidence based, standards driven strategies.

**Writing**

Implement instruction that provides all students with opportunities to make their thinking visible through writing in all content areas.

Provide students in primary grades with explicit instruction in sentence writing (sentences are the building block of all writing)

Ensure students learn to use specific techniques that are aligned to the different purposes of writing.



## Mathematics

Implement instructional environments (math workshop, “thinking classrooms”) that allow for differentiation, student engagement, rich mathematical discourse, and scaffolds/supports.

Implement instruction that builds on conceptual understanding to develop fluency and procedural skill.

## WELL ROUNDED CONTENT



**Goal:** We will expose students to a broad range of subjects and disciplines beyond foundational knowledge and skills to allow students to explore and identify their passions and aspirations, as well as discover connections and relationships among ideas and concepts.

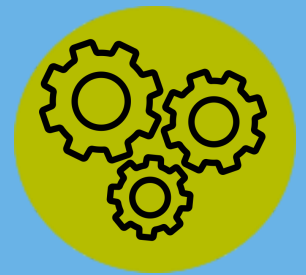
### Strategies:

Use informational text in all content areas so students read to learn and extrapolate information that extends learning

Implement instruction that provides all students with opportunities to make their thinking visible through writing in all content areas.

## LEADERSHIP & REASONING

**Goal:** Future success will not just depend on academic content knowledge. It will require students to exhibit leadership skills. We will provide leadership opportunities, including among other things, learning from mistakes and improving for the future, listening to others and working to achieve a common goal and giving and receiving feedback. Reasoning skills are important too. Reasoning means that students know how to draw on multiple disciplines to synthesize information, develop creative solutions and generate new ideas. We aim to teach students specific skills such as critical thinking, problem-solving, design and computational thinking, information evaluation and data analytics.



### Strategies:

All teachers will implement strategies that support a growth mindset

Create opportunities for problem solving of real life applications across content areas.



**Goal:** Research shows that being part of a community improves life satisfaction and health. We will equip students with an understanding of the importance of social interaction and personal feelings. This includes competencies like self-awareness, self-management, social awareness, collaboration, empathy, relationship skills, and responsible decision making to become resilient and persistent in life.

## **Strategies:**

Elementary teachers will be trained in Responsive Classroom and Trauma Informed Classroom Practices

Teachers (K-5) will implement Morning Meetings

Building teams (including teachers, mental health specialists, counselors administrators and support staff) will utilize MTSS process to brainstorm ideas and link students with appropriate supports to build SEL skills

Train Principal/Building Leadership Team on the VizEd Monitoring Scores and Risk Factors