

Brookview Elementary School
Title I Plan
For FY19
for
Board Approval - June 26, 2018

Title I Plan Components and Prompts to Meet the ESEA, as Amended by the ESSA
June 2018
Brookview Elementary School

1. Comprehensive Needs Assessment

We have carefully reviewed a variety of data sources to determine the needs of our school. Some of the data sources reviewed include academic and non-academic data such as attendance, discipline, demographic data, as well as, state and local assessments, and teacher/parent surveys. The reflection on our current data will help the school understand how we can assist students with establishing proficiency on or above grade level and close the achievement gap for sub-groups.

1a. Academic Data: see PARCC and ACCESS Data

PARCC 2017 Data:

In analyzing the data, Brookview scored above the state combined score by 5% points and 22% above the District. However, only 39% of students met or exceeded the standard. As one looks at the subgroups, especially low-income which make up 43% of the student body, only 22% of FRL students met or exceeded the standard. This is an achievement gap of 21%. When looking specifically at ELA and Math data, ELA is an area of strength for Brookview. 41% of students met or exceeded the standard compared to 39% in math. However, in ELA, only 24% of FRL students met the standard compared to 76% of non-FRL students. This is an achievement gap of 23%. In math, only 19% of FRL students met or exceeded the standards. This is an achievement gap of 24%.

NWEA MAP Data:

In analyzing the MAP data, we reviewed reports that looked at the % of students that met or exceed their growth targets in Reading, RIT band scores as it relates to national norms, and the % of students that had a lexile score that was in the Lo, (below 20%) and LoAvg (21-40%).

District and School Goal: 60 % of students will meet or exceed their projected individual student growth targets in Reading as measured by MAP.

District and School Goal: 60% of students will meet or exceed their projected individual student growth goal in Reading from Fall 2018 to Spring 2019 on the NWEA MAP tests.

Brookview Results:

Math: 59% of student met or exceeded the student growth target. Kinder, 2nd, 3rd, & 5th exceeded the goal of 60%.

Reading: 53% of students met or exceeded the student growth target. Kinder and 5th exceeded the goal of 60%. Students are nearing the school/district targets for MAP with Kindergarten students showing a very strong performance in both ELA and Math.

Grade Level Analysis:
Kindergarten
Math

	mean RIT	norm RIT	difference
fall	137.3	138.5	-1.2
spring	160.3	157.9	+2.4

Lexile Scores < 40 percentile: 32%
Kindergarten
Reading

	mean RIT	norm RIT	difference
fall	158.5	157	+1.5
spring	163.2	158.1	5.1

Lexile Scores < 40 percentile: 29%

1st grade
Math

	mean RIT	norm RIT	difference
Fall	161.9	160.8	+1.1
Spring	177.5	179.7	-2.2

Lexile Scores < 40 percentile: 49%

1st grade

Reading

	mean RIT	norm RIT	difference
Fall	162.2	159.1	+3.1
Spring	176.1	176.6	-0.5

Lexile Scores < 40 percentile: 47%

Second Grade

Math

	mean RIT	norm RIT	difference	focus
Fall	179.5	175.6	+3.9	
Spring	200	191.2	+8.8	Operations and Algebra

Lexile Scores < 40 percentile: 23%

Reading

	mean RIT	norm RIT	difference	focus
Fall	176.1	173.3	+2.8	
Spring	188.6	188.1	+0.5	Foundational Skills: -2.1

Lexile Scores < 40 percentile: 30%

Third grade:

Math

	mean RIT	norm RIT	difference	focus
Fall	184.6	188.4	-3.8	Operations and Algebra: -7.4

Spring	199.2	202.6	-3.4	Number and Operations: -4.6
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Lexile Scores < 40 percentile: 47%

Reading

	mean RIT	norm RIT	difference	focus
Fall	182.8	187.1	-4.3	Vocabulary: -5.1 away
Spring	193.4	198.3	-4.9	Literature: -5.3

Lexile Scores < 40 percentile: 41%

4th Math

	mean RIT	norm RIT	difference	focus
Fall	198.1	201.1	-3.0	N&O & Operations and Algebra:-4.1
Spring	209.3	212.7	-3.4	Measurement & Data:-5.7

Lexile Scores < 40 percentile: 40%

Reading

	mean RIT	norm RIT	difference	focus
Fall	198.5	197.3	+1.2	
Spring	206.8	205.6	+1.2	Vocabulary

Lexile Scores < 40 percentile: 34%

5th Grade Math

	mean RIT	norm RIT	difference	focus
Fall	208.5	210.7	-2.2	Number and Operations: -3.7
Spring	221.3	220.7	+0.6	Operations & Algebra:-2.7

Lexile Scores < 40 percentile: 37%

Reading

	mean RIT	norm RIT	difference	focus
Fall	203.2	205	-1.8	Literature:-3.0
Spring	212	211.5	+0.5	Literature:-1.5

Lexile Scores < 40 percentile: 33%

Analysis: All grades show a strength in ELA content performing above the national norm. Also, expected RIT growth occurred from fall to spring. However, in Math, students are performing below the national norm at the 40% – 45 percentile. This is an achievement gap of approaching 10%.

Lexile Score Analysis: Overall, 32% of students are performing below the 40th percentile in the content area of ELA and 40% of students are performing below the 40th percentile in the content area of math. These students are considered at-risk. MAP suggests that students must be at least in the 60th percentile to be considered College/Career ready.

Priorities:

- **Continuing implementation of identifying at risk students and finding interventions that help student achievement reach proficiency across all disciplines.**
- **Functioning as a PLC to assess and respond to student needs based on data**
- **Increase academic achievement and close the achievement gap for Students with ESL, FRL, and IEP eligibilities**
- **Plan to capitalize on Intervention Time through data driven student grouping and**

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targeted, repetitive, intervention plans for each student

- **Integrate available technology to close achievement gap and achieve school goals**
- **Utilize Instructional Coach to systematically support all teachers in aligning curriculum, instruction, and assessments.**
- **Title I Funding will be used for intervention materials, supplemental reading & math materials, and Tier II & Tier III targeted interventions as provided by Tutors, Classroom Teachers, and Special Programming Teachers in order to close the achievement gap and get all students and student sub-groups to proficiency in all academic content areas.**
- **Increase effectiveness of using multiple technological resources as a support for student achievement in all content areas**
- **Staff will collaborate during PLC, SIP Days, Summer PD to disaggregate data and design differentiated instruction to meet building and student academic goals.**
- **Develop a block schedule for Reading, Math, Interventions, and Specials which allows resources and tutors to be utilized during interventions. Teachers will also be intervening with students based on need during this block**
- **Classroom Goals established based off BOY MAP results.**

1b. School Culture & Climate:

The staff Engagement survey shows strengths in parent involvement and parental satisfaction.

It also showed strengths in positive school climate amongst the staff.

Students recite the pledge daily and participate in many numerous activities that promote leadership, collaboration, service, and the value of a supportive and trusting culture.

Priorities:

- **Continue with PBIS & Second Step Lessons (daily).**
- **Investigate new strategies including but not limited to Growth Mind Set.**
- **Continue to cultivate a positive, trusting and engaging culture.**
- **Continue to cultivate a school culture of communication between the home and school that supports parental involvement and awareness as it relates to student success.**

1c. Professional Development Data

Staff Survey results:

- **Edgenuity: 100% PD need**
- **MAP data analysis and implications for instruction: 100% PD need**
- **RPS District curriculum initiatives: Integrated Literacy: 100% PD need**
- **Effectively Integrating Technology into the classroom: 100% PD need**
- **Social/Emotional Strategies/Growth Mindset: 75% PD need**

Priorities:

The MAP Student Growth Target of 60% was not met. In order to close the achievement gap and get students to proficient, the staff needs to be able to interpret the MAP data to design instruction that will move students towards proficiency. As staff becomes more skilled in

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interpreting MAP reports through well designed PD, effective, targeted instruction should improve and should result in greater academic growth.

- **Provide ongoing PD opportunities in additional areas defined by staff as a need.**
- **With growing ESL population, provide research based trainings for staff to increase awareness of cultural relevance and acquisition of English.**

2. List other special or support programs offered at your school.

- Transitional Program of Instruction - ESL
- Vision Impairment Program
- Certified Tutors supported by Title I funds
- Volunteer Tutors i.e. Rockford Reads Initiative
- Career and Readiness speakers
- Lego Robotics League (3rd)
- Forensics (2nd-5th)
- Ambassadors (4th)
- Student Council (3rd-5th)
- Basketball and soccer (4th and 5th)
- book buddies (two different grade levels)
- Girl/Boy Scouts
- Community Service i.e. food bank, park cleanup...
- Second Step curriculum
- PBIS
- Professional Storyteller Assembly (ethnicity)
- Professional BMX Bike Rider focusing on Growth Mindset
- Girls on the Run: Building Self-Esteem

3. Describe schoolwide improvement or reform strategies in narrative forms, to include:

- a. Opportunities for all students, including each of the subgroups

Brookview is dedicated to educating the “whole” child and providing opportunities for growth and achievement in all areas. Specific strategies that will continue to be employed at Brookview will include; College/Career Readiness Speakers at least 3 times a year, leadership opportunities through various clubs, participation in community service, sports teams, and competitive academic teams.

- b. Methods and strategies to strengthen and enrich the program.

- We will provide differentiated instruction according the need of very child. We will also group students according to need in guided reading and math groups. These groups will be fluid. In order to provide the fluidity, short term goals will need to be set and assessed informally and formally by using quick checks along the way to the 4 to 6 window.

- Reading Horizons will be used with all certified staff members including resource and ESL teachers so that students are not confused by using different resources from the general education teacher.
- Tutoring will be using the same resources as the certified staff is using. The focus will be on phonemic awareness and comprehension. We will provide the tutors with professional development to ensure that they are equipped with the tools that they need to be successful. We will use benchmark assessments to ensure that the intervention that is being used is effective. We will make sure to deliver instruction with fidelity on Tuesday, Wednesday, and Thursday every week.

Brookview will continue to provide targeted interventions and use tutoring for subgroups. Supplemental reading materials will be used to support and enhance IDR (Individualize Directed Reading) schoolwide/daily basis. Differentiated instruction based on individual student skill deficits will be supported through Edgenuity and Matafic Software. Increase effectiveness of using multiple technological resources as a support for student achievement in all content areas. We will continue to provide ongoing PD opportunities in additional areas defined by staff as a need.

c. Ways to address students' needs, especially those at risk of failing:

The ways in which we will close the achievement gap and address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to academic content areas are as follows:

- Title I Funding will be used for intervention materials, supplemental reading & math materials, and Tier II & Tier III targeted interventions as provided by Tutors, Classroom Teachers, and Special Programing Teachers in order to close the achievement gap and get all students and student sub-groups to proficiency in all academic content areas.
- Increase effectiveness of using multiple technological resources as a support for student achievement in all content areas
- Integrate available technology to close achievement gap and achieve school goals
- Staff will collaborate during PLC, SIP Days, Summer PD to disaggregate data and design differentiated instruction to meet building and student academic goals.
- Continue with PBIS & Second Step Lessons (weekly).
- Investigate new strategies including but not limited to Growth Mind Set.

4. Describe your school's mental health, specialized instructional support services,

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mentoring services, and other strategies to improve students' skills outside of the academic subject areas.

Students and staff feel physically safe at school as evidenced by formal and informal surveys. PBIS Tier I is fully implemented and clear expectations for behavior is taught and reinforced in a systematic approach. Weekly instruction utilizing Second Step curriculum was implemented in every classroom. The Second Step curriculum will continue to be utilized as a building wide strategy to promote positive behavior. Growth Mind Set will also be investigated as a new strategy. Students will continue to be afforded numerous opportunities to develop leadership and collaborative skills. These include but are not limited to; Student Council, Lego Robotics League, Student Ambassadors, Book Buddies, Girls on the Run, and community service.

5. Describe any activities regarding the preparation for and awareness of postsecondary education and career. This area may include Advanced Placement, IB, and other like programs.

Brookview continues to be aligned with the District's Goal of College and Career Awareness/Readiness. The Principal's 2017-2018 leadership goal included engaging community/career speakers to present to the student body. As a way of measuring student benefit from this experience, students were required to write at least 3 new things that were learned from the speakers. The goal was exceeded with more than 7 speakers engaged during the school year and over 90% of students able to identify newly acquired knowledge about a particular career and the educational pathway. Brookview has been a leader at the elementary level and will continue to provide these opportunities to our students.

6. Describe any activities regarding the implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA services.

MTSS Tier I & Tier II behavior strategies and interventions will continue to be implemented school-wide. We will continue to meet on a weekly basis with our problem solving team to provide support to students that have social-emotional and/or academic concerns. Weekly instruction of the Second Step curriculum in every classroom will continue and it has helped to reduce the number of ODR's school wide. Social Media which includes but is not limited to Class Dojo will continue to be utilized by the

majority of the staff to closely communicate with parents regarding their child's daily behavior. Other opportunities such as "Kind Kids Club" and "Growth Mind Set" will be explored to further promote positive behavior. Under the IDEA federal law, we will ensure that we will meet the specials needs of eligible children with disabilities. The staff in the program will meet on a monthly basis during PLC to ensure that we are meeting the needs of all students.

7. Describe any activities regarding professional development to improve instruction and use of data.

With the District newly adopted NWEA MAP assessment as both the Universal Screener and district wide assessment, gaining knowledge in how to interpret and use data to improve instruction has been imperative. Several PD opportunities were provided but staff has indicated a continued need for additional PD opportunities. Newly adopted strategies on the district level include the Edgenuity Software and the Reading Horizons curriculum for K-2. 100% of staff have indicated the need for training on the effective use of these programs. Also, with the advent of 1:1 devices for 2018-19, staff has directed administration to provide training in effectively integrating technology into the classroom.

8. Describe any activities regarding strategies for assisting preschool students transition from EC programming to the elementary school program.

The current strategies that are in place for assisting preschool students in the transition to Kindergarten include; meeting and screening incoming kindergarteners at registration, direct contact with incoming students over the summer through postcards and/or letters, a "Back to School Night", and pamphlets describing curriculum and tips for school preparedness. Linking meetings were also held in May of 2018 so that the EC teachers could talk with the Brookview team to talk about the needs of each child coming to us for 2018-2019 school year. Additional activities might include a parent/student orientation in the spring proceeding the new school year.

9. Describe any activities to ensure all students are taught by effective, experienced teachers who are licensed in the areas for which they are teaching.

100% of the Brookview staff is highly qualified with several teachers capable of providing professional development opportunities. Numerous staff members have multiple endorsements including but not limited to; ESL, Special Education, Middle School, Reading Specialist, Technology, and Administration. Only in cases of emergency are teachers hired that are not licensed in the teaching area. i.e. Special Education

10. Describe any activities and/or approaches to support homeless children and youth.

Upon enrollment, Brookview will work to ensure that all students will continue to be supplied with necessary academic supplies to be successful at school. Families are also provided with a list of community support systems to assist them. When possible, mentors have been and will be provided to support homeless students with attendance.

11. Describe any activities and/or approaches to engage parents in their child's education

Parent/teacher Communication continues to be a key component in engaging parents in their child's education. Brookview will continue the following activities which include; Class Newsletters, many forms of social media, Class DoJo, Academic Progress Reports, Student Led Conferences, and parent tips on at-home academic skill work. Brookview also engages parents in the school community through various school events that promote academic achievement, positive parent/teacher relationships, and student/teacher/parent collaboration. These include; Meet the Teacher Night at the beginning of the school year, all school music programs, Field Day, Fourth Grade Wax Museum, Girl/Boy Scouts, Forensics, and Sports Teams. The Brookview PTO provides a vital link between school and parents in forming a strong connection between home and school. Through monthly PTO meetings and family activities, nearly 100% of Brookview families have attended an event with their child at school. These events provide a starting point for many families to feel connected with the school and foster a true partnership in regards to the success of their children in all academic, social, and emotional areas.

12. Describe any activities and/or approaches to meaningfully engage stakeholders in the development of your school's Title I Plan.

During our building Leadership Meetings, we will continue to discuss ways to engage all stakeholders in the development of our school's Title 1 Plan.

Currently, we are using surveys and a weekly newsletter entitled the Bobcat Beat in which the principal and PTO communicates to our families about activities and instructional strategies that are taking place at Brookview.