Forsyth County Schools

A safe, connected, and thriving community for all

Brookwood Elementary School

2023-2024

School Improvement Plan

Principal: Rachel Moity

School Mission/Vision Statement(s):

Mission:

At Brookwood Elementary, we believe in deep levels of connection, collaboration, and conceptual understanding.

Vision:

To instill a love of learning in our students and prepare them to be respectful, open hearted, accountable, and responsible c itizens who will contribute to society in their own unique and meaningful way.

School Belief Statements:

Currently in draft form, completion goal 24-25

Brookwood Elementary School
2023-2024 School Improvement Plan

FCS Goal Area: Social & Emotional Health

FCS Performance Objective C: Promote respect, wellness, and balance for staff and students

Major Focus: Maintain a safe and supportive learning environment for all.

Performance Measures:

- 100% of the Brookwood staff will participate in yearlong professional learning where they will collaborate to identify and implement tier 1 strategies to increase schoolwide positive behaviors of all students.
- Establish baseline for staff completing FCS Mindfulness training led by Ashley Baer
- Decreased percentage in the number of referrals in data collection platform from previous year

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Establish professional learning communities for all staff members. • Positive Learning Environment Team will collaborate to support school-wide implementation of behavior expectation, Tier 1 strategies, and 7 Mindsets • Establish common schoolwide TKES goal with Tier 1 behavior strategies as a focus • Implement behavior flow chart and provide clear expectations • Implement 7 Mindsets Pipeline to support daily class meetings • Establish PBIS planning team • PBIS leader attends Classroom Behavior Support and coaching training sessions provided by Tara Davis and FCS School Safety • PLE team leads the work on each specific team by gathering feedback and supporting implementation • Display school behavior expectations in common areas • Increase the number of staff members attending FCS Mindfulness training • Share mindfulness strategies with staff and students on the school morning news • Implement Day of Play each quarter • Provide weekly reminders for work/life balance in staff newsletter	• Implement professional learning communities for all staff members. • Positive Learning Environment Team will collaborate to support school-wide implementation of behavior expectation, Tier 1 strategies, and 7 Mindsets • Monitor and evaluate common schoolwide TKES goal with Tier 1 behavior strategies as a focus • Implement behavior flow chart and provide clear expectations • Implement 7 Mindsets Pipeline to support daily class meetings • Implement PBIS planning team • PBIS leader attends Classroom Behavior Support and coaching training sessions provided by Tara Davis and FCS School Safety • PLE team leads the work on each specific team by gathering feedback and supporting implementation • Monitor effectiveness of school behavior expectations displayed in common areas • Increase the number of staff members attending FCS Mindfulness training • Share mindfulness strategies with staff and students on the school morning news • Implement Day of Play each quarter • Provide weekly reminders for work/life balance in staff newsletter • Conduct Empathy Interviews

Performance Measures: Year-End Results

2022-2023 (Baseline):
166 total referrals (includes staff managed and administration referrals)
94 referrals classified as physical aggression (includes staff managed and administration referrals)
39% of referrals classified as physical aggression

2023-2024:

100% of the Brookwood staff participated in yearlong professional learning where they collaborated to identify and implement tier 1 strategies to increase schoolwide positive behaviors of all students.

17 staff members (20%) completed FCS Mindfulness training led by Ashley Baer.

231 total referrals (includes major and minor incidents)
64 referrals classified as physical aggression (includes major and minor incidents)
28% of referrals classified as physical aggression.

Reflection on Results:

Maintaining a safe and supportive environment for learning and working was a focus of the 2023-2024 school year at Brookwood Elementary School. We believe that an intentional emphasis on wellness will result in success for all staff and students. We prioritized professional learning through weekly PLCs and participation in FCS Mindfulness. During the baseline year, 20% of our certified and support staff members utilized the personal and professional skills they learned with Ashley Baer.

In the weekly PLC meeting and monthly full faculty meetings, we discussed tier 1 behavioral expectations and strategies to help improve student behavior in the school's common areas. Teacher and student feedback was overwhelmingly positive, and the most significant changes were noted in the hallways. During the 2024-2025 school year, we will maintain the same common expectations; however, we will focus on positive interactions in the cafeteria to manage noise and allow students to build relationships with their peers.

To provide an accurate reporting of negative student behavior, the administration committed to recording all behavior referrals in Infinite Campus. Using the behavior management system (for majors) and Spotlight (for minors), we could track data accurately. We saw an increase in the number of referrals. However, this can be explained by teacher commitment to upholding schoolwide behavioral expectations and an administrative commitment to recording all instances of behavioral decision-making. The emphasis on expectations regarding student interactions did lead to a decrease in the percentage of incidents of physical aggression during the 2023-2024 school year.

As we enter year one of full implementation of PBIS in 2024, we will ask teachers to utilize Spotlight for behavioral referrals. This will mark a change from teacher relaying information to admin, but it should not cause an increase in the number of referrals. The addition of a schoolwide acknowledgment system can be expected to increase positive behavioral choices and contribute to fewer school referrals. The staff and students at Brookwood will reaffirm our commitment to building a safe and supportive learning environment in the 2024-2025 school year by addressing the social-emotional and behavioral needs of every Bobcat.

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FCS Goal Area: Climate, Culture, & Community

FCS Performance Objective B: Work collaboratively with all people to promote inclusivity, school pride, and belonging

Major Focus: Build a community where all people feel a sense of connection and belonging, while raising awareness of the unique characteristics that make Brookwood special.

Performance Measures:

- Collect new baseline using Georgia School Health Survey
- Empathy interview data
- Parent Perception Survey

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Utilize home language survey data to create "HELLO" artwork on concrete near front entrance. • Create a welcome video highlighting students and their families for each language represented at Brookwood. • Establish Club Connect – a student ambassador program that will offer opportunities for bilingual students to welcome new students and families on their first day and at school-community events • Continue to add new equipment and experiences accessible to all students • Establish House Buddies • Implement House Meetings • Design and offer a variety of leadership opportunities for all 5th grader students • Use weekly staff and community newsletters to promote inclusivity, school pride, and belonging • Collaborate with the Lambert Vertical Team to increase partnership opportunities with our families. • Collaborate to with Denmark and Piney Grove to create additional opportunities for Brookwood families to connect with other families transitioning to Piney Grove and eventually, Denmark. • Create and share two question parent perception survey (October and March) • Implement Coffee with Counselors	• Build a collection of popular picture books in multiple languages • Provide books in translation in the media center • Create connection opportunities for students in preparation for transition to different middle schools • Support Club Connect – a student ambassador program that will offer opportunities for bilingual students to welcome new students and families on their first day and at school-community events • Continue to add new equipment and experiences accessible to all students • Implement House Buddies • Implement House Meetings • Design and offer a new variety of leadership opportunities for all 5th grader students • Use weekly staff and community newsletters to promote inclusivity, school pride, and belonging • Collaborate with the Lambert Vertical Team to increase partnership opportunities with our families. • Collaborate to with Denmark and Piney Grove to create additional opportunities for Brookwood families to connect with other families transitioning to Piney Grove and eventually, Denmark. • Create and share two question parent perception survey (October and March) • Implement Coffee with Counselors

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline) - Previous Vertical Team Goal
Attendance at Parent University from Fall to Spring approximately doubled (from about 150 to 300 attendees).

2023-2024:

Georgia Health Survey Data
My school wants me to do well: 95% of 3rd –5th grade students recorded always/often.
Teachers treat me with respect: 90% of 3rd-5th grade students recorded always/often.
There is an adult at my school who will help if I need it: 89% of 3rd-5th grade students recorded always/often.

Empathy Interview Data:
Staff members and students exiting 5th grade provided feedback to help us build a community where all people feel a sense of connection and belonging, while raising awareness of the unique characteristics that make Brookwood special. This feedback was gathered through face-to-face conversations, team discussions and anonymous electronic submissions.

Baseline Parent Perception Data:
76 surveys completed.
Brookwood families rated their sense of belonging and connection on a scale of 1-5.
Average score was 4.7

Lambert Connected Parent University:
The Lambert Connected vertical team successfully held two Parent University events this year. While attendance was up in the Fall, it took a dip in the Spring. We will focus our efforts on a single Parent University in the fall for the upcoming school year.

Reflection on Results:

Building a community where all people feel a sense of connection and belonging was our primary goal this year. We focused on the unique characteristics that make Brookwood special by taking intentional steps to represent our diverse school community and gathering insights from multiple perspectives to promote continuous growth.

By utilizing home language survey data, we were able to create a welcoming space at the front entrance showcasing "HELLO" in the variety of spoken languages within our community. We continued our work inside the school by adding new collections in the media center. Picture books in multiple languages were added to support language development and cultural appreciation among all students. Books in translation were also added promoting cross-cultural understanding and literacy.

Club Connect was created to promote inclusivity and peer support. Bilingual student ambassadors were able to bridge language gaps, helping new students and families feel welcome. This program also empowers bilingual students by giving them leadership roles and the opportunity to contribute to the school community. We will continue our efforts to support our multilingual students by providing resources in their native languages helping them feel more comfortable and confident in their new environment.

Empathy interview data from students and staff led our shift from formal house meetings to a house buddy system. The class buddy system provided opportunities to build supportive relationships, enhance social skills, and create a more connected sch ool environment. Strategically pairing classes with older students offered more opportunities for students to lead throughout the building.

The Parent Perception Survey provided valuable insights and areas for development. The data supported our intentional work in this area and gave us great ideas to consider for future growth. We will continue to use this method for collecting data because we value feedback and are committed to addressing concerns and suggestions.

Effective communication is essential for building a strong school community. The weekly Bobcat Buzz newsletter was accessed across the globe. Each week thousands of views were recorded. The digital newsletter aims to keep everyone informed, highligh t achievements, and promote a sense of pride and belonging. The Bobcat Buzz and BES social media presence serves as additional outlets for reinforcing the school's values and initiatives.

Collaboration with the Lambert Connected vertical team has enhanced family engagement and support throughout the community. The Lambert Connected events provide opportunities for families to connect, share experiences, and work together towards common goals. Our vertical work extends beyond the Lambert Connected community to the Denmark vertical team ensuring continuity and support for families as they transition between schools. It helps build a cohesive community and provides a ne twork of support for students and parents, making transitions smoother and less stressful.

We will continue to collectively aim to create a supportive, inclusive, and connected school community, where every student a nd family feels valued and engaged.

Brookwood Elementary School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: Increase student achievement in the areas of ELA and Math

Performance Measures:

- Fastbridge Data
- I-Ready data
- Big 20 Data
- Georgia Milestone Data in ELA and Math
- BEACON data

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Establish Professional Learning Communities for all staff members • Establish ELA Curriculum Team • Participate in FCS ELA Cohort (K-3) • Create ELA lab classrooms (K-5) • Establish Math Curriculum Team • Create Math lab classrooms (K-5) • Utilize instructional coaches to support all staff and full implementation in lab classrooms • Full implementation of UFLI K-2 • 3-5 teachers trained for UFLI as intervention • Participating in FCS Dyslexia Pilot Program • MTSS blocks designed with literacy as a priority, math for demonstrated needs • Innovative use of allotments to maximize number of staff members available for intervention • Maximize EIP support with innovative models • Analyze diagnostic and formative data to guide instruction and support enrichment/remediation needs in all grades • Provide additional job embedded professional learning opportunities to support implementation of new curriculum and updated standards.	• Implement and support Professional Learning Communities for all staff members • Implement ELA Curriculum Team • Continue to participate in FCS ELA Cohort (K-3) • Utilize ELA lab classrooms (K-5) • Implement Math Curriculum Team • Utilize Math lab classrooms (K-5) • Utilize instructional coaches to support all staff and full implementation in lab classrooms • Full implementation of UFLI K-2 • 3-5 teachers trained for UFLI as intervention • Participating in FCS Dyslexia Pilot Program • MTSS blocks designed to support specific needs with literacy as a priority, math for demonstrated needs • Analyze diagnostic and formative data to guide instruction and support enrichment/remediation needs in all grades • Provide additional job embedded professional learning opportunities to support implementation of new curriculum and updated standards.

Performance Measures: Year-End Results

(Include data for the school and each sub-group)

2022-2023 (Baseline):
English Language Arts subgroup content mastery as reported by 2022 CCRPI. Baseline measures are included below.
Asian Pacific Islander 100%
Black 76.32%
Hispanic 88.17%
Multiracial 93.19%
White 92.98%
Economically Disadvantaged 65.63%
English Learners 94.80%
Students with Disability 80.39%

2023-2024:

I-Ready Data:
According to I-Ready diagnostic data, 84% of K-5 students at Brookwood met or exceeded grade level expectations.

Big 20 Data:
According to Big 20 data, 89.2% of K-5 students at Brookwood met or exceeded grade level expectations in math.

Georgia Milestones Data:
According to Georgia Milestones data, 90% of 3-5 students at Brookwood met or exceeded grade level expectations in ELA.

English Language Arts subgroup content mastery as reported by 2023 CCRPI.
Performance measures are included below.

Asian Pacific Islander - 100%
Black – too few to measure
Hispanic – 91.19%
Multiracial – 97.37%
White - 91.18%
Economically Disadvantaged – 62.50%
English Learners 89.45%
Students with Disability 81.80%

Reflection on Results:

To support increasing student achievement in both ELA and math, the Brookwood Elementary staff participated in frequent and meaningful professional learning communities. These PLC meetings occurred weekly during shared planning that leveraged input from support teachers including ESOL, EIP, Special Education and Gifted and our math and literacy instructional coaches. Further, Brookwood created another time for teachers to collaborate on and plan for their students' diverse needs. This job embedded professional learning community time was called PLXL and was co-led by both the math and literacy instructional coach. This time allowed for purposeful planning and designing of effective supports for each grade level's MTSS time.

As an additional means to increase teacher capacity to support student achievement in both ELA and math, additional team members were added to the instructional branch of the school leadership team. This team spent time delving in professional learning and best practices for literacy and math instruction.

Another facet of Brookwood Elementary's commitment to increasing student achievement included our efforts as part of the district's pilot for Dyslexia legislation implementation. A dyslexia core team was developed and participated in additional

professional learning to fully support the pilot. This team and the professional learning they received were integral in executing the new dyslexia screeners, development of effective supports, and implementation of targeted interventions and progress monitoring.

As we continue our efforts to increase student achievement in ELA and Math, we are eager to continue and expand on the groundwork laid this past school year.

Brookwood Elementary School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: Increase student growth and engagement

Performance Measures:

- 100% of teachers will participate in PLCs and embedded professional learning opportunities.
- Universal Screening, diagnostic, and progress monitoring data will be used to determine performance.

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Design master schedule with common MTSS segment for each grade level • Optimize human resources for intervention opportunities • The Positive Learning Environment team will support schoolwide implementation of tier 1 behavior strategies to create conducive learning environments that are engaging for students • Participating in FCS Dyslexia Pilot Program • Participating in FCS ELA Cohort (K-3) • Establish weekly opportunities for Professional Learning Communities for all staff members • Create shared leadership opportunities for all staff • Provide opportunity for 2 staff members to complete FCS Dyslexia Endorsement program	• Implement master schedule with common MTSS segment for each grade level • The Positive Learning Environment team will monitor and support schoolwide implementation of tier 1 behavior strategies to create conducive learning environments that are engaging for students • Participating in FCS Dyslexia Pilot Program • Participating in FCS ELA Cohort (K-3) • Implement weekly opportunities for Professional Learning Communities for all staff members • Utilize shared leadership opportunities for all staff

Performance Measures: Year-End Results

(Include data for the school and each sub-group)

2022-2023 (Baseline):

For increasing student growth and engagement, the Brookwood Elementary team chose to measure performance through teacher participation in Target Support Team (TST) meetings. 100% of homeroom and support teachers, counselors, and administrators participated in these meetings as part of the problem-solving process in the MTSS framework.

2023-2024:

100% of teachers participated in PLCs and job embedded professional learning opportunities.

During weekly PLCs and extended job embedded PLXL segments, 100% of teachers participated in data analysis processes to inform instruction and determine the effectiveness of interventions. This work was led by the MTSS leadership team representative on each team.

Reflection on Results:

During the school year, PLCs met with fidelity during their common planning on Tuesdays. During these meetings, grade level teams focused on the Impact Cycle, unpacking standards, and discussing strategies that could most effectively help students develop conceptual understanding in order to enhance the learner experience. Also, teachers were diligent to examine the data to determine if the strategies implemented were effective and adjust instruction appropriately. Furthermore, teachers received job embedded professional development every three weeks. This professional development was created by the instructional coaches with teachers to best meet their needs.

Outside of the building, Brookwood sent leaders from Grades K-3 to Literacy Leaders meetings. From these meetings, teachers gleaned more skills to increase student growth and engagement in reading and writing and were able to share their learning and build capacity at Brookwood. Also, our school participated in the FCS Dyslexia Pilot Program. This allowed our teachers to have a deeper understanding of where to target reading instruction. This data, along with Universal Screening, diagnostic, and progress monitoring data were integral components in targeting student gaps during our common MTSS segments.

While our teachers experienced much growth this year, the number of new initiatives was often overwhelming. Even though each new program brought a great deal of value, it is going to take time and further collaboration to truly understand and most effectively implement all the new initiatives. Teachers will need ongoing support and time to collaborate to most effectively increase student growth and engagement.

Going forward, the major adjustments will include finding creative ways to best support the time needed for teachers to best understand the new literacy laws and how these can better increase student growth and engagement. It is important to think outside of the box to ensure our staff can collaborate and feel supported as they continue the second-year implementation of math standards and the Eureka curriculum along with the new literacy laws and a new literacy curriculum.