DISTRICT SOLUTIONS
SCHOOL IMPROVEMENT

Solution Tree

Needs Assessment Summary

District: Bibb County School District

School: Brookdale Elementary

Principal: Kim Tolbert

Date: September 29-30 and October 10, 2016

Solution Tree Coach: Darwin Prater Spiller

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Part 1

Purpose of the Needs Assessment for Continuous School Improvement

The Needs Assessment for Continuous School Improvement is utilized to determine how the school is performing in relation to the Critical Practices and Guiding Principles to be leveraged in the Professional Learning Community process. The process is data-driven and objectively identifies a school's strengths as well as opportunities for improvement. This report offers specific direction for school improvement based on the findings.

Critical Practices and Guiding Principles for Continuous School Improvement

The table below outlines the critical practices and guiding principles that are foundational to a school improvement process leveraging Professional Learning Communities. Each component falls within one or more of the three big ideas of a Professional Learning Community to include:

1. A Focus on Learning

2. A Collaborative Culture With a Focus on Learning for All

3. Results Orientation

The purpose of the work is to ensure that all students learn at high levels. Helping all students learn requires a collective and collaborative effort. A school wide focus is necessary with able and willing adults ready to implement any needed changes in order for students to reach proficiency. In order to assess the effectiveness of our work and the student progress, there must be evidence of student learning continuously. A school must be prepared to respond immediately to students who need intervention or extensions.

Culture of Success	A culture of success supports a safe, orderly, and equitable learning environment. There is an expectation of high levels of learning for all and culture of doing whatever it takes for each student to succeed. Creating Collective Commitments is a first step in establishing a culture of success.

Engaging in the Right Work	Implementation of an ongoing process in which educators work collaboratively in recurring cycles (unit by unit) of collective inquiry and action research to achieve better results for the students they serve. Collaboration is the engine that drives the school improvement process. Teams focus on answering four critical questions that guide the process and ensure everyone is engaged in the right work.

1. What is it we expect students to know and be able to do?	A guaranteed and viable curriculum (1) gives students access to the same essential learning regardless of who is teaching the class and (2) can be taught in the time allotted. Teachers must work collaboratively to determine the guaranteed and viable curriculum for each course and grade level. The essential learnings are derived from the state standards and broken down into learning targets.
2. How will we know when they have learned?	The teachers collaboratively create common formative and summative assessments to help students acquire agreed upon knowledge and skills. Formative assessments for learning are part of an ongoing process to monitor each student's progress on a continuous basis, to inform the teachers of the effectiveness of their practices, and to provide scaffolding to students. SMART goals are established to monitor the progress made.
3. How will we respond when they do not learn?	A multi-tiered system of interventions in a school wide plan ensures that every student in every course or grade level will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. The intervention occurs during the school day and students are required to devote the extra time and secure the skills. This is a collective school wide responsibility.
4. How will we respond when they have already learned?	Extension opportunities are created for students who have reached proficiency with the guaranteed and viable curriculum. This group of students will engage in extensions of learning connected to the essentials.
Shifting From All to Each	School schedules, operational systems, grouping of students, and any activities impacting student learning are all focused to provide each student with the necessary skills and knowledge to become proficient in the guaranteed and viable curriculum. All decisions are made with this purpose as the most crucial goal.

Leadership for Learning	A Guiding Coalition comprised of teachers and administrators will be established to lead and monitor the school improvement processes that ensure learning for all. The building principal is responsible for implementing the Professional Learning Community at Work framework with fidelity. This includes but is not limited to data review weekly, scheduling, protecting instructional time, and supporting teachers with embedded professional development and time to do the work.
Engaging Students in Owning Their Learning	Schools and teachers adopt and ensure a growth mindset to improve achievement for each student. Students set their own learning goals in the form of SMART goals and track their own growth. Teachers create learning opportunities that personalize and engage students in owning their learning, bringing meaning to the process.

Methodology: Summary of Observations, Interviews, and Team Meetings

Methodology	Quantity
Classroom Observations	10
Interviews with Teachers, Administrators, and Students	5 Parents 7 Students 10 Teachers 3 Instructional Coaches 1 Interventions Specialist 1 Assistant Principal 1 Principal
Observations of Content and Grade Level Team Meetings	0
Observation of School Leadership Team Meeting	1
Document Review	12

Classroom observations, interviews with stakeholders, team meetings, review of curriculum documents, school achievement data, and demographic statistics informed the recommendations of this needs assessment.

Part 2 Background   and Demographics

Brookdale Elementary School is located in the Bellevue-Hillcrest community and the historic Payne City in the western part of Macon, Georgia. Brookdale opened in the fall of 1990 to combine Bellevue and Pearl Stephens Elementary schools. Brookdale currently serves approximately 450 students in grades PreK-5. The Bellevue community has gained a reputation for its steadily increasing crime rate. In addition, Freedom Park which is located less than a mile from Brookdale Elementary is known for a high crime rate. The 2016-2017 school year has resulted in the largest turnover rate for teachers and staff for the past three years with a loss of eight teachers and staff. Principals have been consistent. Prior to the 2015-2016 school year, teacher retention was the strength of the school. The members of the leadership team have served consistently in that capacity. In addition, for the 2014-2015 and 2015-2016 school terms Brookdale has received three stars for the climate rating. Brookdale offers programs that focus on both reading and math. These programs include iRead, System 44, Voyager Math, and the Flexible Learning Program. The community supports Brookdale by continuously being our partners in education

There is one principal, one assistant principal, two instructional coaches in the area math and literacy, one intervention specialist employed and a full-time counselor.   There are 29 teachers who work in the school – this includes specials and SpED. This report shares the results from a comprehensive needs assessment conducted through a contract with Solution Tree at Brookdale Elementary on September 29 and 30 as well as October 10, 2016, and concludes with recommended SMART goals and an action plan to further improve student learning.

Because of district wide grant, all students at Brookdale Elementary receive a Free breakfast and lunch daily. In addition, all Brookdale students receive a fresh fruit or vegetable daily.   A great majority of the homes in the community have non-working adults who are seen in the neighborhood sitting on the front porch of their homes or walking around while school is in session. Many of the students live with grandparents or in single parent families and nearly 90% of students are transported to and from school, with about 10% of students using bus transportation. In the neighborhood, there are areas that have gangs and inappropriate behaviors occurring daily in which the student unfortunately have to witness to and from school. On campus, there is a small rise in the office referrals which is worrisome to the principal and staff. The principal has implemented a PBIS school wide reward system to address this concern. Because of the concerns in the community, cameras have been installed throughout the school. Despite these concerns, students are well behaved at school and

seem to like coming to school each day. They enjoy the many celebrations the principal and staff afford them related to their assessment results, AR reading, and behavior.

The school has several strengths identified by the staff and community. The nurturing and caring environment is evident from the moment students' high-five teachers and the principal when entering the building to their affection for their teachers in the classrooms. The monthly PBIS celebrations are a highlight of the school. Parents donate chips, cookies, and sodas in which the students have an opportunity to purchase during the PBIS celebrations. The money earned is used to purchase student awards for the end of the year. All students have the opportunity to participate in the PBIS celebrations if they exhibit appropriate behavior each month. During the PBIS celebrations, students have the opportunity to select their reward. The rewards range from an arts and craft session to an opportunity to have organized play outside. The students who do not earn an opportunity to participate in the PBIS celebrations are in class working on character education projects with an assigned teacher. The assistant principal also use this time to have Burger King Lunches with students that scored in the 90 percentile of benchmark test.

Under the 2015 renewal of Georgia's ESEA Flexibility Wavier, certain Title I schools continue to be designated as Reward, Priority, or Focus Schools. The Wavier allows the use of the College and Career Ready Performance Index (CCRPI) as the comprehensive report card for all Georgia, providing a score between 0-100 for each school – measuring how well the school is doing in preparing its students to be successful in college and/or a career.

Brookdale Elementary current CCPRI score is 51. Despite the progress made by the students, Brookdale Elementary has been designated as a Focus School under Georgia's ESEA Flexibility Waiver for the 2015-2016 school year. This designation is based on the school's 3-year average CCRPI Achievement Gap score, and the school will keep this distinction until they meet the exit criteria for Focus School status.

The school will closely monitor all students in need of closing the achievement gap as determined by the school and state. Those subgroups include growth and achievement among all African American students, economically disadvantaged students as well as the students with disabilities.

As a Focus School, the school will continue to partner with parents/guardians, community, and the Bibb County Board of Education to develop a school plan that delivers the necessary support to address the learning needs of the students and increase their academic success.

Brookdale needs to continue to provide research based interventions that afford the students the opportunity to address documented areas of weakness. Interventions should include but not limited to Systems 44, a reading intervention program that is designed to provide 3rd grade students with personalized, rigorous instruction. The instructional model for Systems 44 is composed of whole group instruction as well as small group stations.

Lastly, Focus Schools are required to develop and offer Flexible Learning Program (FLP). FLP is designed to improve mathematics performance by offering extra academic help to students through tutoring, remediation, and/or other educational support. The goal of FLP is to increase student learning, grades, and test scores. Brookdale Elementary will need to identify students most at risk of failing mathematics.

Number of Students in the School	372
Gender (by number)	Male 187 Female 185
Average Class Size	22
Absentee Rate (Daily Average)	14.43%
Ethnicity Sub Group Percentages	0.48%
Free/Reduced Lunch Percentages	100%
Dropout Rate	N/A
Special Needs Sub Group Percentages	14.30%
Mobility Rate	
Honors/Advanced Placement Status	N/A
English Learner Percentage	Less than 1%

Leadership Interview Summary

Structures are in place to build and grow effective collaborative teams in a Professional Learning Community. On Tuesdays, the principal and coaches facilitate the collaborative planning sessions with teachers. During these meetings the focus is working to answer the four critical questions PLC teams must address (What is it we expect students to know and be able to do? How will we know when they have learned? How will we respond when they do not learn? How will we respond when they have already learned?). The intent of the leadership team at Brookdale Elementary is to develop the empowerment of all teachers. The leadership team is working together towards a common goal which requires alignment with district standards and scope and sequence. The team uses data to drive the focus of instructional planning, teachers and support staff are able to collaborate and close the achievement gaps across all student groups regardless of their social, cultural, and economic backgrounds. Through the shared efforts of the administrators, the leadership team has a continuous focus on student success and is aiming to achieve clear instructional expectations, shared leadership, and support for each other throughout the process. On Tuesdays, Wednesdays and Thursdays teachers meet from 7:50 – 8:30 am and the principal participates as an observer during these meeting.

The leadership team works with teachers to create goals and strategies based on data analysis to address the needs of all learners. Grade level PLC teams write and monitor SMART goals throughout the course of the year to monitor student learning. These SMART goals align with the overarching building goals and target the needs of the students at each individual grade level. The leadership team works collaboratively with teachers to examine data to determine need areas for the development of their SMART goal. Baseline data is collected and the team works to set an achievable goal based on that data. PLC teams clarify the essential learning goals, determine appropriate strategies and action steps, find resources, consider appropriate timelines, and develop common formative assessments to help monitor their progress toward the outcomes prior to instruction. Student data is collected and analyzed within the PLC teams as a means for reflection and collective brainstorming. Support staff members are included in these conversations (reading lab, ESL, the extended learning program, special education, counseling, the instructional coach, and building

administration). Instructional decisions, interventions, and future goals are based on the results of these conversations and student data.

In addition to SMART goals, data boards are used to track student progress over time. Data boards provide a visual representation of how students are moving, the rate in which they are moving, and their performance related to the expectations at various times throughout the year. These boards have helped teachers deepen their awareness of individual student data across the grade level as a whole rather than just those students in their classroom. This visual representation of individual student data and growth has been very valuable in ensuring all kids are moving forward in their learning. Interventions and/or services are considered for students achieving above and below expectations. These data boards have also been critical in ensuring that our building support services are truly providing support to the students most in need.

All leadership members of the school mentioned a concern with communication between the school and the district office related to initiatives and directed work to accomplish. Sometimes, though there is communication, it is late and makes people feel hurried to accomplish a task they do not fully understand how to do well. As work moves forward, they hope to have a more open dialogue with all parties involved.

Teacher Focus Group Summary

All teachers at each grade level have common planning time. Once a week, it is required that teachers collaborate in an agenda driven focus meeting. The topics of these focus meetings rotate every four weeks and include reading, math, writing and formative assessment review. A different grade level of focus meeting occurs each hour allowing the administrator to attend. The reading focus meetings are facilitated by the reading coaches while all other focus meetings are facilitated by the grade level team leader. Minutes are kept and reviewed from each focus meeting and both data mining and analysis are conducted.

Several teacher teams were interviewed in September and October. Each team was appreciative of the open-door policy in place with the principal and felt they could approach her with any issues, concerns, or celebrations and be respectfully heard.

Teachers indicated that they are appreciative of the collaborative process because it allows them to discuss:

- ❖ Vocabulary alignment

- ❖ Learning standard awareness and scaffolding of skills from one grade to the next

- ❖ Analysis of the scope and sequence of when to best teach specific skills that are most challenging for students

- ❖ Realization that certain Essential Outcomes are more apparent across all grade levels and strategies are being vertically discussed to address the gaps within those skills

Teachers mentioned that they should "own their students" for three years - the year before, the year of and the year after they serve them within their own classroom. By accepting this philosophy, they have collected, analyzed and reflected on student data from both formative and summative common assessments which has led to the following across all grade levels:

- teams recognize strengths and weaknesses of instructional practices

- teams now have open communication and trust to learn from each other in perfecting their own best practices

- teams collaboratively build both formative and summative common assessments complete with assessment administration scripted protocol to ensure alignment of results

- teams analyze student errors made on assessments in a timely manner to quickly correct misconceptions

- students are grouped into targeted skill-based groups aligned with teacher strengths for both intervention and enrichment

Some of the teachers shared the need for protocols and a culture that values a difference of opinion as a learning opportunity, rather than a "right-wrong" approach to making decisions. They also shared that students were not working enough on writing, nor was there a school-wide rubric used for writing to bring students into the conversation about proficient writing. Some of the teams want to see more teachers view the students as

"our" students, rather than "my" students and want to spend time looking at what they teach in light of the standards students must learn the year before and after their grade level (vertical progression of standards).

There is one Pre-K teacher and three teachers per grade level in grades first – fifth. Kn-2 teachers are self-contained and 3-5 grades are departmentalized. There are concerns with one of the literary teachers expressed by the principal.

Teachers indicated that amongst some teachers there is a deeply embedded mindset that student progress was a private responsibility of individual teacher. The teachers made note that data analysis and progress monitoring created a common foundation for healthy conversations around student needs and classroom and team practices. By establishing norms and protocols in these meetings they felt that Brookdale has developed a safe environment for teachers and teams to openly and collectively evaluate student progress relative to team goals. Collaborative teams at Brookdale are growing to understand that the process of analyzing data informs instruction and is critical for student success. They noted that the data discussions lead to intentional conversations about student progress. These transparent conversations includes all stakeholders including students, parents, and the school. Creating trusting teams and adhering to their norms of collaboration allows for rich discussions around student progress, goals and data, and opened the doors to consistent practice that led to student success. Finally, overall the teachers seem to like working at Brookdale Elementary and are thankful they are at this school.

Student Focus Group Summary

The students at Brookdale Elementary were very complimentary of their school, teachers, and the principal. I interviewed students in 1st through fifth grade.

All of the students were very excited about the upcoming monthly PBIS celebration. The student shared that they liked the fact that the school had multiple ways to celebrate their success. They mentioned Fall Festival, attendance and ice cream parties as well as being able to wear jeans on Fridays if they met the criteria.

All of the students interviewed shared they feel safe at school. One student expanded that feeling to say he loves coming to school because the cameras are visible throughout the school which made him feel safe. Additionally, all of the students valued their attendance and said they were only absent if they were sick or their family took them on a trip. All of the students shared they feel safe because of the principal is visible throughout the school.

The students all talked about college and/or career opportunities. One student mentioned he enjoys visiting his local University to see his cousin from time to time. All of the students mentioned attending local high school games and yearning for the day to attend the high school. All of the students shared a career opportunity – Dentist, Teacher, Chemist, Dog Explorer, Football Player, and two wanted to be Cops.

When asked how the teachers show they care and encourage students to do their very best, the following comments were shared:

- They teach us math, reading, science and social studies.

- They believe we can learn. They tell us, "I believe in you."

- They help us get smarter.

- They make us learn new things.

- We want to respect our teachers.

- We have to make sure we follow their directions because they are helping us.

When asked how to improve Brookdale Elementary, they shared the following:

- Working together to help others

- Assignments could be harder and more challenging

- All students need to participate in the activities and not talk back to the teacher.

- All students need to follow directions.

- More celebrations – a game room and art classes

- We need to be more consistent with wearing our school uniforms.

All of the students shared that their parents were happy about what Brookdale offers. The students shared that the parents love the school and are often seen during lunch to help wipe the tables. Several students mentioned that their parents attended Brookdale along with other family members. They shared that the parents love to attend the events at the school as well. In all, the students are happy with their experiences at Brookdale Elementary, feel safe, and appreciate the relationships built with their teachers.

Parent Focus Group Summary

I was only able to interview a few parents after school as they picked up their children. The principal and assistant principal accompanied me and made introductions. All of the parents interviewed are very pleased with Brookdale Elementary and appreciate the care the adults in the building take with their children. They collectively feel their students are well prepared for the next year of learning and that if they have an issue, the principal is open to listening to their concerns. The parents were excited to have been chosen to talk about the school. One parent mentioned that the teachers must be ready every day to welcome the kids with a smile and handshake. She mentioned that many of the kids have rough times at home and the kids look forward to coming to the school to see their teachers. Another parent mentioned she was thinking about moving to Atlanta and her mother is willing to keep the kids so they can remain at Brookdale Elementary.

The parents did have a few suggestions for improvements to Brookdale Elementary. Three items were mentioned: (1) a stronger more involved PTO (Parent Teacher Organization), (2) the need for more fundraising for school activities and (3) a monitor in the morning for student drop-offs to make sure cars and walkers are kept safe following drop-off procedures, (4) additional after school and black history programs.

Part 3

Comprehensive Needs Assessment Walkthrough Summary

I   liked…

- One teacher consistently asked students "Why?" with wait time and if a student was stumped, asked him/her to find a friend to help in a very supportive way.

- Some students using the iRead time to choose books in their level and read with a buddy.

- Students responding to the informational text read by imagining they were in that part of history.

- A teacher asking students to repeat back the learning target in kid friendly language.

- A teacher asking a student to share her math strategy for finding place values of numbers.

- Students knowing the routines and procedures and getting to work at the start of a class.

- A teacher having options for students who finished a task early to further their learning.

I   wonder…

- How do students comprehend their iRead reading selection? Do kids know their reading levels?

- Which routines and procedures might help students better read for meaning with a buddy when choosing iRead books.

- What planning has occurred to ensure teacher are not just asking :right there" type questions

- Why does a teacher choose to use sarcasm with students?

- How do students understand the purpose to their reading in class (especially informational text)?

- How do poor readers make sense of the text when round-robin reading a text in groups of four?

- How can students give feedback to one another when working and not only require feedback from the teacher?

- Would more students answer questions if they had an opportunity to pair-share first?

Classroom Observation Summary

After reviewing data, the principal and I selected the following areas to focus on when conducting walk throughs:

A. KN – 5 Literacy (small group instruction)
B. Math – Core instructional block
C. Intervention times (KN – 5)

The teachers were not told in advance that I would be visiting their classroom at a given time, only told that I would be doing walkthroughs throughout the day. With it being a PBIS Friday celebration which included a one-hour of reward celebrations, I appreciated the teachers' overall willingness to be part of the observations and showcase their students' learning. The principal and I did more formal walkthroughs in 10 classrooms and peered into the remaining 17 classrooms. All of the teachers were teaching with a range of styles from whole group to small group instructions.

Several classrooms were doing more teacher directed whole group instruction. We also noticed student directed activities to include reading and/or writing. Much of the reading observed focused on a particular skill for the day which could be found on the white board in the front of the classroom. Another classroom had students watching a video and the students were asked to take notes during the video.

In several classrooms, teachers asked students questions. However, in all but one classroom, the questions were "right there" questions, meaning they could be answered without any analysis or critical thinking, simply be recalling a memorized fact or pulling information from a piece of text directly. While in the science and math classrooms the teacher used the cold-calling strategy which some of the students did not participate with a response because others were blurting out the answers. In the reading classroom with more thoughtful analysis questions, students raised hands to answer rather than sharing their thinking with a partner and then the teacher randomly calling a student to answer. This meant some students know their peers would answer the questions for them and so a couple of students did not really engage in thinking through the questions.

Most classrooms had routines and procedures in place and it was clear teachers cared for the students and made time to have mini-lessons with one to three students as needed during the learning activities. One of the classrooms environment was concerning to the principal. The students did not appear to be engaged in the lesson. I did, however, observe teachers making connections between the day's learning and previous learning while students listened.

I only observed a couple of initial lessons while the rest seemed to be teacher directed or independent practice oriented. In the initial lesson, the instruction was direct with peppered questions related to math facts that students had to answer. Again, the teacher did not require any cooperative learning strategies, only that a student with a raised hand answer or those that blurted out the response.

Overall, the classroom environments were well organized and the instruction was more teacher-directed than I had anticipated, but the cognitive demand of instruction was low. Students are also not necessarily learning the same targets in the same grade level classrooms. Work needs to be done to make sure all students are learning at high levels in every class using a common pacing guide and curriculum plan.

Part 4

Performance Data

Student Learning Data
*Attachments Can Be Used for All Student Learning Data

Indicator	Current Year	Previous Year
% of Students Reading at Grade Level	% Proficient or Advanced 3rd: 34% 4th: 38% 5th: 37%	% Proficient or Advanced 3rd: 21% 4th: 29% 5th: 37%
State Test Results Reading/English/Writing (by grade level or course)	% Proficient or Advanced 3rd: 34% 4th: 38% 5th: 37%	% Proficient or Advanced 3rd: 21% 4th: 29% 5th: 37%
State Test Results Mathematics (by grade level or course)	% Proficient or Advanced 3rd: 58% 4th: 41% 5th: 37%	% Proficient or Advanced 3rd: 35% 4th: 44% 5th: 38%

Documents Review

In addition to assessment results and focus group surveys and interviews, the needs assessment includes a review of pertinent documents. These may include but are not limited to school and team schedules, school improvement plans, leadership and collaborative team meeting agendas, meeting records, team norms, team SMART goals, common formative assessments, curriculum guides, pacing information, standards and learning targets, intervention schedules and learning plans, lesson plans, formative data, etc.

Documents Reviewed
Georgia Milestones data – from 2014-2015 and 2015-2106
Continuous Improvement Plan 2015 – 2016
School Report Card 2015 – 2016
Quarterly Progress Assessments
Aims Web Plus data (screener)
System 44 Reading Intervention Data
Discipline data
Attendance data
Lexile data
School & Team Schedule
Quarterly reflection & needs questions principal gives teachers as a survey
Weekly Panther Parent Newsletters

Brookdale Elementary School   School Performance Report

Brookdale Elementary School

3600 Brookdale Ave, Macon, GA 31204

📞 (478)779-2783

🔳 Grades: K-5

👥 Enrollment: 445 students

Performance Snapshot

- Brookdale Elementary School's overall performance **is higher than 8% of schools in the state** and is lower than its district.
- Its students' academic growth **is higher than 45% of schools in the state** and higher than its district.
- **9.5% of its 3rd grade students are** reading at or above the grade level target.
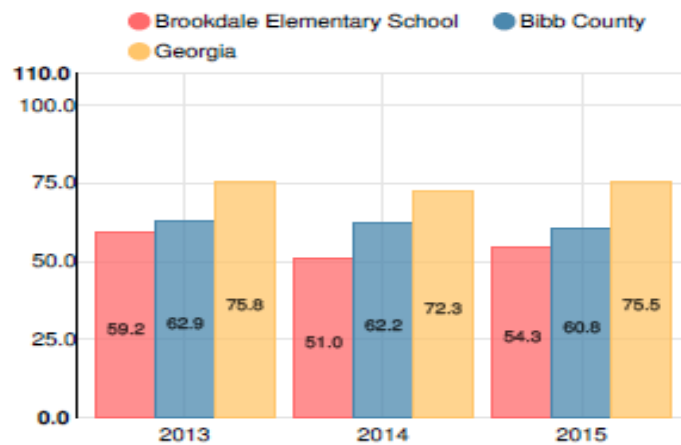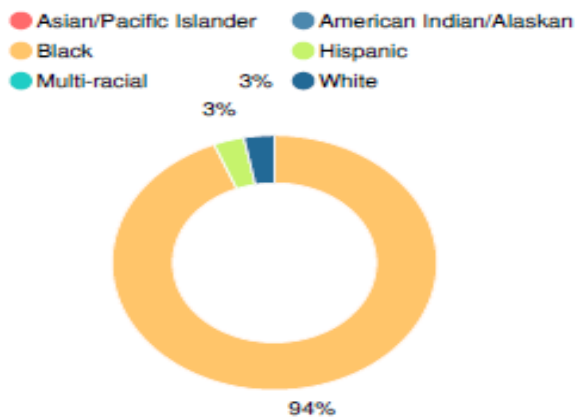
School Wide

F

54.3

Year	Brookdale Elementary School
2015	F
2014	F
2013	F
2012	F

Grade conversion	
A	90 - 100
B	80 - 89.9
C	70 - 79.9
D	60 - 69.9
F	0 - 59.9

CCRPI Single Score

Legend: ● Brookdale Elementary School ● Bibb County ● Georgia

Year	Brookdale Elementary School	Bibb County	Georgia
2013	59.2	62.9	75.8
2014	51.0	62.2	72.3
2015	54.3	60.8	75.5

Race/Ethnicity

Legend: ● Asian/Pacific Islander ● American Indian/Alaskan ● Black ● Hispanic ● Multi-racial ● White

3% 3% 94%

Free/Reduced-Price Lunch (FRL)

Legend: ● FRL ○ Not FRL

2% 98%
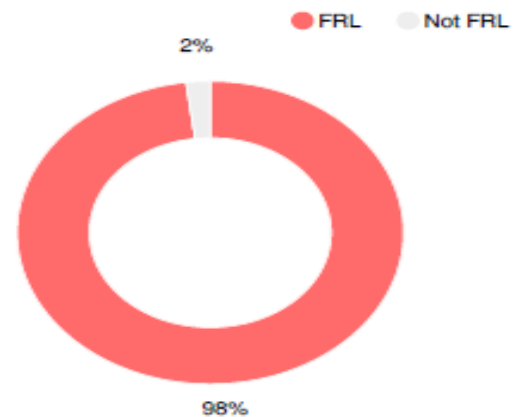
Students with Disability (SWD)

SWD   Not SWD

6%

94%
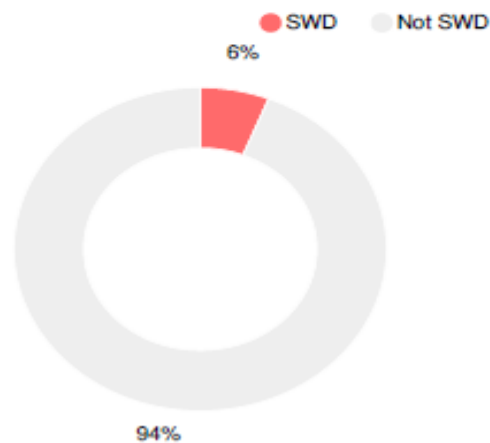
English Language Learners (ELL)

ELL   Not ELL

2%

98%
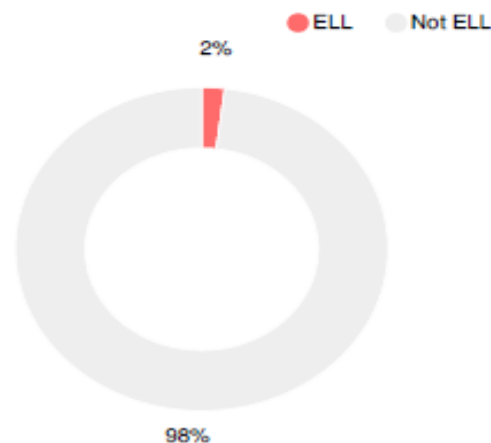
Elementary

CCRPI Score

Brookdale Elementary School

Indicator	2012
Achievement	13.4
Progress	33.3
Gap	5.8
Challenge	1.8
CCRPI Score	**54.3**

English

Percent of students scoring in each performance level on 2015 Georgia Milestones for elementary grades

Beginning   Developing   Proficient   Distinguished

	Brookdale Elementary School	Bibb County	Georgia
Distinguished	9.8	4.0	9.8
Proficient	23.1	20.0	29.6
Developing		31.6	32.2
Beginning	69.9	44.5	28.4
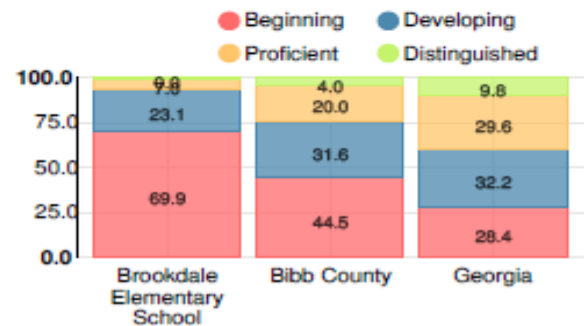
Mathematics

Percent of students scoring in each performance level on 2015 Georgia Milestones for elementary grades

Beginning   Developing   Proficient   Distinguished

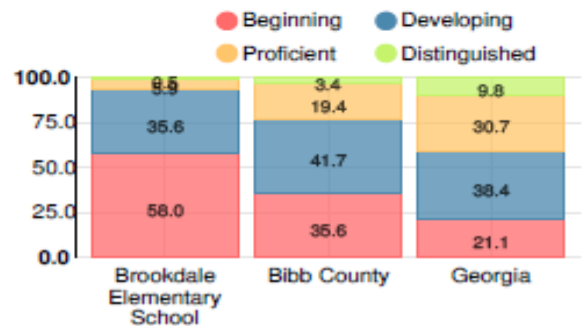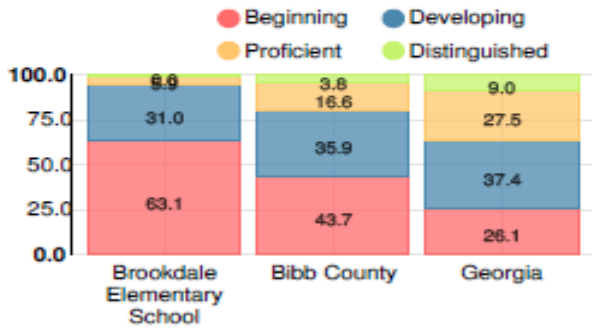|	Brookdale Elementary School	Bibb County	Georgia
Distinguished	8.5	3.4	9.8
Proficient		19.4	30.7
Developing	35.6	41.7	38.4
Beginning	58.0	35.6	21.1

20

Science

Percent of students scoring in each performance level on 2015
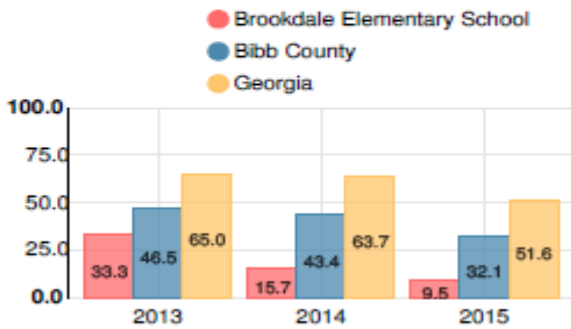Georgia Milestones for elementary grades

Social Studies

Percent of students scoring in each performance level on 2015
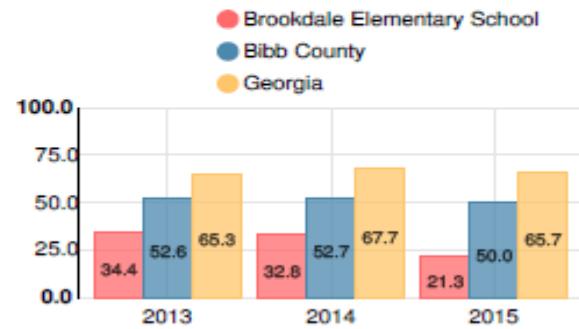Georgia Milestones for elementary grades
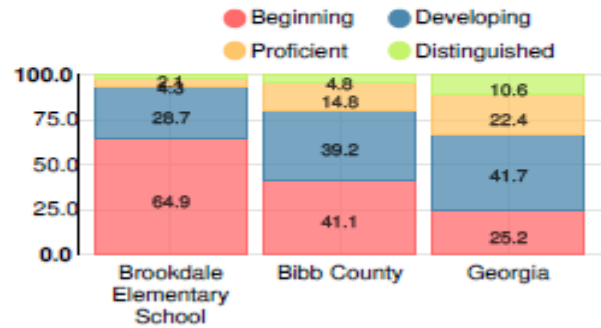
Reading at or above the Grade Level Target (3rd Grade)

Percent of students in grade 3 achieving Lexile measure equal to
or greater than 650

Reading at or above the Grade Level Target (5th Grade)

Percent of students in grade 5 achieving Lexile measure equal to
or greater than 850

Part 5

Major Findings in Examining Critical Practices and Guiding Principles for Continuous School Improvement

Culture of Success

Teachers definitely care deeply for their students and want them to succeed whether their home life is difficult or not. The nurturing atmosphere is positive for students believing their teachers care, but may translate into lower learning expectations rather than high learning expectations for all. There is a leadership team that meets to help create and monitor individual plans for student success for those students identified by teachers as needing supports to learn for a variety of reasons.

There is an expectation that teachers meet in collaborative teams to improve student learning but it seems that many of the teams simply meet to plan to look at Georgia data as opposed to creating a guaranteed and viable curriculum and monitoring student learning and collectively responding using common formative assessments.

At Brookdale Elementary, the staff and students celebrate the following student accomplishments:

- Positive Behavior Support Celebrations
- Fall Festival Celebrations
- Field Day Celebrations.
- Attendance Celebrations – Ice Cream Parties
- Students recognized for meeting goals over the PA system.

Engaging in the Right Work

Professional Learning Communities <mark>*(three big ideas)*</mark>

In a Professional Learning Community, teachers and adult stakeholders focus on three big   ideas:

1. A Focus on Learning
2. A Collaborative Culture With a Focus on Learning for All
3. Results Orientation

Time has been built into the school day for teacher teams to collaborate and address student learning. Each collaborative team has a common planning time every day.   There is a need to refocus the work of the collaboration time to be focused on learning and results as further described below. Currently, each team is addressing the results of the AIMS Web Screener assessments given three times per year, but not necessarily addressing results from common classroom experiences or common teacher-created formative assessments in a subject area. The principal plans to have collaborative teams do this work during their Monday and Tuesday common planning periods.

1. *What is it we expect students to know and be able to do?*

Teachers know that students need to learn the Georgia Milestone State Standards in ELA and Mathematics. However, they are not all following a similar pacing guide to guarantee learning of the standards in each grade level. There is a need to identify priority standards, determine the guaranteed and viable curriculum at each grade level by creating a proficiency map, and unpack standards to create learning targets for teachers and students. Additionally, discussions around proficiency are needed to determine the level to which students must learn standards and the rigor associated with each.

2. *How will we know when they have learned it?*

As mentioned previously, teachers are looking at the Georgia Milestone State assessment data to determine when students have learned concepts and skills. Grades K and 2 are looking at some additional data to determine their guided reading groups and needed intervention and remediation. There is a need for teacher created common formative assessments aligned to the standards identified in critical question #1. A balanced assessment system in

place can be used for both teachers and students to identify what has been learned and what has not been learned *yet*.

3. *How will we respond when they do not learn?*

If, at the end (or at any given point) of the planned teaching cycle, some students are not proficient or are not demonstrating the expected learning, the teachers will use additional time, outside of the regular learning time for this subject, to implement short bursts of planned intervention targeting these specific skills and knowledge. Some learners just need more time. Brookdale teachers are currently preparing to implement intervention plans for struggling learners.

4. *How will we respond when they do learn?*

There is currently a minimum focus on all teachers collaboratively meeting the needs of students who have already learned and need an extension or enrichment.   As teams work together to determine collective interventions, it will be important to also identify students in need of an extension and define a quality extension or enrichment for students to deepen their learning.

Shifting From All to Each

Interventions

Individual teachers intervene for students throughout the school day as time allows or use Systems 44 for 3rd graders to help with intervention. The school utilizes instructional coaches in the areas of Literacy and Math to assist with struggling learners.

Remediation

As with interventions, individual teachers are remediating as they see needs arise.

Leadership for Learning

The principal plans to use the common planning times during the day in a more directed and focused way next year related to the work of PLCs to improve student learning. She will continue to minimize classroom interruptions to focus on learning and maximize the student academic celebrations. She is working toward designing a coherent plan for PD next year to include learning in collaborative teams with protected time to do the work related to the four critical PLC questions. She expects teams to continue analyzing the Georgia Milestone assessment data as well as have a clearer and focused pacing guide for student proficiency with standards as well as a collective team response to student learning.

The Leadership team would like to also look at the progression of learning students require from one grade to the next and reconsider the collective commitments team members need to make to one another to effectively focus on improving student learning.

Engaging Students in Owning Their Learning

All members of the Brookdale Elementary are members of grade level teams. Each team meets at least one hour every week, during the instructional day to focus on student learning. In addition to the weekly team meeting, the teachers also having common planning time and common duty free lunch each day which enables them to work together more often, if they choose to do so. Each grade level team:

1. establishes norms,
2. works together interdependently to achieve SMART goals,
3. engages in a year-long action research project linked to one of the teams' SMART goals,
4. collectively monitors and responds to the learning needs of each student assigned to the grade level.

Challenges and Creating First Steps

The following action items were derived in the closing meeting with the principal/Leadership Team and the Solution Tree Coach.

Challenges

- Teacher turnover was unusually high this past year.
- Several teachers have said they plan to teach one more year before retiring so there is some concern that these individuals will be less engaged in the work of PLCs than others and it means other teachers will need to be trained in the work when hired.
- It is difficult to find substitute teachers to cover teacher absences.
- Title I funds caused the school to loose Intervention program
- A common scope and sequence with identified proficiency and priority standards is not articulated at each grade level.
- Teams are not currently using teacher-created common assessments.
- There are several initiatives/new programs/expectations being introduced or continued next year at the district level.

Action Steps

- Determine the mission, vision, values and goals of the school and each collaborative team.
- Create a proficiency map and priority standards to identify the standards students must be proficient with in each unit and inform the work of each collaborative team.
- Create common assessments and respond to the data from the common assessments.
- Create an effective school-wide intervention model
- Have parents take on-line surveys at conferences to hear their voice.
- Create school-wide non-negotiable as it relates to instruction time and expectations for intervention lessons.

SMART Goals

In 2016-2017, Brookdale Elementary is planning on working toward meeting a SMART goal related to student learning in (1) English Language Arts and (2) mathematics. Each goal will be related to (1) increasing the percentage of students who meet their target growth goal using the AIMS Web-Screener data and (2) increasing the passing of students who demonstrate proficiency in that subject area using Georgia Milestone data (and state testing data in grade 3 – 5).

To achieve these SMART goals, the following actions goals are needed:

Goal 1: Teachers will understand and work in effective collaborative teams within a Professional Learning Community to address the four critical PLC questions. (Professional Development Goal).

Goal 2: Schools will implement assessment processes that guide and inform student growth. (Student Growth Goal).

Goal 3: Teachers will create intervention plans. The teachers will determine priority standards, design common assessments and analyze data, and discuss best practices related to instruction. (Curriculum/Instructions/Assessment Goal).

SCHOOL IMPROVEMENT ACTION PLAN FOR (NAME OF SCHOOL)

DATE: OCTOBER 11, 2016

PRINCIPAL: KIM TOLBERT

SOLUTION TREE COACH: DARWIN PRATER SPILLER

PRIORITIES BASED UPON NEEDS ASSESSMENT
Establish a Professional Learning Community with collaborative teams addressing the four critical questions: 1. What do we expect students to learn? 2. How will we know if they learned? 3. How will we respond when students do not learn? 4. How will we respond when students do learn?
Schools will implement assessment processes that guide and inform student growth.
Teachers will create and implement targeted intervention plans.

Smart Goals **(30 day plan)**	**Goal 1:** Build a shared understanding of the mission, vision, and values for Brookdale Elementary and develop collaborative team collective commitments. **Goal 2:** Schools will implement assessment processes that guide and inform student growth.
Actions	**Goal 1:** ❖ Work with teachers to understand the mission, vision and values for Brookdale Elementary, ❖ Have collaborative teams determine their collective commitments (norms) to include how they will deal with moving student achievement in an effort to move along the PLC continuum **Goal 2:** ❖ Develop a structure to oversee and implement assessment literacy ❖ Establish a common definition of assessment literacy ❖ Identify strategies to integrate assessment through the curriculum ❖ Create a Professional Learning Community (PLC) focus on the analysis of assessments ❖ Establish data teams that use student performance to determine instructional needs ❖ Collect school data and distribute through shared accountability to improve student progress
Level of Implementation	**Goal 1: Implementing:** Staff members have participated in a process to clarify the school they are trying to create, and leadership calls attention to the resulting vision statement on a regular basis. Many staff members are beginning to embrace the relevance of the vision statement, and their behavior is generally unaffected by it. **Goal 2: Initiating:** The school has attempted to establish specific policies and procedures regarding homework, grading, parent notification of student progress, and referral of students to child study teams to assess their eligibility for special education services. If the school provides any additional support for students, it is either a "pull-out" program that removes students from direct instruction or a push-in model. Policies are established for identifying students who are eligible for more advanced learning.

Expected Impact	**Goal 1:** Collaborative teams will work toward the vision and goals with norms in place. **Goal 2:** Student needs related to Language Arts and Math will be addressed.
Evidence	**Goal 1 & 2:** The school will be measured against the PLC Continuum and will collect artifacts to show evidence that they are moving along the continuum.
End Date	November 22, 2016
Person(s) Responsible	**Goal 1:** Principal will share the PLC continuum to the staff. The principal and leadership team will work with collaborative teams to create collective commitments.

Smart Goals **(60 day plan)**	**The school will establishes a culture of collaborative work to:** ❖ Deploy the structure to oversee and implement assessment literacy ❖ Ensure the common definition of assessment literacy is used throughout the school ❖ Implement assessment strategies throughout the curriculum ❖ Monitor and provide feedback on the Professional Learning Community (PLC) focus on the analysis of assessments ❖ Monitor and provide feedback to the data teams that use students performances to determine instructional needs ❖ Analyze last 60 days of school data to improve student progress to determine next steps

Actions	**The school will create:**
	
	❖ Meeting agendas and schedules
	    a. School agendas
	    b. PLC agendas
	    c. Data team agendas
	❖ Plus/deltas
	❖ School and team data submitted to district
	❖ School Leadership Team minutes
	❖ SBDM minutes

	❖ PLC meeting minutes Artifacts (e.g. walk through data, observation evidence, and post-observation conferencing information).
Level of Implementation	**Goal 1: Developing:** Establish structures to shift teachers to be able to seeing the benefits of clearly established expectations for student learning and systematic processes to monitor student learning. Help teachers become more analytical in assessing the evidence of student learning and are begin looking for ways to become more efficient in assessing student learning and providing instruction to enhance student learning. **Goal 2: Developing:** Develop a school wide plan to provide students who experience difficulty with additional time and support for learning in a way that is timely, directive, and systematic. Targeted intervention plans will be implemented into the daily schedule to support this system of support. Staff members will be assigned roles and responsibilities to assist with interventions.
Expected Impact	**Goal 1:** Students will have equitable learning experiences because teachers are following common practices with the focused outcomes. **Goal 2:** Collaborative teams will collectively respond to student learning related to reading and math to close any gaps for students or extend the learning of students.

Evidence	**Goal 1 and 2:** The school will assess themselves on the PLC continuum and develop:
	
	❖ Meeting agendas and schedules
	    d. School agendas
	    e. PLC agendas
	    f. Data team agendas

	❖ Plus/deltas ❖ School and team data submitted to district ❖ School Leadership Team minutes ❖ SBDM minutes ❖ PLC meeting minutes Artifacts (e.g. walk through data, observation evidence, and post-observation conferencing information).
End Date	January 20, 2017
Person(s) Responsible	**Goal 1:** Collaborative teams will create their proficiency map and identify priority standards. **Goal 2:** Collaborative teams will create checkpoint assessments and collectively look at data and student work to determine next steps.

Smart Goals (90 day plan)	**Goal 1:** Create common formative assessments in ELA and Math **Goal 2:** Create a systematic school-wide Intervention Model (K – 5).
Actions	**Goal 1:** ❖ Collaborative teams create common formative assessments using standards for the Georgia State assessment. ❖ Teams determine how common assessments will be scored and what proficiency means. **Goal 2:** Teams are analyzing data from common assessments to determine meaningful and effective targeted intervention groups in reading and math.