

BROOKWOOD SCHOOL

2010 – 2011 SCHOOL-WIDE TITLE 1 PLAN

Una traducción de este documento está disponible en nuestra escuela. Llame al 706-278-9202.

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School Council Review: 2/5/10 – 2/15/10

School Council Suggestions/Amendments: 2/25/10

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Introduction: Brookwood School serves students in pre-kindergarten through the fifth grade. Approximately 620 students attend Brookwood. This is a small decrease from the 635 students at the end of the previous school year. Of our current population, 4 percent are Asian, 0 percent Indian, 57 percent Hispanic, 3 percent Multiracial, 2 percent Black and 34 percent White. More than half of Brookwood students (59%) qualify for free and reduced lunches. Approximately 22% of students ride the bus home each afternoon. The Brookwood Afterschool Program hosts an average of 52 students each day.

Brookwood School's mission is to ensure that every child is provided with engaging, quality work within a safe and supportive environment which results in the child learning what he/she needs to know.

Brookwood will use Title 1 resources to provide quality, engaging work for all students. Funds will be used to secure appropriate tools and materials that enhance and support the Literacy Collaborative framework. Additionally, Title I dollars will be used to increase parent involvement and enhance the Brookwood media collection. Funds provided by Title 1 as well as state and local monies will be used to support the programs that serve all our students, including those who need EIP, ESS, and ELL services.

Brookwood School has implemented a phase-in plan to incorporate Literacy Collaborative in every classroom K-5; the 2008-2009 school year represented the completion of the first round of training for all teachers. The 2009 – 2010 school year incorporated professional development for staff new to the school and continuing development with a ten hour course for staff already trained in the LC framework. 2010 – 2011 will see the ongoing efforts for professional learning through the continuation of twenty-hour training courses for experienced staff and forty-hour coursework for new staff or staff who have moved from primary years to intermediate years classrooms. The Literacy Collaborative framework is intended to meet students at their particular level of instruction to assure challenging work for all. The LC framework is enhanced and supported through the inclusion of Reading Recovery instruction and Leveled Literacy Intervention.

Teachers will use a variety of available resources to meet state standards in mathematics. Teachers work closely together to collaborate around tough-to-teach concepts as identified through ongoing analysis of quarterly, common assessments in each grade

level. Additionally, instruction in music and P.E. will be offered to all students by full-time certified instructors. The Guidance Counselor provides classroom lessons on a variety of themes as well as small groups that focus on counseling topics.

Reading Recovery, Leveled Literacy Intervention, Early Intervention Program, English Language Learners, Exceptional Student Services, and Challenge services will also be provided for students who qualify. Migrant students will be identified and tutorial services provided as needed.

Component One: Comprehensive Needs Assessment

Data from these sources are currently used to create an awareness of our needs:

- Criterion Reference Competency Test (CRCT)
- ITBS
- ThinkGate Quarterly Pre-test and Post-test results
- ELL Lab Test
- ACCESS – ELL
- GA Writing Assessments
- School Writing Performance Assessments
- Literacy Collaborative Observational Surveys and Running Records

- Individual Reading levels
- Careful evaluation of resource allocation for high-needs students (EIP, ELL, ESS, LLI, RR)
- Student Perception Data
- Parent Perception Data
- Staff Perception Data
- Study Island User Data
- Demographic Data
- Attendance Data
- ESS walk-through Data
- Reading Recovery Program Evaluation
- Leveled Literacy Intervention Program Evaluation
- Literacy Collaborative Program Evaluation
- Ongoing Collaborative Efforts of all Staff in all Grades

Component Two: Schoolwide Strategies for Reform

In an effort to provide effective literacy instruction for all students, Brookwood School (along with the other elementary schools in Dalton Public Schools) is implementing a systematic phasing-in of the Literacy Collaborative framework. The framework requires extensive training for literacy coaches through Lesley University, which they redeliver to staff. Our Primary Literacy Coach completed a fifth year of training with K-2 teachers. Follow-up twenty-hour courses are in place to ensure ongoing refinement of instructional strategies. Our Primary Literacy training has reached a phase that allows for differentiation in training depending on specific staff needs. Our Primary Literacy Coach is currently working with all K-2 staff and teaching EIP students. An Intermediate Literacy Coach has completed the fourth year training course with teachers from grades 3-5 and has begun first year course work with new staff in grades 3-5. The intermediate literacy coach is currently working with a fourth grade classroom. Implementation will continue even after all K-5 teachers receive initial and follow-up training. Additionally, all K-5 teachers will have annual twenty-hour follow-up courses to update/improve instructional strategies.

Focus is given to collaboration as an effective means of school reform. The school schedule is established in such a way as to maximize collaboration opportunities and minimize interruptions to instruction. Instructional plans are developed using a “silver bullet analysis” protocol available to all staff via the school’s intranet. Additionally, shared teaching techniques, tools, and ideas are available for widespread use on the school’s intranet.

Standardized reading and math scores will identify low performing students in the areas of literacy and math. Students scoring in the “Does Not Meet” category on the CRCT exam may be served through EIP or Reading Recovery programs. The inclusion model is used for EIP instruction. LAB scores and teacher recommendation will serve to identify students needing ELL services. Additionally, the ACCESS-ELL assessment will be used to move students into appropriate instructional venues.

The school Design Team and the Literacy Team are in place to provide leadership in continuous school improvement. These teams will review and analyze student assessment data and parent and teacher surveys; then they will meet to act on categories of school improvement as needed. The teams include administrators, Literacy Coordinators and teacher leaders from multiple grade levels as well as support staff. The Design Team is in place to create learning experiences for staff so that student instruction and learning can be maximized. The Design Team exists specifically to help create more engaging learning experiences for all Brookwood learners.

Component Three: Highly Qualified Instructional Staff

All professional staff members at Brookwood meet highly qualified status under NCLB. All paraprofessional staff hold a Georgia paraprofessional license.

Component Four: Professional Learning

Brookwood School recognizes the significance of professional learning for teachers and staff. Time, materials, and finances are provided to ensure high quality, ongoing professional development for all staff. Professional learning opportunities will be linked to student needs especially in the areas of literacy and math. The staff will engage in training to support continuous school improvement. A comprehensive needs assessment regarding topics for collaboration is developed through ongoing interactions among staff through both formal and informal channels. Anticipated topics for focused collaboration include:

- Designing Engaging Work – Schlechty Institute Learning
- Literacy Collaborative
- Leveled Literacy Intervention
- Implementation of Science Standards
- Implementation of Mathematics Standards
- Improving Student Writing
- Inclusion Opportunities
- Incorporation of Student-created Media in the Learning Process
- Effective Use of Available Academic Data

Specific times and dates for literacy coaching and professional learning are established and distributed to all certified staff. Topics to be learned are identified in advance so that professional learning can be maximized. Additionally, protocols are used at grade-level meetings to assure effective use of time and resources to improve student learning.

Component Five: Strategies to Attract Highly Qualified Teachers

In an effort to attract highly qualified and quality teachers, a representative of Dalton Public Schools will continue to attend annual college job fairs. This will provide an opportunity for the leadership of Brookwood to interview prospective teachers. The leadership of Brookwood also welcomes students from area colleges and universities to observe, intern and student-teach in our school.

The Dalton Public Schools and Brookwood websites provide prospective applicants with exciting details about the school and school system. DPS will continue to offer intensive and informative new teacher orientation, and Brookwood will continue its induction program for new teachers. The district continues to attract teachers from surrounding cities and states by offering on-going professional learning opportunities, clean and attractive buildings, competitive salaries and benefits, high academic standards for students and an opportunity to work in a culturally diverse community.

We believe that shared decision making and a distributive leadership model are effective ways to attract and maintain a high quality staff; this will, in turn, result in improved student learning. Evidence of shared decision making and distributive leadership are available throughout the organization.

Component Six: Parent Involvement

The Brookwood staff recognizes the critical role a strong parent involvement program plays in the development of students. A school-parent compact is in place. This compact describes the roles and responsibilities of parents, students, and teachers to ensure student success. Information concerning curriculum and assessment of student progress is available in the K-5 Parent's Guide to Teaching and Learning at Dalton Public Schools. The school focuses effort toward increased parental involvement in several areas of the school program. Parents will be informed of the Parent Involvement Policy (PIP) at school-wide family activities, PTA meetings and through the School Council. Conferences, Student support Team meetings, PTA meetings, School Council meetings and family activities are scheduled in the morning and in the evening to allow as many parents as possible to attend. Written communication is sent to parents in English and in Spanish. PTA meetings are interpreted in Spanish for the benefit of the parents who do not speak English. Interpreters are provided for parent-teacher conferences. The Literacy Team meets to assure that math, science and literacy are integrated into Family Night activities for the purpose of bringing students, families, and teachers together. Parent input is sought

using the Parent Survey. As key members of the school community, parental input is invaluable to Brookwood School. Opportunities exist for all parents to participate in the following:

- School Council
- Parent-Teacher Conferences
- Literacy Night
- Field Day
- Classroom Volunteers
- Parent Teacher Association
- Family Night
- Book Fair
- Pre-K and Kindergarten Peek
- Career Day
- Student Support Team
- Health Fair
- Early dismissal/parent conference days

- Book Swap
- PALS Program for Parent Volunteers

In addition to opportunities to be involved in activities at the school, Brookwood works with parents to help their students academically through the use of web-based software. Through the internet, parents can access grades, grade-level content, tutorials, and parenting advice. Additionally, parents can directly assist their child with self-paced assessments and games from home. Some of the available resources include the following:

- Infinite Campus: online access to student grades, assignments, and attendance
- Study Island: online standards-based instruction and practice for K-5 students
- Bookflix: online digital storybooks for students
- OAS: Georgia's Online Assessment System offering CRCT practice questions
- Galileo: online library
- Parent Resource Center

Component Seven: Transition of Preschool Children to Elementary School Programs

Two Pre-Kindergarten classes are located at Brookwood School. The primary focus is to improve language and literacy skills. Students are instructed using the Bright From the Start curriculum and are also exposed to kindergarten skills. Prospective students from the local preschool programs also take annual tours of the school each year. Students meet the principal and visit kindergarten rooms, the cafeteria, media center, the gym, and other places in the school. Additionally, Brookwood's principal speaks at each of the area pre-schools in an effort to ease parents' and students' transition anxieties to "big school." These meetings are held annually and include community members and educators from the neighboring district as well.

Component Eight: Measures to Include Teachers in Decision Making

The Brookwood staff will follow the state standards and federal guidelines regarding the assessments of students. Various measures and assessments will be employed to determine the most appropriate instructional circumstances for meeting each student's needs. Teachers in each grade level will meet during common planning time, grade level meetings, and staff meetings to plan quality and engaging work for students. Teachers will continue to use assessment data to determine the steps to take in order to help students meet state goals and objectives.

The school addresses school-wide issues through task-specific, volunteer teams. As needs are addressed, teams dissolve and re-form around new opportunities for improvement. Staff surveys via the intranet are used in conjunction with design team analyses to inform decisions for school processes, procedures, culture, and direction.

Additionally, teachers are viewed as leaders who can make in-the-moment assessment of student learning and are expected to adjust their lessons according to the needs of students.

Component Nine: Activities to Provide Students with Effective, Timely Additional Assistance

Students who score in the “Does Not Meet Standard” category on the CRCT exam may receive EIP services. One full time teacher will be available to identify and serve those students in reading. ELL services may be offered to students who qualify in grades 1-5. Students will receive instruction in language skills, content area reading, math, and cultural awareness. Additionally, Reading Recovery is in place to assist first grade students with acquiring reading skills so that they can continue their learning at grade level in subsequent years. Leveled Literacy Intervention is in place for students who need focused intervention strategies to assure their literacy development. Students are identified for specific needs through careful analysis of assessment data and the tiered intervention program.

RTI structures are in place to allow for customized learning experiences for children who need additional assistance. Tiered interventions are developed in cooperation with the school RTI team and the classroom teacher of each child in RTI.

Additionally, all students at Brookwood have access to Study Island software. This tool allows students to work at their own pace to complete grade-specific content assessment and games. If specific content is difficult for students, building block content is required before moving forward.

Assessment

Kindergarten students will be assessed using the GKAP-R. Students in grades three will take the ITBS in the fall. Students in grades three and five will be assessed using the state writing rubrics. All students in grades three through five will take the CRCT in the spring. Teachers will have access to individual student profiles of CRCT results. Assessment data will be analyzed and used by teachers to plan appropriate instruction in areas of need. Test results are explained and discussed with parents during parent-teacher conferences.

All K-2 students will be evaluated regularly during the year using the Dalton Public Schools rubric. Students in third and fifth grades will be assessed using the Georgia Department of Education Writing Assessments. Phased-in Standards-based reporting of student success will allow for more focused dialogue between parents and teachers regarding student progress.

Subject-area assessments will occur on a regular basis as needed in the classroom. Additionally, curricula have been broken into four nine-week segments with pre and post-assessments given in each nine-week segment. Data from pre and post assessments and analysis will be available to all staff so that better decisions can be made regarding necessary “next steps” related to instructional focus and strategies.

Literacy Collaborative classrooms will use Observational Surveys and running records to assess reading progress. Other classrooms will use teacher-generated assessments to document student achievement in reading. Language Arts will also be assessed using pre and post assessments each nine weeks.

Component Ten: Coordination of State, Federal, and Local Programs

The following programs are consolidated into the Schoolwide Program at Brookwood School:

- Title I
- Early Intervention Program
- Exceptional Student Services

- English Language Learners
- Bright from the Start Pre-K
- Children and Families First
- Dalton State College (student interns and teachers)
- Dalton Police and Fire Departments
- Local Government Leaders (mayor, chamber of commerce, business representatives)
- Brookwood PTA
- Dalton High School (conference translation)
- Boy Scouts
- Girl Scouts
- Junior Achievement
- Social Worker for Homeless Children
- Migrant Worker
- School Social Worker
- Health M Powers
- Truancy Treatment Team