



**BROOKSIDE
SCHOOL GROWTH PLAN
AND
DISTRICT IMPROVEMENT PLAN
ALIGNMENT
2008-2009**

Instructional Leadership Teams

Administrators:

David Hay, Principal
Dr. Jennifer Masone, Assistant Principal

Reading Instructional Leadership Team

Karen Camarata – Kindergarten
Melissa Labozzetta – Grade One
Linda Walker – Grade Two
Fawnia Henneghan – Grade Three
Dottie Brown – Grade Four
Keith Morey – Grade Five
Carol Berler- Speech
Linda Schaefer – Literacy Specialist
Dr. Marian Arnista- Resource

Welcoming Leadership Team

Dolores Kemp – Kindergarten
Alma Samuel – Grade One
Jennifer Sweeters—Grade Two
Imma Trofa – Grade Three
Alison Prunotto – Grade Four
Jeanette Keefe– Grade Five
Tim Downey– P.E.
Phyllis Asher—ESL
Robin Rockafellow- Social Worker
Dr. Paula Torres – Psychologist
Melania Smith - Art
Abby Peterson – Pre-K
Jennifer Schriver – Pre-K

Math Instructional Leadership Team

Lisa Lee – Kindergarten
Natisha Campbell – Kindergarten
Sue Gilroy- Grade One
Karen Canal—Grade Two
Shannon Roman – Grade Two
Tracey Sutton – Grade Three
Jeri Magrath – Grade Four
Jeff Beckley- Grade Four
Annette Bohrer– Grade Five
Bonnie Lindsay- Resource
Liza Montgomery - Bilingual

Growth Plan Data Sheet – Brookside School 2008-09

Goal 1: Literacy NCLB Targets: 79% through 2010 and 89% in 2011						
School Reading Scores – Percentage at or above Proficiency						
CMT	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade 3	58.6	64.5	63.6	68	72	72
Grade 4	60.0	51.6	61.7	71	73	68
Grade 5	66.7	67.2	80.7	73	76	74

Goal 2: Numeracy NCLB Targets: 82% through 2010 and 91% in 2011						
School Math Scores – Percentage at or above Proficiency						
CMT	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade 3	79.3	75.8	80.6	84	87	86
Grade 4	71.4	61.3	78.3	81	84	84
Grade 5	72.2	71.6	84.2	85	86	84

School Growth Plan Data Sheet – Brookside School 2008-09

SUBGROUP- BLACK

READING CMT 2008	LEVEL 1 Below Basic		LEVEL 1 Basic		LEVEL 1 Proficient		LEVEL 1 Goal		LEVEL 1 Advanced		% At/Above Proficiency
	#	%	#	%	#	%	#	%	#	%	
Grade 3	7	28	6	24	5	20.0	6	24	1	4	48
Grade 4	3	37.5	1	12.5	2	25.0	2	25	0	0	50
Grade 5	1	9.1	1	9.1	4	36.4	4	36.4	1	1	81.8

MATH CMT 2008	LEVEL 1 Below Basic		LEVEL 1 Basic		LEVEL 1 Proficient		LEVEL 1 Goal		LEVEL 1 Advanced		% At/Above Proficiency
	#	%	#	%	#	%	#	%	#	%	
Grade 3	4	16.0	1	4.0	5	20.0	11	44.0	4	16.0	80
Grade 4	1	12.5	2	25.0	3	37.5	2	25.0	0	0.0	62.5
Grade 5	2	18.2	0	0.0	4	36.4	3	27.3	2	18.2	81.8

School Growth Plan Data Sheet – Brookside School 2008-09
SUBGROUP- Hispanic

READING CMT 2008	LEVEL 1 Below Basic		LEVEL 1 Basic		LEVEL 1 Proficient		LEVEL 1 Goal		LEVEL 1 Advanced		% At/Above Proficiency
	#	%	#	%	#	%	#	%	#	%	
Grade 3	5	20.8	2	8.3	3	12.5	12	50	2	8.3	70.8
Grade 4	7	21.9	9	28.1	4	12.5	8	25	4	12.5	50.0
Grade 5	3	11.1	2	7.4	3	11.1	16	59.3	3	11.1	81.5

MATH CMT 2008	LEVEL 1 Below Basic		LEVEL 1 Basic		LEVEL 1 Proficient		LEVEL 1 Goal		LEVEL 1 Advanced		% At/Above Proficiency
	#	%	#	%	#	%	#	%	#	%	
Grade 3	2	8.0	3	12.0	5	20.0	10	40.0	5	20.0	80
Grade 4	3	9.4	3	9.4	10	31.3	10	31.3	6	18.8	81.3
Grade 5	1	3.7	2	7.4	6	22.2	10	37.0	8	29.6	88.9

School Growth Plan Data Sheet – Brookside School 2008-09
SUBGROUP- White

READING CMT 2008	LEVEL 1 Below Basic		LEVEL 1 Basic		LEVEL 1 Proficient		LEVEL 1 Goal		LEVEL 1 Advanced		% At/Above Proficiency
	#	%	#	%	#	%	#	%	#	%	
Grade 3	2	13.3	1	6.7	6	40	5	33.3	1	6.7	80.0
Grade 4	2	10.5	0	0.0	4	21.1	11	57.9	2	10.5	89.5
Grade 5	2	10.5	2	10.5	0	0	11	57.9	4	21.1	78.9

MATH CMT 2008	LEVEL 1 Below Basic		LEVEL 1 Basic		LEVEL 1 Proficient		LEVEL 1 Goal		LEVEL 1 Advanced		% At/Above Proficiency
	#	%	#	%	#	%	#	%	#	%	
Grade 3	2	13.3	1	6.7	2	13.3	6	40.0	4	26.7	80.0
Grade 4	2	10.5	1	5.3	3	15.8	8	42.1	5	26.3	84.2
Grade 5	1	5.3	3	15.8	5	26.3	7	36.8	3	15.8	78.9

School Growth Plan Data Sheet – Brookside School 2008-09
SUBGROUP- ELL

READING CMT 2008	LEVEL 1 Below Basic		LEVEL 1 Basic		LEVEL 1 Proficient		LEVEL 1 Goal		LEVEL 1 Advanced		% At/Above Proficiency
	#	%	#	%	#	%	#	%	#	%	
Grade 3	3	33.3	2	22.2	2	22.2	2	22.2	0	0	44.4
Grade 4	8	57.1	6	42.9	0	0	0	0	0	0	0.0
Grade 5	1	16.7	2	33.3	0	0	3	50	0	0	50.0

MATH CMT 2008	LEVEL 1 Below Basic		LEVEL 1 Basic		LEVEL 1 Proficient		LEVEL 1 Goal		LEVEL 1 Advanced		% At/Above Proficiency
	#	%	#	%	#	%	#	%	#	%	
Grade 3	1	11.1	2	22.2	2	22.2	3	33.3	1	11.1	66.6
Grade 4	2	14.3	4	28.6	6	42.9	2	14.3	0	0.0	57.2
Grade 5	0	0.0	1	16.7	1	16.7	3	50.0	1	16.7	83.4

School Growth Plan Data Sheet – Brookside School 2008-09
SUBGROUP- Free/Reduced Meals

READING CMT 2008	LEVEL 1 Below Basic		LEVEL 1 Basic		LEVEL 1 Proficient		LEVEL 1 Goal		LEVEL 1 Advanced		% At/Above Proficiency
	#	%	#	%	#	%	#	%	#	%	
Grade 3	5	20.0	5	20.0	4	16.0	10	40.0	1	4.0	60.0
Grade 4	8	27.6	6	20.7	6	20.7	6	20.7	3	10.3	51.7
Grade 5	4	13.8	2	6.9	7	24.1	14	48.3	2	6.9	79.3

MATH CMT 2008	LEVEL 1 Below Basic		LEVEL 1 Basic		LEVEL 1 Proficient		LEVEL 1 Goal		LEVEL 1 Advanced		% At/Above Proficiency
	#	%	#	%	#	%	#	%	#	%	
Grade 3	3	11.5	4	15.4	5	19.2	12	46.2	2	7.7	73.1
Grade 4	3	10.3	4	13.8	9	31.0	8	27.6	5	17.2	75.8
Grade 5	3	10.3	1	3.4	10	34.5	7	24.1	8	27.6	86.2

School Growth Plan Data Sheet – Brookside School 2008-09
SUBGROUP- Special Education

READING CMT 2008	LEVEL 1 Below Basic		LEVEL 1 Basic		LEVEL 1 Proficient		LEVEL 1 Goal		LEVEL 1 Advanced		% At/Above Proficiency
	#	%	#	%	#	%	#	%	#	%	
Grade 3	7	87.5	0	0	0	0	1	12.5	0	0	12.5
Grade 4	7	77.8	1	11.1	0	0	1	11.1	0	0	11.1
Grade 5	3	60.0	1	20.0	1	20	0	0	0	0	20.0

MATH CMT 2008	LEVEL 1 Below Basic		LEVEL 1 Basic		LEVEL 1 Proficient		LEVEL 1 Goal		LEVEL 1 Advanced		% At/Above Proficiency
	#	%	#	%	#	%	#	%	#	%	
Grade 3	7	77.8	1	11.1	0	0.0	1	11.1	0	0.0	11.1
Grade 4	4	44.4	1	11.1	4	44.4	0	0.0	0	0.0	44.4
Grade 5	3	60.0	2	40.0	0	0.0	0	0.0	0	0.0	0.0

Brookside School SGP 2008-09

Literacy

District Goal #1: Improve performance in literacy, particularly in reading and writing, of all students in grades K-12 as measured by local and state assessments.

Objective E L1: Increase percentage of Kindergarten students demonstrating literacy readiness as measured by the Kindergarten CAP, letter identification and language development assessments (Reading and Writing).

Objective E L2: Increase percentage of students in grades 3-5 who are proficient or better in reading to 77% and in writing to 84% as measured by the 2008 CMT to ensure that each subgroup demonstrates sufficient progress to meet both school and district adequate yearly progress (AYP) (Reading & Writing).

Objective E L3: Increase percentage of students in grades 3-5 at goal or better in reading to 58% and writing to 63% as measured by the 2008 CMT (Reading & Writing).

Objective E L4: Increase percentage of students reaching mastery on the CMT in the following strands (Reading Comprehension):

- Forming a General Understanding (73% mastery by 2008)
- Developing Interpretation (75% mastery by 2008)
- Making Reader-Text Connections (45% mastery by 2008)
- Examining Content & Structure (58% mastery by 2008)

Objective E L5: Increase the raw score and average number of strands mastered on the CMT in the following areas (Writing):

- Direct Assessment of Writing (8.3 by 2008)
- Editing and Revising (1.2 by 2008)

Brookside Goal : Improve performance in literacy, particularly students demonstrating the ability to make Reader/Text Connections.

Objective E L4-3-5: Increase by 25% 3-5 students demonstrating the ability to make Reader/Text Connections from 2009 CMT results.

Data Analysis (Tier 1 Effect Data):

- 25% of students demonstrated proficiency in book knowledge and oral reading based upon the Concepts of Print and the Organizing Information in Sequence Assessments at kindergarten level (Sept/Oct 2008).
- Grade 1 & 2 DRA2 scores indicate 35 to 40% of the students are below grade level.
- Grade 3 scored 59.1% mastery by Content Strand (Making Reader/Text Connections) CMT 2008
- Grade 4 scored 50.0% mastery by Content Strand (Making Reader/Text Connections) CMT 2008

Strategies

- Students will be monitored through the use of district assessments, DRA2 results, Running Records, etc.
- Grade 1 & 2 reading levels are monitored and analyzed to track students on a monthly basis
- Literacy Specialist will model group instruction where needed.
- Implementation of a six day cycle for grade level meeting for curriculum mapping and data teams.
- Provide Small group instruction for identified students who have shown a deficiency in making Reader/Text Connections. (Classroom teacher, classroom assistant, and Literacy Specialist)
- Collaboration between classroom teachers and specialist to focus on strategies based on results from data team meetings and pre-assessments.
- Professional Development in Effective Instructional Strategies will be provided to a core team – core team will turnkey for all teachers.
- Supplemental support through the afterschool program.
- Supplemental support in school and at home for grades K-3 using web-based program Raz-Kids.
- Supplemental support in school and at home for grades 3-5 using web-based program Study Island.

Results Indicators (Tier 11 Affect Data):

- 2009 CMT scores will provide a results indicator of 80% of our students reaching proficiency or higher on Reader/ Text Connections.
- All grade level teacher and Bilingual and Resource teachers will participate in the six day cycle data team meetings.
- Data teams will maintain an agenda and minutes for all meetings
- All students will have access to web based programs at their level (Raz-kids and Study Island).

Persons Responsible	Actions/ Timeline	Resources
Administration/ Literacy Specialist	<ul style="list-style-type: none"> Sept 2008 All data teams will be identified with a schedule for meetings. 	
Administrators/Literacy Teacher/ Teachers Principal	<ul style="list-style-type: none"> Sept 2008 Schedule Professional Development for grade level 3-5 for Reader's Workshop thru Columbia TC 	School Budget Columbia Presenter –J Steinberg Substitutes for teachers
Administration/Teachers	<ul style="list-style-type: none"> Sept 2008 Identify staff for training for CES workshops 	CES School budget for substitutions School budget for materials needed
Administrators/Teachers	<ul style="list-style-type: none"> Nov./Feb 2009 Professional Development –Effective Teaching Strategies –core team 	CES School budget for substitutions School budget for materials needed
Administrators/Teachers	<ul style="list-style-type: none"> Sept/June 2009 K-3 Teachers will implement Raz-Kids in the classroom. 	Title 1 Budget Computer Lab
Administrators/Teachers	<ul style="list-style-type: none"> Sept/June 2009 3-5 Teachers will implement Study Island in the classroom. 	Title 1 Budget Computer Lab

<p>K-5 Classroom teachers, classroom aides, Resource Teachers, Bilingual Teacher</p>	<ul style="list-style-type: none">• Sept/June 2009 Small group instruction as a result of pre-or post assessments	<p>School budget for substitutions School budget for materials needed</p>
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Brookside School SGP 2008-09

Numeracy

District Goal #2: Improve performance in numeracy of all students in grades K-12 as measured by District and State assessments.

Objective E N1: Improve performance of K-2 students in numeracy as demonstrated by District and program assessments.

Objective E N2: Increase the percentage of students 3-5 who are at goal or better in mathematics as measured by the 2008 CMT to 58%.

Objective E N3: Increase the percentage of students in grades 3-5 at proficiency or better in mathematics as measured by the 2008 CMT to 80% to ensure that each subgroup demonstrates sufficient progress to meet both school and district adequate yearly progress (AYP).

Objective E N4: Reduce by 20% at each grade level the percentage of students not mastering each of selected target strands based on a comparison of 2006 and 2008 CMT scores. The target strands for grades 3-5 are:

- Strand 3 (equivalent fractions and decimals)
- Strand 11(estimating solutions to problems)
- Strand 15 (approximating measures)
- Strand 16 (customary and metric measurements)

Brookside Goal 2: To improve performance in numeracy of all students in grades K-5 as measured by District and State assessments.

Objective E N4.K: To increase the percentage of kindergarten students scoring at mastery or higher with patterns to 75% by the end of the 2008-09 school year as measured by a classroom based summative assessment administered in May 2009.

Objective E N4.1: To increase the percentage of grade one students scoring at mastery or higher with patterns from 66% to 70 % by the end of the 2008-09 school year as measured by a classroom based summative assessment administered in May 2009.

Objective E N4.2: To increase the percentage of grade two students scoring at mastery or higher with estimating to 70% by the end of the 2008-09 school year as measured by a classroom based summative assessment administered in May 2009.

Objective E N4.3: To increase the percentage of grade three students scoring at mastery or higher with estimating to 75% by the end of 2008-09 school year as measured by the CMT administered in March 2009.

Objective E N4.4: To increase the percentage of grade four students scoring at mastery or higher with:

- Strand 3 (Equivalent fractions and decimals) 23% increase from 2008 to 2009 CMT.
- Strand 7 (Computation with Whole Numbers and Decimals) 8% increase from 2008 to 2009 CMT.

Objective E N4.5: To increase the percentage of grade five students scoring at mastery or higher with:

- Strand 3 (Equivalent fractions and decimals) 10% increase from 2008 to 2009 CMT.
- Strand 7 (Computation with Whole Numbers and Decimals) 16% increase from 2008 to 2009 CMT.

Data Analysis (Tier 1 Effect Data):

- Grade three students showed a -17% differential between Brookside and the State in Algebraic Reasoning/Patterns on 2008 CMT.
- Grade three students showed a -15% differential between Brookside (42%) and the State on Strand 11 (estimating solutions to problems) on 2008 CMT.
- Brookside fourth graders scored (37%) at mastery or higher on Strand 3 (Equivalent fractions and decimals) on 2008 CMT.
- Brookside fourth graders scored (72%) at mastery or higher on Strand 7 (Computation with Whole Numbers and Decimals) on 2008 CMT.

Strategies

- GWM (gr 1-2) pre assessment and grades 3-5 District assessments will be administered by teachers to guide curriculum mapping and identify students below proficiency.
- Students will be monitored through the use of district assessments and classroom based assessments.
- Provide Small group instruction for identified students who have shown a deficiency in mastering Patterns.
- Collaboration between classroom teachers and specialist to focus on strategies based on pre-assessments.
- Supplemental support in school and at home for grades 3-5 using web-based program Study Island.
- Professional Development will be provided by the district to all grade level teachers.
- Refine Growing with Math program.
- Parent Workshop(s)

Results Indicators (Tier 11 Affect Data):

- % of students will decrease in the subgroup economically disadvantaged who did not demonstrate proficiency on GWM topic tests in grades K-2.
- % of students will decrease in the subgroup economically disadvantaged who did not demonstrate proficiency on CMT in grades 3-5.
- 100% of students will have access to web based programs at their level (Study Island).

Persons Responsible	Actions/ Timeline	Resources
Principal	<ul style="list-style-type: none"> • Sept 2008 Identify staff for training for CES workshops 	CES School budget for substitutions School budget for materials needed
Teachers	<ul style="list-style-type: none"> • Sept 2008 Administer Kindergarten Screening, GWM pre assessments (1-2) and District Mathematics assessments (3-5) 	Instructional Specialist
Administrators/Teachers	<ul style="list-style-type: none"> • Sept/June 2008-09 3-5 Teachers will implement Study Island in the classroom. 	Title 1 budget Computer room
Teachers	<ul style="list-style-type: none"> • Sept/June 2008-09 Grade level meetings to explore what to focus on in regards to a grade level objective 	Common planning time in schedule
K-5 Classroom teachers, classroom aides, Resource Teachers, Bilingual Teacher	<ul style="list-style-type: none"> • Sept/June 2008-09 Small group instruction as a result of pre-or post assessments. 	Title 1 Budget Computer Lab

Brookside School SGP 2008-09

Family - Community

District Goal 1: Ensure a safe, welcoming and engaging culture in all of Norwalk's Schools to support student learning as measured by pre- and post Welcoming School criteria assess

District Goal 2: Review and update all district and school handbooks, making them more family friendly.

District Goal 3: Engage secretaries in the development of a district wide handbook as an additional strategy to address welcoming practices.

Brookside Goal #3: Implement the Welcoming School Atmosphere Program to ensure a safe, welcoming and engaging school culture

Data Analysis (Tier 1 Effect Data):

- Walk-Through baseline assessment
- Parent Survey
- Student Survey
- Family attendance at Title 1 night time activities.
- Student Attendance
- Staff Attendance
- 38% of items identified from based line Walk Through (5 of 13)

Strategies

- Implementation of Welcoming School Atmosphere Program with a focus on improvement of criteria identified as deficient.
- Continue to implement strategies proven to be effective in engaging our Spanish Speaking Families.
- Continue to build partnerships with local businesses, institutions and private or public groups.

Results Indicators (Tier 11 Affect Data):

- 25% increase of criteria identified as needing improvement with the baseline3 data collected from the Walk Through.
- % of evidence of increased participation by Spanish speaking families in night time activities.
- % of Hispanic, Black and economically disadvantaged student improvement on the CMT 2009.
- % increase of student attendance
- % increase of staff attendance

Persons Responsible	Actions/ Timeline	Resources
Welcoming Leadership Team	<ul style="list-style-type: none"> Oct 2008 – Complete a base line using the WAWT Program Checklist 	
School Administrators/Web Site Staff	<ul style="list-style-type: none"> Nov 2008 Recreate School Web Site to make more user friendly 	PTO Funds Staff support
Welcoming Leadership Team School Administration	<ul style="list-style-type: none"> March – Develop a parent and/or student survey 	School copier School postage Website
Welcoming Leadership Team School Administration	<ul style="list-style-type: none"> June 2009 – listing of activities that engaged students and families 	Web Site
Welcoming Leadership Team School Administration	<ul style="list-style-type: none"> June 2009-Create signs giving clear directions to main office and public bathrooms at front and back entrances in English and Spanish 	Laminator Copier
Welcoming Leadership Team School Administration	<ul style="list-style-type: none"> June2009-Create a school map with grade level hallways color-coded and posted near front entrance in English and Spanish 	Paint Copier
Welcoming Leadership Team School Administration	<ul style="list-style-type: none"> June 2009-Create ID badges with “Visitor”, “volunteer” and “Substitute Teacher” for all non-staff in building. 	School budget
Welcoming Leadership Team School Administration	<ul style="list-style-type: none"> Create a “Welcome “ sign in all languages represented in Brookside population to be posted in front entrance 	Copier School budget