

# ACTION PLAN 2018-19



**Brookside  
Elementary**

# Strategic Plan

The strategic plan was developed in 2017-2018 and outlines the organization's mission and vision, core purpose, big ideas, theory of action, and 5-year vision-based horizon goals. This action plan is a companion to the strategic plan and serves as an annual planning tool designed to move the organization toward achievement of the long-term horizon goals set during the strategic planning process.

<b>STRATEGIC PLANNING BIG IDEAS</b>	<b>2022 HORIZON GOALS</b>
<i>BIG IDEA 1</i>	Nurturing A Climate & Culture of High Expectations
<i>BIG IDEA 2</i>	Exemplary Instruction
<i>BIG IDEA 3</i>	Multi-tiered System of Support

# State-Required Accountability Targets

The Kentucky Department of Education requires schools and districts to set long-term and annual targets around the state assessment and accountability system areas.

\*\*\* TO BE COMPLETED FALL OF 2018 BASED ON STATE RELEASE OF DATA \*\*\*

STATE ACCOUNTABILITY AREA	2022 STATE GOALS	2018-2019 ANNUAL STATE OBJECTIVES
<p><b>PROFICIENCY</b> <i>(reading, math)</i></p>	<ul style="list-style-type: none"> <li>By the end of the 21-22 school year, Brookside will increase the percentage of students scoring proficient/distinguished on the KPREP reading assessment to 66%</li> <li>By the end of the 21-22 school year, Brookside will increase the percentage of students scoring proficient/distinguished on the KPREP math assessment to 66%</li> <li>By the end of the 21-22 school year, Brookside will increase the percentage of 1st grade students meeting end-of-year independent reading level expectations on the Benchmark Assessment System to 80%</li> <li>By the end of the 21-22 school year, Brookside will increase the percentage of 2nd grade students meeting end-of-year independent reading level expectations on the Benchmark Assessment System to 80%</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the 18-19 school year, Brookside will increase the percentage of students scoring proficient/distinguished on the KPREP reading assessment to 51%</li> <li>By the end of the 18-19 school year, Brookside will increase the percentage of students scoring proficient/distinguished on the KPREP math assessment to 50%</li> <li>By the end of the 18-19 school year, Brookside will increase the percentage of 1st grade students meeting end-of-year independent reading level expectations on the Benchmark Assessment System to 62%</li> <li>By the end of the 18-19 school year, Brookside will increase the percentage of 2nd grade students meeting end-of-year independent reading level expectations on the Benchmark Assessment System to 72%</li> </ul>
<p><b>SEPARATE ACADEMIC INDICATOR</b> <i>(science, social studies, writing)</i></p>	<ul style="list-style-type: none"> <li>By the end of the 21-22 school year, Brookside will increase the percentage of students scoring proficient/distinguished on the KPREP social studies assessment to 66%</li> <li>By the end of the 21-22 school year, Brookside will increase the percentage of students scoring</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the 18-19 school year, Brookside will increase the percentage of students scoring proficient/distinguished on the KPREP social studies assessment to 50%</li> <li>By the end of the 18-19 school year, Brookside will increase the percentage of students scoring</li> </ul>

	<p>proficient/distinguished on the KPREP writing assessment to 66%</p> <ul style="list-style-type: none"> <li>By the end of the 21-22 school year, Brookside will increase the percentage of students scoring proficient/distinguished on the KPREP science assessment to 66%</li> </ul>	<p>proficient/distinguished on the KPREP writing assessment to 50%</p> <ul style="list-style-type: none"> <li>By the end of the 18-19 school year, Brookside will increase the percentage of students scoring proficient/distinguished on the KPREP science assessment to 35%</li> </ul>
<i>GAP</i>	<ul style="list-style-type: none"> <li>By the end of the 21-22 school year, Brookside will decrease the percentage of special education students scoring novice on the KPREP reading assessment to 25%</li> <li>By the end of the 21-22 school year, Brookside will decrease the percentage of special education students scoring novice on the KPREP math assessment to 35%</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the 18-19 school year, Brookside will decrease the percentage of special education students scoring novice on the KPREP reading assessment to 40%</li> <li>By the end of the 18-19 school year, Brookside will decrease the percentage of special education students scoring novice on the KPREP math assessment to 50%</li> </ul>
<i>TRANSITION READINESS</i>	<ul style="list-style-type: none"> <li>By the end of the 21-22 school year, Brookside will increase the percentage of 5th grade students scoring at or above the 60th %ile on the MAP reading and math assessments to 80%</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the 18-19 school year, Brookside will increase the percentage of 5th grade students scoring at or above the 60th %ile on the MAP reading and math assessments to 52.7%</li> </ul>
<i>GROWTH (ES/MS only)</i>	<ul style="list-style-type: none"> <li>By the end of the 21-22 school year, Brookside will increase the percentage of all students meeting or exceeding MAP growth targets in reading and math to 80%</li> <li>By the end of the 21-22 school year, Brookside will increase the percentage of Tier 3 students making catch-up growth on MAP to 80%</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the 18-19 school year, Brookside will increase the percentage of all students meeting or exceeding MAP growth targets in reading and math to 57%</li> <li>By the end of the 18-19 school year, Brookside will increase the percentage of Tier 3 students making catch-up growth on MAP to 60%</li> </ul>

# Big Idea 1: 30-60-90 Day Action Plan

Nurturing A Climate & Culture of High Expectations					
<b>Annual Goal(s)</b> PBIS will be implemented school-wide. School leads: Carson, Hallman, Horn					
APPROACH					
PBIS Implementation					
CORRESPONDING STATE GOAL AREA Growth & Achievement Gap Closure			Key Core Work Process Strategies REFERENCE KCWP #5		
DEPLOYMENT ACTIVITIES					
30 Day Activities (8/15/18 - 9/26/18)	Progress Notes	60 Day Activities (9/27/18 - 11/15/18)	Progress Notes	90 Day Activities (11/16/18 - 1/15/19)	Progress Notes
The Core PBIS Team will attend a district two-day training.	Training was held on July 19 and 20. Carson, Hallman, Horn and Richardson attended.	PBIS monthly meetings will be held to monitor data in SWIS and determine next steps.	PBIS team met in September and October, but data was not shared due to difficulties with SWIS. Data was shared at November meeting.	PBIS monthly meetings will be held to monitor data in SWIS and determine next steps.	PBIS meetings were held in December and January and SWIS data was shared.
The Core PBIS Team will train staff on the tenets of PBIS.	All staff members were trained on August 14th.	Two school representatives will attend the National PBIS Leadership Forum in Chicago, IL on October 4th-5th.	Both staff members will present at the November faculty meeting - ideas for classroom PBIS.	Monthly PBIS data will be shared at each faculty meeting, along with other behavior data by grade level.	PBIS data was shared at faculty meeting with behavioral data by grade level.

		The reps will share information learned during a faculty meeting learning time.			
Resources will be disseminated (ex: posters in all common areas of the school (HALL, CAFE, WASH, PLAY, BUS).	Posters were displayed around the school on August 14th. Teachers were given poster sets to use for teaching purposes. PRIDE slips were given to all staff on August 14th.	Monthly PBIS data will be shared at each faculty meeting, along with other behavior data by grade level.	PBIS team met in September and October, but data was not shared due to difficulties with SWIS. Data was shared at November meeting.	PBIS data will be used to determine patterns of behavior and to establish school-wide next steps.	The PBIS data was utilized to review patterns of behavior and to discuss next steps.
Classroom teachers will teach common area expectations using the PBIS teaching matrix.	Classroom teachers began teaching common area expectations on August 15.			PBIS data will be used during Behavior Rtl meetings with administrators, school counselor, school psychologist and classroom teachers to determine next steps for individual students.	

**CYCLES OF LEARNING**

- SWIS and behavior data will be reviewed monthly at PBIS team meetings, behavior Rtl meetings, and faculty meetings.
- After analyzing the data and discussing current school climate, staff will collaborate on needed changes and next steps.

## Big Idea 1: 120-150-180 Day Action Plan

<i>120 Day Activities (1/16/19-2/27/19)</i>	<i>Progress Notes</i>	<i>150 Day Activities (1/28/19-4/17/19)</i>	<i>Progress Notes</i>	<i>180 Day Activities (4/18/19-5/30/18)</i>	<i>Progress Notes</i>
---	-----------------------	---	-----------------------	---	-----------------------

PBIS monthly meetings will be held to monitor data in SWIS and determine next steps.		PBIS monthly meetings will be held to monitor data in SWIS and determine next steps.		PBIS monthly meetings will be held to monitor data in SWIS and determine next steps.	
Monthly PBIS data will be shared at each faculty meeting, along with other behavior data by grade level.		Monthly PBIS data will be shared at each faculty meeting, along with other behavior data by grade level.		Monthly PBIS data will be shared at each faculty meeting, along with other behavior data by grade level.	
Classroom teachers will reteach common area expectations using the PBIS teaching matrix when returning from Winter Break.		PBIS data will be used during Behavior Rtl meetings with administrators, school counselor, school psychologist and classroom teachers to determine next steps for individual students.		PBIS data will be used to determine patterns of behavior and to establish school-wide next steps.	
PBIS data will be used during Behavior Rtl meetings with administrators, school counselor, school psychologist and classroom teachers to determine next steps for individual students.					

## CYCLES OF LEARNING

- SWIS and behavior data will be reviewed monthly at PBIS team meetings, behavior Rtl meetings, and faculty meetings.
- After analyzing the data and discussing current school climate, staff will collaborate on needed changes and next steps.



# Big Idea 2: 30-60-90 Day Action Plan

Exemplary Instruction					
<b>Annual Goal(s)</b> Student achievement will increase in mathematics at all grade levels. <b>School Leads: Butler, Dix</b>					
APPROACH					
Strengthen Core Math Instruction					
CORRESPONDING STATE GOAL AREA Proficiency & Growth			<u>Key Core Work Process Strategies</u> REFERENCE KCWP # 3		
DEPLOYMENT ACTIVITIES					
<i>30 Day Activities (8/15/18 - 9/26/18)</i>	<i>Progress Notes</i>	<i>60 Day Activities (9/27/18 - 11/15/18)</i>	<i>Progress Notes</i>	<i>90 Day Activities (11/16/18 - 1/15/19)</i>	<i>Progress Notes</i>
Pearson rep will provide a 3 hour training on the use of Envisions.	All classroom teachers attended training on August 10th.	Teachers will participate in bi-weekly math PLCs. One PLC each month will be led by the math coach and the second math PLC will be led by administrators.	Mrs. Butler, Mrs. Dix and Mrs. Horn have met with all grade levels for math PLCs. Meetings are being held monthly. This work will continue throughout the year.	Administrators will conduct classroom walkthroughs during core math instruction to focus on the use of high impact instructional practices. Feedback and support will be provided as needed.	
BES Math Coach will meet with grade levels to review pacing	The math coach met with each grade level in August. The math	Teachers will utilize the PDSA format to plan their instruction,	Mrs. Horn and/or Mrs. Dix have met with grade levels to review	Administrators will meet with teachers to review winter math	

guides and begin planning lessons.	coach plans to meet with each grade level twice a month.	review and analyze student performance, and plan future lessons accordingly.	the SA part of PDSA. Meetings are being held soon after assessment so that next steps can be done in a timely fashion.	MAP scores. Changes may be made to math intervention and W.I.N. block groups as needed.	
Administrators will conduct classroom walkthroughs during core math instruction to focus on the use of high impact instructional practices. Feedback and support will be provided as needed.		Students will participate in goal setting based upon their spring math MAP scores.		Students will participate in goal setting based upon their Spring/Fall math MAP scores.	
		Administrators will conduct classroom walkthroughs during core math instruction to focus on the use of high impact instructional practices. Feedback and support will be provided as needed.	In progress - This work will continue throughout the school year.		
<b>CYCLES OF LEARNING</b>					
<ul style="list-style-type: none"> <li>Math data from KPREP, power standard assessments, and MAP will be analyzed.</li> </ul>					

## Big Idea 2: 120-150-180 Day Action Plan

<i>120 Day Activities (1/16/19-2/27/19)</i>	<i>Progress Notes</i>	<i>150 Day Activities (1/28/19-4/17/19)</i>	<i>Progress Notes</i>	<i>180 Day Activities (4/18/19-5/30/18)</i>	<i>Progress Notes</i>
Administrators will conduct classroom walkthroughs during core math instruction to focus on the use of high impact instructional practices. Feedback and support will be provided as needed.		Administrators will conduct classroom walkthroughs during core math instruction to focus on the use of high impact instructional practices. Feedback and support will be provided as needed.		Data analysis will be conducted on math MAP data for the year. Next steps will be determined for the 2019-2020 school year.	
Teachers will monitor the effectiveness of changes made to core math instruction, interventions, and the WIN block through PDSA analysis.		Teachers will monitor the effectiveness of changes made to core math instruction, interventions, and the WIN block through PDSA analysis.		Students will participate in goal setting based upon their winter math MAP scores.	
Administrators will monitor changes made to core math instruction, intervention, and WIN block derived from the MAP data meetings.					

## CYCLES OF LEARNING

- Math data from KPREP, power standard assessments, and MAP will be analyzed.

# Big Idea 3: 30-60-90 Day Action Plan

Multi-Tiered Systems of Support					
<b>Annual Goal(s)</b> Changes made to Rtl will align with district goals. School Leads: Dean, Dix, Horn, Huzl					
APPROACH					
Transition from Response to Intervention (Rtl) to MTSS					
<b>CORRESPONDING STATE GOAL AREA</b> Achievement Gap Closure			<b>Key Core Work Process Strategies REFERENCE</b> KCWP # 2		
DEPLOYMENT ACTIVITIES					
30 Day Activities (8/15/18 - 9/26/18)	Progress Notes	60 Day Activities (9/27/18 - 11/15/18)	Progress Notes	90 Day Activities (11/16/18 - 1/15/19)	Progress Notes
Administrator and interventionist will train teachers on district Rtl modules 1 and 2.	Training will occur at faculty meeting on September 10th.	The Rtl leadership team AND guiding coalition will meet monthly to review student performance data and make needed changes to interventions and/or groups.		After the winter MAP testing window is complete, the interventionists will meet with each grade level (1st-3rd) to review Rtl groups and make necessary changes.	
The interventionists will meet with each grade level (1st-3rd) to identify students for	The interventionists met with 1st-3rd grade teams on August 23rd.	Teachers will meet with the interventionists and administrators to	We will be doing this soon.	Administrators will meet with teachers to review their winter MAP scores and	Administrators met with individual teachers to review the winter MAP data and

the intervention blocks.		review progress monitoring data and student performance data to make needed changes to the W.I.N. block resources and/or groups.		discuss the needs of all students, including Rtl tier students.	to discuss the needs of their students.
The W.I.N. (What I Need) block will begin at each grade level to meet the needs of tier 1 and tier 2 students.	The W.I.N block began on August 27th.				
<b>CYCLES OF LEARNING</b>					
<ul style="list-style-type: none"> <li>Data from Jan Plan/BAS, power standard assessments, KPREP and MAP will be analyzed to determine the effectiveness of the program.</li> </ul>					

### Big Idea 3: 120-150-180 Day Action Plan

<i>120 Day Activities (1/16/19-2/27/19)</i>	<i>Progress Notes</i>	<i>150 Day Activities (1/28/19-4/17/19)</i>	<i>Progress Notes</i>	<i>180 Day Activities (4/18/19-5/30/18)</i>	<i>Progress Notes</i>
The interventionist will implement the RISE intervention structure for the first and second grade guided reading groups.		The interventionist will review student progress and will meet with grade level teams to move students as needed.		Data analysis will be conducted on reading intervention data for the year. Next steps will be determined for the 2019-2020 school year.	
The interventionist will review student		Literacy coach and administrators will		The interventionist will plan for the following	

progress and will meet with grade level teams to move students as needed.		conduct classroom walkthroughs during intervention blocks Feedback and support will be provided as needed.		school year based upon the determined next steps from the current school year data analysis.	
The literacy coach and administrators will conduct classroom walkthroughs during intervention blocks. Feedback and support will be provided as needed.		Administrators will meet with the interventionist to analyze the effectiveness of the RISE program.			

**CYCLES OF LEARNING**

- Data from Jan Plan/BAS, power standard assessments, KPREP and MAP will be analyzed to determine the effectiveness of the program.