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BROOKSIDE ELEMENTARY SCHOOL

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School Improvement Plan 2010-2011 School Year Brookside Elementary School Site Council

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Roxanne Desmarais, Parent Rep
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Ken Hefner, Parent Rep

Dracut Public Schools Vision Statement

The Dracut School System embraces a vision of an educational community committed to developing each student as a life-long learner, capable of meeting his or her fullest intellectual, emotional, and physical potential in an ever-changing, culturally diverse and technologically expanding society.

Dracut Public Schools Mission

The Dracut School Community is committed...

1. • TO FOSTER: a safe and caring learning environment where tolerance, respect, and cooperation are valued.
2. • TO PROVIDE: our students with the knowledge and skills necessary for success in a changing world.
3. • TO INSPIRE: all students to become life-long learners and responsible, productive citizens.

Brookside Elementary School Vision Statement

The Brookside Elementary School vision encompasses the beliefs that all children are unique and important. Each child has the ability to learn based on his or her own individual learning style. We believe that, with parental and community support, children will be positively motivated and successful thus producing productive citizens for our future society.

Mission Statement

The Principal, School Council and Faculty are committed:

- ❖ To provide a safe, nurturing and enriched school environment that will instill success both socially and academically
- ❖ To develop and inspire every child to reach to his or her own potential
- ❖ To educate the whole child and to promote life-long learning
- ❖ To maintain high levels of expectations
- ❖ To provide opportunities for all students to become reflective and responsible members of the greater school community.

Principal's Statement

The principal, faculty and staff of the Brookside Elementary School are focused on student learning and instruction. We are committed to small class size, inclusion, differentiated instruction, professional development, and the promotion of social competency. We currently have an enrollment of 608 students in 27 class sections. The central responsibility of our school is to promote learning. In order to fulfill this responsibility, we must be in a continual state of improvement. This state is characterized by reflection on current teaching practices, analysis of student learning outcomes, review of current research and the development of short and long-term goals.

The Brookside Elementary School is a stable cornerstone in a community facing a variety of changes. New housing developments in recent years have brought new families to Dracut and the Brookside community. Recent immigrants moving to and living in Dracut speak a variety of languages as Twi, French, Trio/Madingo, Kikuyu, Spanish, Khmer, Chinese, Bulgarian, and Swahili add to the diversity of each classroom. As the population changes in Dracut, the Brookside Community welcomes new families into our classrooms. We have responded to change by expanding our English Language Learner (ELL) program to include a Home Language Survey and Oral and Written English Language assessments that help us pinpoint specific learning needs of students. We have had success in developing students' English skills to the point where they can learn independently and grow intellectually. The Brookside ELL instructor currently assists 19 students 3 of which are in a FLEP status.

Physical and emotional safety for students are priorities at the Brookside Elementary School. Students, faculty and staff are well versed in a variety of Safety Drills. We have worked with the Fire and Police Departments to make sure the building is as safe and secure as possible. Through the student handbook, classroom discussions with teachers and the Principal as well as the Second Step program delivered in Physical Education classes by Eric Gorby, students learn the importance of treating each other respectfully. Children have learned to identify what bullying is and how to address it. Bullying is not tolerated and reported incidents are dealt with fairly promptly. Our Second Step curriculum has also expanded into the classroom. All the Brookside teachers and many classroom paraprofessionals have been trained in the Second Step curriculum through professional development opportunities throughout the school year. Most recently, Second Step curriculum kits have been supplied to classrooms.

At Brookside, we value working with various community members. Brookside continues to work with Community Teamwork Incorporated to bring Foster Grandparents into the school. There have been more than 20 students from Dracut High School working in Brookside classrooms on a daily basis. We worked closely with the Dracut Health department to coordinate and assist with the immunization of our student to contain the spread of the H1N1 virus. Our school has also worked with the Dracut Fire Department, Dracut Police Department, The Council on Aging, the Dracut Public Library, and the Dracut Cultural Council to use the power of community to help educate our children. We have collaborated with local private and public educational institutions by welcoming college students into our classrooms under the watchful eyes of our veteran teachers to assist and train future teachers. We have held a grandparent day for each of the grade levels where we invite grandparents to visit and share in their grandchildren's educational experience. Each event was very well attended. Additionally, Brookside has a very capable and dedicated Parent Teacher Organization that is always willing to help support the educational needs of our students.

At the Brookside Elementary School, we know that a strong partnership with the home is important for the successful education of our students. We encourage this partnership by providing a high number of volunteer opportunities for parents in the classroom. Monthly parent school newsletters help keep parents informed of what is happening in the classroom, the school and how they can help at home. There is a high participation rate in field trip chaperones, PTO fundraisers and after school programs. There are dedicated parents on the School Site Council who advise the principal on important school-wide issues. Teachers communicate with parents on a regular basis in order to share information on student progress.

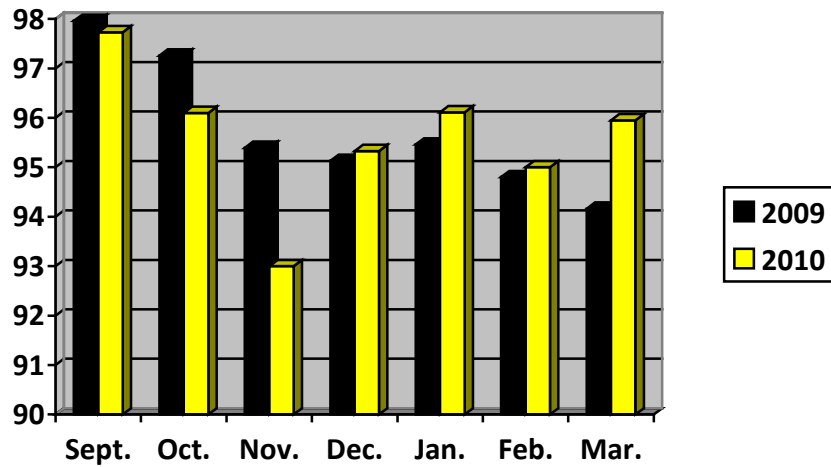
The Brookside Elementary School benefits from class sizes that enable teachers to address the individual needs of every student. Grade 1's numbers are slightly higher than most grade levels with over 125 students distributed into five classes teachers. The average class size for the 2009-2010 school year is 22.41 students. The following table shows average class size by grade.

Grade Level	Average Class Size
½ Kindergarten	16.7
FD Kindergarten	23
Grade 1	25.5
Grade 2	22
Grade 3	24.2
Grade 4	23.1

Brookside offers opportunities for students to engage in school activities after the regular school hours. Brookside students participate in chorus and stringed instrument instruction as well. After school academic support is given through our Wednesday Afternoon Instruction and Title One math and ELA instructional sessions, after school chorus and a Garden Club to teach children about plants and gardening skills. The PTO has organized several very well attended events this year including a Mother and Son Event, Bingo for Books, and a Father and Daughter Dance. The Brookside School facility is used by several community organizations after school hours including Girls Scouts, Recreation Department Volleyball and Basketball, local drama groups and the High School Color Guard. In an effort to promote health and wellness, an after school walking club is offered to give students an opportunity to work off anxiety and model healthy physical activity. All of these events make the Brookside an important place in the lives of many children and adults here in Dracut.

Brookside Elementary School has been able to maintain an average of 95.8% attendance from September through March. While this percentage is above the target percentage of 95% the DOE has mandated for AYP, it is still too close for comfort. Brookside has met or exceeded the minimum percentage 4 out of the 5 months this school year. November proved to be a very difficult month, only averaging 93 % attendance. However, we have been able to improve our attendance over last years results each month since December. We are very proud and continue to communicate the importance of regular attendance. Below is a graph depicting the results of Brookside's attendance since March of 2010.

Brookside Attendance Comparison Chart



Faculty members at the Brookside Elementary School are committed to lifelong learning. Many teachers attended professional development workshops provided by the Dracut Public Schools. Teachers are excited and energized by these growth opportunities and bring back ideas that improve the educational experience for Brookside students. The sharing of ideas and best practices within the building is promoted during Faculty Meetings and Administrative Task Meetings. The following is a list of the workshops attended this school year by Brookside Faculty.

Workshops Attended	
25	Leveled Readers' Institute (Houghton Mifflin)
28	Technology Integration
37	Second Step
28	Discovery Education United Streaming
9	Brain Injury and Learning Issues
5	ELL Category 3 MELA-O
2	MCAS Alt. Assessment

Highlights of Academic Improvements for the 2009-2010 School Year

- MCAS data analysis of 2008 – 2009 test results of grade 3 and grade 4 ELA and Math assessments.
- The expanded use of Study Island throughout grade levels 1,2,3, and 4 both in the classroom and during computer lab class.
- The use of weekly MCAS practice homework in grades 3 and 4.
- The development and use of data sheets to track and record student progress in reading and math to assist teachers in planning and instruction.
- Increasing the amount of daily math instruction to 90 minutes per day.
- The formation of teacher lead ELA and Math committees to perform data analysis.
- A coordinated grade level effort to focus on open response and long composition instruction.
- Early identification of At Risk students and subsequent increased support by teachers/paraprofessionals and Reading Teacher
- Continued use of MCAS practice materials in reading (CARS) and mathematics (CAMS)
- Expansion of leveled book collections to be in used in guided reading groups and practice reading
- Read Across America event that celebrated Dr. Seuss' birthday and created much excitement about reading
- Supplementing the history and science curriculum come by sponsoring in-school field trips such as Revolutionary War-Hands On History, Eyes On Owls, Woodland Creatures, and Slapstick Science.
- The addition of Rigby PM Benchmark reading assessment kits for all classroom teachers and the staff professional development to assist its deployment.

Goals for the 2010-2011 School Year

The Brookside Elementary School Site Council met five times during the 2009-2010 school year and at each of these meetings we discussed possible improvement areas to include in the 2010-2011 school improvement plan. Additionally, the Principal was guided in the selection of the following goals by conversations with teachers, parents, and members of the central office administration.

We are confident that these goal areas will provide ample opportunities for growth. The members of the Brookside Elementary School community can engage in meaningful efforts throughout the upcoming school year. It is also important to note that, while these goals represent areas for focus, work in all areas and aspects of the Brookside Elementary School is ongoing.

Goal Number One: Improve student performance in Reading/English Language Arts (ELA)

Action Steps	Expected Outcomes	Timeline	Means of Evaluation
Perform MCAS Data Analysis	<ul style="list-style-type: none"> Identify academic weakness and strengths associated with 2008-2009 ELA MCAS results 	Scheduled ATM meetings in Sept-Mar	The development of ELA Focus Areas
Develop ELA Focus Areas	<ul style="list-style-type: none"> Increased ELA instruction in identified ELA Focus areas. 	Jan.	Inspection of Classroom Teacher Plan books on a scheduled basis.
Provide Open Response practice activities.	<ul style="list-style-type: none"> Increase student exposure to open response ELA type questions 	Sept. - June	Grade individual student responses utilizing the specific rubric developed and provided by the DOE.
Provide Short Answer practice activities.	<ul style="list-style-type: none"> Increase student performance on Short Answer type questions 	Sept.	Student performance utilizing rubric.
Establish school-wide reading homework at each grade level using <i>just right books</i> .	<ul style="list-style-type: none"> Improvement of reading fluency, comprehension, and Sight word recognition 	Sept - June	Data from Reading Logs , DRA's and Benchmarks.
Development of common periodic assessments to keep track of student progress	<ul style="list-style-type: none"> Early identification of areas of weakness in instruction Early identification of students who may need extra support Improved performance 	Sept- June	Data collected from assessments
Utilize web based MCAS Prep web site, STUDY ISLAND, to address specific Mass Framework Standards and focus areas	<ul style="list-style-type: none"> Increase proficiency in ELA focus areas 	Oct-June	<ul style="list-style-type: none"> Weekly Study Island usage reports Study Island Student Report

Goal Number Two: Improve student performance in Mathematics

Action Steps	Expected Outcomes	Timeline	Means of Evaluation
Perform MCAS Data Analysis	<ul style="list-style-type: none"> Identify academic weakness and strengths associated with 2008-2009 Math MCAS results 	Scheduled ATM meetings in Sept-Mar	The development of math focus areas
Develop Math Focus Areas	<ul style="list-style-type: none"> Increased instruction in identified weak areas math. 	Jan.	Inspection of Classroom Teacher Plan books on a scheduled basis.
Provide open response practice activities in math.	<ul style="list-style-type: none"> Increase student exposure to math open response type questions. 	Sept. - June	Grade individual student responses utilizing the specific rubric developed and provided by the DOE.
Provide math short answer practice activities.	<ul style="list-style-type: none"> Increase student performance on Short Answer type questions in math. 	Sept.	Student performance utilizing rubric.
Provide title 1 afterschool opportunities for small group instruction in math .	<ul style="list-style-type: none"> Improvement in math skills . 	Sept - June	MCAS results
Development of common periodic assessments to keep track of student progress	<ul style="list-style-type: none"> Early identification of areas of weakness in instruction Early identification of students who may need extra support Improved performance 	Sept- June	Data collected from assessments
Utilize web based MCAS Prep web site, STUDY ISLAND, to address specific Mass Framework Standards and focus areas	<ul style="list-style-type: none"> Increase proficiency in ELA focus areas 	Oct-June	<ul style="list-style-type: none"> Weekly Study Island usage reports Study Island Student Report

Goal Number Three: Continue the development and improvement of a school climate where all children are able to learn at their highest potential

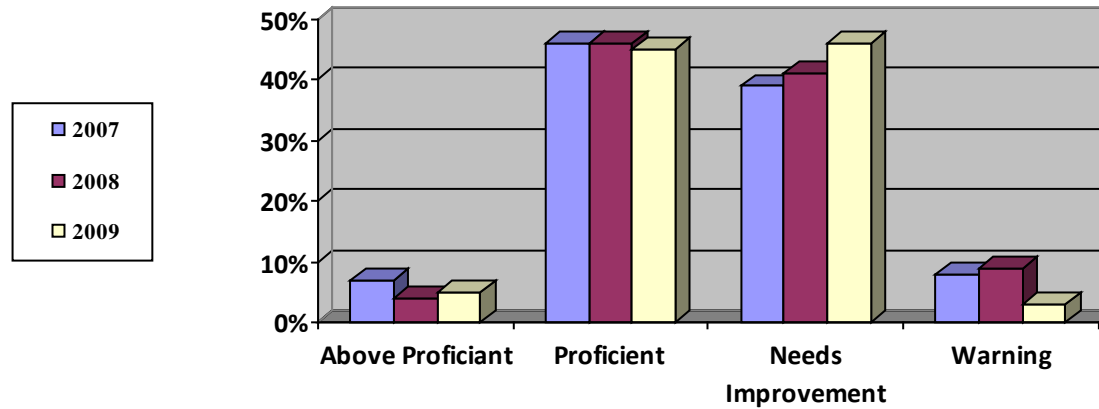
Action Steps	Expected Outcomes	Timeline	Means of Evaluation
Utilizing Second Step, monthly themes of Respect, Honesty, etc. to focus class and school discussions	Use of common language, consistency in behaviors	Monthly	Data on disciplinary issues
Implement a school attendance incentive program that rewards excellent attendance.	Improve overall school attendance.	Monthly	School attendance data
Brookside Cultural Committee to collaborate with BES PTO to co sponsor motivational speaker to benefit the Dracut school community.	A presentation given by the Hoyts to deliver an uplifting story of hope.	June	Event Attendance
BES ELA committee to plan several school wide Language Arts activities. 'Poetry in my Pocket Day' and 'Read Across America Day'	Improve school climate and promote ELA by sponsoring	February April	Event Attendance
BES Math committee will plan a family math night for all grade levels and their families to promote the love of math.	Improve Math performance	May	Event Attendance

Summary of 2009 MCAS Results

The following are the most salient points that the 2008-2009 MCAS results show us. These points have been used to guide our discussions and actions during the course of the 2007-2008 school year as well as to help inform the School Improvement Plan for the 2010-2011 school year.

ELA MCAS Results:

GRADE 3
ELA Performance Level Results
Three -Year Comparison



The graph above illustrates the performance level of our grade three students at the Brookside Elementary School in the area of ELA over the past three years (2007-2009). The percentage of students in the ABOVE PROFICIENT and PROFICIENT performance categories has been flat. There has been relatively little movement into these highly desirable performance categories. The average percentage of students in these combined performance categories over the past three years has been approximately 50%. This means that one-out-of every two students performed at or above state expectations on the ELA portion of the MCAS standardized test. However, this logically corresponds to another statistic that one-out-of every two students at the Brookside underperformed. A healthy statistic in 2009 results show that the percentage of students in the WARNING performance category had decreased to 3%. Our 2009 plan will focus on ways to bump students from the NEEDS IMPROVEMENT performance category up to the PROFICIENT performance category. Our 2009 MCAS Plan should also naturally incorporate developing strategies to bump students in the PROFICIENT performance category up to the highly desirable ABOVE PROFICIENT performance category. As you know, there are four categories the DOE utilizes in determining AYP :

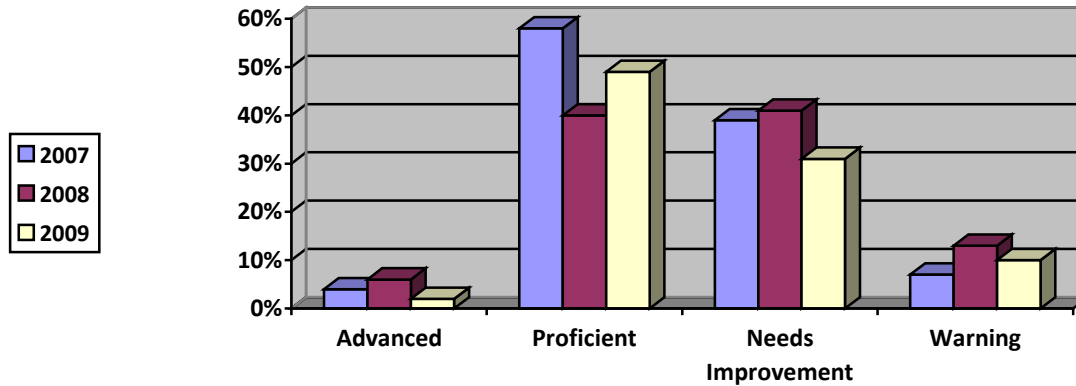
- (A) **Participation**
- (B) **Performance**
- (C) **Improvement**
- (D) **Attendance**

The 2009 MCAS ELA results indicated that the Brookside's aggregate was able to meet the state target thresholds in:

- (A) **Participation** - 100% of our students participated in the MCAS assessment.
- (C) **Improvement** – The target range of 79.3 – 84.3 was met.
- (D) **Attendance** – The state requires an attendance rate of 95%. We met the requirement with an attendance rate of 96%

Brookside was unable to meet the (B) **Performance** category of a 90.2 CPI, only scoring a 79.5. Even though our aggregate was able to meet three out of the four and meet AYP, our subgroups were not as fortunate and were unable to meet the ELA target range. The Department of Education has placed a NCLB Accountability Status of - *Improvement Year 2 – Subgroups*. On a positive note, the aggregate population at Brookside was successful in achieving AYP in ELA.

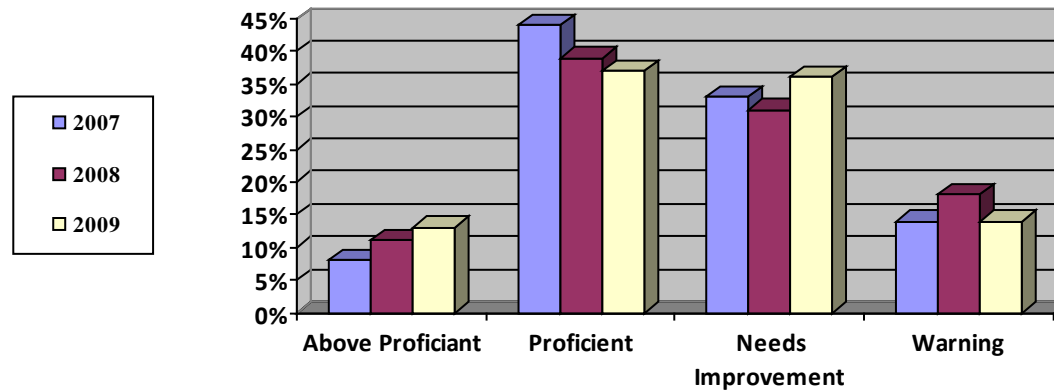
GRADE 4
 ELA Performance Level Results
 Three -Year Comparison



The graph above illustrates the performance level of our grade four students at the Brookside Elementary School in the area of ELA over the past three years (2007-2009). The percentage of students in the ANDVANCED and PROFICIENT performance categories has fluctuated somewhat during the three years. There has been some movement into the PROFICIENT performance category in the 2009 results. The average percentage of students in these combined performance categories in 2009 was 51%. This means that about one-out-of every two students performed at or above state expectations on the ELA portion of the MCAS standardized test. There was a healthy increase in the POFICIENT performance category percentage in 2009 from the 2008 results and a very slight decrease from the percentage of students in the NEEDS IMPROVEMENT and WARNING performance categories from the 2008 results. Again, our 2009 plan will include ways to bump students from the NEEDS IMPROVEMENT performance category up to the PROFICIENT performance category and students in the PROFICIENT performance category up to the highly desirable ABOVE PROFICIENT performance category.

Math MCAS Result

GRADE 3
MATH Performance Level Results
Three –Year Comparison



The graph above illustrates the performance level of our grade three students at the Brookside Elementary School in the area of MATHEMATICS over the past three years (2007-2009). The percentage of students in the ABOVE PROFICIENT and PROFICIENT performance categories has remained the same at approximately 50% over the past three years. There has been an encouraging trend developing where there has been an increase in the percentage of students bumping up into the ABOVE PROFICIENT performance category. We haven't been able to move the students from the NEEDS IMPROVEMENT performance category up into the PROFICIENT performance category. Again, we have seen that the total percentage of students performing in the ABOVE PROFICIENT / PROFICIENT and NEEDS IMPROVEMENT/WARNING is approximately 50% each. This means that one-out-of every two students performed at or above state expectations on the MATH portion of the MCAS standardized test. However, this logically corresponds to another statistic that one-out-of every two students at the Brookside underperformed. A focus in our 2009 plan will include strategies to bump students from the NEEDS IMPROVEMENT performance category up to the PROFICIENT

performance category. Our 2009 MCAS Plan should also naturally incorporate developing the same strategies to bump students in the PROFICIENT performance category up to the highly desirable ABOVE PROFICIENT performance category. As you know, there are four criteria the DOE utilizes in determining AYP :

- (A) Participation
- (B) Performance
- (C) Improvement
- (D) Attendance

The 2009 MATH results show that the Brookside's aggregate was able to meet the state target thresholds in:

(A) Participation - 100% of our students participated in the MCAS assessment.

(D) Attendance – The state requires an attendance rate of 95%. Brookside met the requirement with an attendance rate of 96%

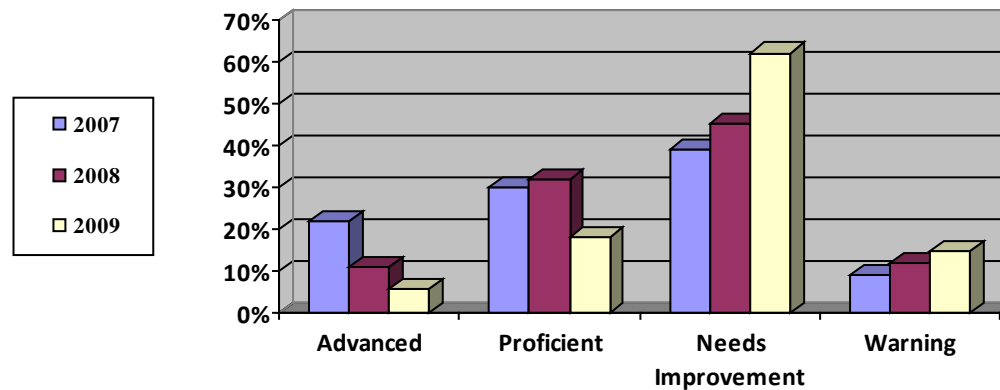
The 2009 MATH results also indicated that Brookside was unable to meet the target in following AYP indicators:

(B) Performance criteria. Brookside's aggregate CPI was 72.2. Our subgroups were much lower than the aggregate's CPI. Brookside's special education students attained a 46.7 CPI and our Low Income sub group scored a 61.5 CPI.

(C) Improvement – The aggregate CPI of 72.2 was not enough to make it into the target range of 77.1 – 82.1 . The low-income CPI of 71.8 was just shy of target range set at 72.0 – 81.0

Brookside's aggregate and/or subgroups were unable to meet 3 out of the 4 AYP criteria and has a NCLB Accountability Status of - *Improvement Year 1*

**GRADE 4
MATH Performance Level Results
Three –Year Comparison**



The graph above illustrates the performance level of our grade four students at the Brookside Elementary School in the area of MATHEMATICS over the past three years (2007-2009). The percentage of students in the PROFICIENT performance categories has remained the same at approximately 50% over the past three years. There has been an encouraging trend developing where there is an increasing trend in the percentage of students bumping up into the ABOVE PROFICIENT performance category. We haven't been able to move the students from the NEEDS IMPROVEMENT performance category up into the PROFICIENT performance category. Again, we have seen that the total percentage of students performing in the ABOVE PROFICIENT / PROFICIENT and NEEDS IMPROVEMENT/WARNING is approximately 50% each. This means that one-out-of every two students performed at or above state expectations on the MATH portion of the MCAS standardized test. However, this logically corresponds to another statistic that one-out-of every two students at the Brookside underperformed. A focus in our 2009 plan will include strategies to bump students from the NEEDS IMPROVEMENT performance category up to the PROFICIENT performance category. Our 2009 MCAS Plan should also naturally incorporate developing the same strategies to bump students in the PROFICIENT performance category up to the highly desirable ABOVE PROFICIENT performance category.