

**WAKE COUNTY PUBLIC SCHOOLS**  
**Membership of School Improvement Team 2008 - 2011**

**SCHOOL:** Brooks ES  
**PRINCIPAL:** Felecia Locklear  
**DATE:** March - 2008

**CORE / LEADERSHIP TEAM MEMBERS:**

<b>Name:</b>	<b>SIP Responsibility / School-based job title:</b>
Reggie Joe	Parent Representative
Leah Bailey Fox	Special Education Representative, Climate Committee Chair
Carol Cosetti	ALP Intervention Teacher, Math Committee Co-Chair
Kathleen Myers	5th grade teacher, Field Trip Committee Co-Chair
Angela Tucker Pytcher	1st grade teacher, Writing Committee member
Candace Martin	Kindergarten teacher, Math Committee member
Graham Satsky	Parent Representative
Jan O'Neal	2nd grade teacher, Writing Committee Co-Chair
Sarah Chew	Science Specialist, Magnet Committee member
Katie Sabino	IRT, Reading Committee member
Gladys Washington	3rd grade teacher, Reading Committee Chair
Kathleen Pisciueneri	4th grade teacher, Writing Committee Co-Chair
Mary Taylor	Assistant Principal, SIP Chair
Felecia Locklear	Principal

Judy Romano

Teacher Assistant, PTA/Cultural Arts Committee member

Kim Padron

Museums Coordinator, Magnet Committee Chair

Heather Roberts

Guidance Counselor, Safe and Healthy Schools Committee Chair

**WAKE COUNTY PUBLIC SCHOOLS**  
**Mission, Vision, and Value Statements 2008-2011**

**SCHOOL:** Brooks ES  
**DATE:** March - 2008

**MISSION STATEMENT:**

Our mission at Brooks Museums Magnet Elementary School is to inspire all students and staff to become architects of their own learning.

**VISION STATEMENT:**

The Brooks Museums Magnet Elementary School community will provide a safe, inviting environment where all students are motivated to learn. Through collaboration and our project-based approach to learning, we will provide our students and staff challenging, authentic, and enriching educational opportunities. These experiences will assure that all of our students are academically, socially, and physically prepared for the 21st century.

**VALUE STATEMENT:**

- We will provide a safe and secure environment.
- We will create classroom communities where students and staff are viewed as partners in education.
- We will involve parents and the larger school community in our children's education.
- We will focus our teams' collaborative work in order to teach for understanding.
- We will facilitate students' learning through integrated units of study, hands-on activities, and authentic experiences.
- We will provide diverse learning opportunities for students to demonstrate growth.
- We will engage in professional development opportunities that will advance the talents of our staff.

Wake County Public School System - School Improvement Planning  
**Summary of Goals, Key Processes and Action Steps 2008 - 2011 (Created 2009 - 2010)**

**Board Goal:** *WCPSS students will demonstrate high academic growth; by 2014, all students will graduate on-time prepared to compete globally.*

**SCHOOL:** Brooks ES

**LEA:** Wake County (920)

**Strategic Directive:** Retaining, Recruiting and Training High Quality Employees

**State Board of Education Goal:** 21st Century Professionals

**SCHOOL GOAL:** By Spring 2011, no more than 5% of Brooks' staff will leave due to unsatisfactory working conditions as measured by exit survey results.

**GOAL MANAGER:** Felecia Locklear, Principal

**Data Justification for Goal based on a comprehensive needs assessment:**

Teacher Working Conditions Survey results, state-mandated duty-free planning and lunch

**Key Processes & Action Steps(2 Key Processes)**

- 1 Key Process:** Brooks Elementary will provide a satisfactory working environment for staff the extent its budgetary constraints allow.
- Process Manager:** Terri Green, Receptionist
- Completion Date:** June 2011
- Resources:** Teacher exit survey, Teacher Working Conditions Survey, master schedule
- Restrainers:** Limited number of staff members, amount of information needed to be shared with staff, budgetary constraints
- Measurable Process Checks:** Teacher exit survey results, Teacher Working Conditions Survey results, lunch schedules, planning schedules
- Action Steps**
- 1 Action Step** All certified staff will be allotted a daily duty-free lunch inasmuch as it does not compromise the safety and security of students.
- Timeline:** From: August 2008 To: June 2011
- 2 Action Step** All certified staff will be allotted a daily planning period inasmuch as it does not compromise the safety and security of students (minimum of 240 minutes per week).
- Timeline:** From: August 2008 To: June 2011
- 3 Action Step** Create and administer staff exit survey and analyze data as it relates to teacher retention.
- Timeline:** From: August 2008 To: June 2011
- 4 Action Step** At least 95% of staff will complete the online Teacher Working

**Timeline:** Conditions survey.  
From: August 2008 To: June 2011

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- 2 Key Process:** Brooks will reexamine the role of the School Climate Committee and focus on staff needs and ways to improve teacher working conditions.
- Process Manager:** Leah Bailey Fox, Climate Committee Chair
- Completion Date:** June 2011  
Annual school climate survey
- Resources:** Scheduling to meet the needs of everyone, budgetary constraints
- Restrainers:** School climate survey results, information from other schools, documentation of implemented improvements and activities
- Measurable Process Checks:**
- Action Steps**
- 1 Action Step** The school climate committee will survey staff to see what realistic suggestions they have for improving our school working environment.
- Timeline:** From: August 2008 To: June 2011
- 2 Action Step** The school climate committee will survey Brooks staff to obtain suggestions for after-school activities for staff and will implement activities that reflect those suggestions.
- Timeline:** From: August 2008 To: June 2011
- 3 Action Step** The school climate committee will look at other schools for suggestions for what working environment improvements proved successful to those schools.
- Timeline:** From: August 2008 To: June 2011
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Wake County Public School System - School Improvement Planning  
**Summary of Goals, Key Processes and Action Steps 2008 - 2011 (Created 2009 - 2010)**

**Board Goal:** *WCPSS students will demonstrate high academic growth; by 2014, all students will graduate on-time prepared to compete globally.*

**SCHOOL:** Brooks ES

**LEA:** Wake County (920)

**Strategic Directive:** Focus on Learning and Teaching

**State Board of Education Goal:** Globally Competitive Students

**SCHOOL GOAL:** By Spring 2011, at least 75% of fourth grade students will demonstrate proficiency on their fourth quarter unassisted writing samples.

**GOAL MANAGER:** Jan O'Neal, Writing Committee Chair

**Data Justification for Goal based on a comprehensive needs assessment:**

Previous writing test data, K-2 literacy data

**Key Processes & Action Steps(2 Key Processes)**

- 1 Key Process:** Develop a K-5 writing document that provides leveled (1, 2, 3, 4) examples of student writing per semester (end of 2nd quarter, end of 4th quarter).
- Process Manager:** Kathleen Piscineri, Writing Committee member
- Completion Date:** June 2011
- Resources:** IRT, NC Standard Course of Study, Writing Committee, WCPSS literacy profile cards
- Restrainers:** time for staff development, consistency of implementation and time for classroom implementation
- Measurable Process Checks:** Collection of writing samples assessed with rubrics, list of quarterly essential learning objectives by grade level, reflection data from vertical planning/sharing
- Action Steps**
- 1 Action Step** Each grade level will develop a list of quarterly essential learning objectives for writing.  
**Timeline:** From: August 2008 To: May 2009
  - 2 Action Step** Each grade level will develop quarterly rubrics to assess essential writing objectives.  
**Timeline:** From: August 2009 To: May 2010
  - 3 Action Step** Implement a semester school wide writing day using the same prompt for each grade level.  
**Timeline:** From: August 2010 To: June 2011
  - 4 Action Step** Staff development to vertically reflect, review and share prompt writing data.

**Timeline:**

From: August 2010

To: June 2011

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**2 Key Process:** To support our magnet program, all grade levels will implement an integrated writing component into each coached project unit.

**Process Manager:** Jennifer Miske, Writing Committee member

**Completion Date:** June 2011

MIT staff, museums coordinators

**Resources:** Time for staff development and consistency of implementation

**Restrainers:** Coached project writing samples assessed with rubric, science notebook samples

**Measurable Process Checks:** assessed with rubric

**Action Steps**

**1 Action Step** All grade levels will use rubrics to evaluate their coached project writings to determine students' proficiency levels on identified essential writing objectives (first grade through fifth grade-each quarter, kindergarten-last quarter).

**Timeline:** From: August 2008 To: June 2011

**2 Action Step** Staff will participate in professional development that will demonstrate how to set up science notebooks and create rubrics that include science and essential writing objectives.

**Timeline:** From: August 2008 To: June 2010

**3 Action Step** All grade levels will consistently implement and assess science notebooks to determine proficiency of writing and science objectives.

**Timeline:** From: August 2010 To: June 2011

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Wake County Public School System - School Improvement Planning  
**Summary of Goals, Key Processes and Action Steps 2008 - 2011 (Created 2009 - 2010)**

**Board Goal:** *WCPSS students will demonstrate high academic growth; by 2014, all students will graduate on-time prepared to compete globally.*

**SCHOOL:** Brooks ES

**LEA:** Wake County (920)

**Strategic Directive:** Focus on Learning and Teaching

**State Board of Education Goal:** Globally Competitive Students

**SCHOOL GOAL:** By Spring 2011, at least 90% of students in grades 3-5 will be proficient in reading and math as measured by the North Carolina End of Grade overall proficiency results.

SCHOOL GOAL ALSO ADDRESSES THE FOLLOWING:

Strategic Directives: Systems and Structures to Support Schools, Expand Fiscal Accountability

State Board of Education Goals: Leadership for Innovation, 21st Century Systems

**GOAL MANAGER:** Katie Sabino, IRT

**Data Justification for Goal based on a comprehensive needs assessment:**

Previous end-of-grade test results, K-2 data capture information

**Key Processes & Action Steps(3 Key Processes)**

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|-----------------------------------|---|
| <b>1 Key Process:</b>             | Brooks' staff will utilize research-based best practices to teach math.   |
| <b>Process Manager:</b>           | Carol Cosetti, math committee co-chair  |
| <b>Completion Date:</b>           | June 2011   |
| <b>Resources:</b>                 | Academically Gifted teacher, Instructional Resource Teacher, Technology teacher, technology, classroom manipulatives, time allocated for PLT/team planning, calculators in the upper grades classrooms, differentiated math centers, integrated coached projects, student data notebooks, staff development, vertical planning  |
| <b>Restrainers:</b>               | Lack of calculators or broken calculators in K-2 classrooms, lack of technology, time to meet with other teachers to share best practices, how to effectively manage the needed peer observations to measure the process checks, money to purchase software and technology, class size inasmuch as it relates to the ability to utilize software/technology as a group                        |
| <b>Measurable Process Checks:</b> | Math Expressions differentiation cards, examples of pre and post assessments (grade level created and/or Math Expressions assessments), student samples of Math Expressions lessons, remedial and enrichment binder for each grade level held by Math Committee member, PLT minutes, K-5 word problem attack strategy, parent information sheet per quarter, photographs of lessons utilizing |

manipulatives (including calculators), students using the word attack strategy (THINK), and grade levels utilizing available software.

**Action Steps**

- 1 Action Step** Utilize PLTs to increase achievement in math.  
**Timeline:** From: August 2008 To: June 2011
- 2 Action Step** Implement use of pre and post assessments provided by Math Expressions, supplementing as needed.  
**Timeline:** From: August 2009 To: June 2011
- 3 Action Step** Each grade level will implement the use of Math Expressions differentiation math cards and keep a storehouse of activities for remediation and enrichment.  
**Timeline:** From: August 2009 To: June 2011
- 4 Action Step** Each grade level will develop and maintain a parent information sheet for each quarter including: key vocabulary, essential objectives, and websites that have tutorials and games. This will be sent home to parents via Monday folders and posted on teachers' Blackboard sites.  
**Timeline:** From: January 2009 To: June 2010
- 5 Action Step** Grade levels will effectively utilize manipulatives including calculators when teaching math.  
**Timeline:** From: August 2008 To: June 2011
- 6 Action Step** Grade levels will work together to develop a K-5 strategy to attack word problems and all grade levels K-5 will implement this into their math instruction.  
**Timeline:** From: January 2009 To: May 2011
- 7 Action Step** Classroom teachers will research software that will effectively support classroom instruction. The school will purchase and teachers will utilize software to support classroom instruction.  
**Timeline:** From: August 2009 To: June 2011

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- 2 Key Process:** Brooks' staff will utilize research-based best practices to teach reading.
- Process Manager:** Gladys Washington, Reading Committee Chair
- Completion Date:** June 2011
- Resources:** Academically Gifted teacher, Local Literacy teacher, Instructional Resource teacher, Technology teacher, school psychologist (Universal Screening contact), time allocated for PLT planning, staff development, vertical planning
- Restrainers:** Cost of focus lesson notebooks, money to purchase software, lack of current reading technology for enrichment or remediation, time to collaborate with other teachers to share effective best practices
- Measurable Process Checks:** Parent sign-in sheet from information sessions, PLT minutes, Universal assessment data in the shared directory, Digging Deeper assessment data in each child's profile card file, list of software needs and possibly software that can support those needs, peer and/or walk-through observations of teachers implementing balanced literacy, work samples as evidence of teachers following focus lessons, and work samples as evidence of each grade level's novel studies.

### Action Steps

- 1 Action Step** Grade levels will hold information sessions each semester to educate parents on best practices they can use with their children.  
**Timeline:** From: August 2009 To: June 2011
- 2 Action Step** Utilize PLTs to increase achievement in reading as appropriate.  
**Timeline:** From: August 2008 To: June 2011
- 3 Action Step** Each grade level will implement balanced reading within the classrooms.  
**Timeline:** From: August 2009 To: June 2011
- 4 Action Step** Second through fifth grade classrooms will utilize the literacy focus lessons.  
**Timeline:** From: August 2008 To: June 2011
- 5 Action Step** Each grade level will implement a novel study that includes discussion with students.  
**Timeline:** From: August 2009 To: June 2011
- 6 Action Step** Classroom teachers will use universal screenings and other county assessments (Digging Deeper) to identify students' instructional needs.  
**Timeline:** From: August 2009 To: June 2011
- 7 Action Step** Classroom teachers will collaborate with the Media/Technology Advisory Committee to research software that will effectively support classroom instruction. The school will purchase when funds are available.  
**Timeline:** From: January 2010 To: June 2011

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- 3 Key Process:** Brooks' staff will utilize effective strategies to implement our museums magnet theme as a support for instruction in reading and math.
- Process Manager:** Kim Padron, Museums Coordinator
- Completion Date:** June 2011
- Resources:** Academically Gifted teacher, Museums Coordinators, Instructional Resource teacher, Media specialist, coached projects, other schools within Wake County already utilizing data notebooks and student-led conferences, flexibility to access any conversions of position that the state and/or Wake County Public Schools permits, utilization of flexibility in financial transfers
- Restrainers:** Time to meet with other grade levels, possible staff development needed to authentically incorporate higher-order thinking skills, varying comfort levels with seminars
- Measurable Process Checks:** Copies of coached project rubrics, peer observations of seminars, peer observations of media specialist integrating research into MIT time, reflection sheet of collaborative activity, data notebooks, and parent feedback sheets from student-led conferences

### Action Steps

- 1 Action Step** Grade levels will evaluate their coached project rubrics to

ensure that students are being asked to incorporate higher-order thinking skills (evaluating, judging, creating, etc.) and make changes accordingly.

- |          |                    |  |
|----------|--------------------|--|
|          | <b>Timeline:</b>   | From: August 2008 To: June 2011  |
| <b>2</b> | <b>Action Step</b> | First through fifth grade teachers will provide a minimum of one seminar experience per quarter for their students utilizing higher-order thinking skills. Kindergarten will be expected to do three seminars per year starting in the second quarter. |
|          | <b>Timeline:</b>   | From: August 2008 To: June 2011  |
| <b>3</b> | <b>Action Step</b> | The media specialist will assist the classroom teacher with research skills and allow time for students to research during their MIT time when working on coached projects.  |
|          | <b>Timeline:</b>   | From: August 2008 To: June 2011  |
| <b>4</b> | <b>Action Step</b> | Each grade level will collaborate with one other grade level to help or support instruction in reading or math.  |
|          | <b>Timeline:</b>   | From: August 2010 To: June 2011  |
| <b>5</b> | <b>Action Step</b> | Kindergarten through fifth grade teachers will implement data notebooks.   |
|          | <b>Timeline:</b>   | From: August 2008 To: June 2011  |
| <b>6</b> | <b>Action Step</b> | Kindergarten through fifth grade teachers will research and implement student-led conferences (twice a year).  |
|          | <b>Timeline:</b>   | From: August 2008 To: June 2011  |
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Wake County Public School System - School Improvement Planning  
**Summary of Goals, Key Processes and Action Steps 2008 - 2011 (Created 2009 - 2010)**

**Board Goal:** *WCPSS students will demonstrate high academic growth; by 2014, all students will graduate on-time prepared to compete globally.*

**SCHOOL:** Brooks ES

**LEA:** Wake County (920)

**Strategic Directive:** Focus on Learning and Teaching

**State Board of Education Goal:** Healthy, Responsible Students

**SCHOOL GOAL:** By Spring 2011, Brooks will provide a safer and healthier environment for students and staff as measured by pre and post teacher/student surveys.

SCHOOL GOAL ALSO ADDRESSES THE FOLLOWING:

Strategic Directives: Systems and Structures to Support Schools, Expand Fiscal Accountability

State Board of Education Goals: Leadership for Innovation, 21st Century Systems

**GOAL MANAGER:** Mary Taylor, Assistant Principal

**Data Justification for Goal based on a comprehensive needs assessment:**

Teacher Working Conditions Survey results, discipline referrals

**Key Processes & Action Steps(2 Key Processes)**

**1 Key Process:** Brooks' staff and students will engage in practices that promote a safe school.  
**Process Manager:** Heather Roberts, Guidance Counselor

**Completion Date:** June 2011

**Resources:** Websites on cafeteria plans, Wake County Counseling and Student Services Department, Wake County Risk Management Department, Wake County Public School System Security, drill forms, communication board

**Restrainers:** Consistency in implementation of the cafeteria plan, funding for the upkeep of walkie-talkies

**Measurable Process Checks:** Completed cafeteria behavior plan, observations, peer mediation training, conflict resolution sheets, scheduled school programs, photographs, student feedback sheets, drill documentation sheets, office communication board, walkie-talkie assignment sheet

**Action Steps**

**1 Action Step** Create and implement a cafeteria behavior management plan.

**Timeline:** From: August 2008 To: June 2011

**2 Action Step** Implement a peer mediation program for fourth and fifth grade students.

**Timeline:** From: August 2009 To: June 2011

- 3 Action Step** Provide school programs at least once a semester (such as bike safety, bullying, character education) to encourage greater understanding and acceptance of others and students safety.
- Timeline:** From: January 2009 To: June 2011
- 4 Action Step** Practice school wide safety drills (such as lockdown, fire, bus, tornado) on a regular basis.
- Timeline:** From: August 2008 To: June 2011
- 5 Action Step** When regular communication methods (i. e. intercom phone) are not feasible, utilize walkie-talkies as a communication device to ensure staff and student safety.
- Timeline:** From: August 2008 To: June 2011
- 6 Action Step** Create and administer yearly survey to students, staff, and parents to assess opinions regarding school safety.
- Timeline:** From: August 2008 To: June 2011

**2 Key Process:** Brooks' staff and students will engage in practices that promote a healthy school.

**Process Manager:** Chuck Amato, Physical Education teacher

**Completion Date:** June 2011

**Resources:** Physical Education teacher, game equipment, Healthy Schools activity booklet (Energizers: Classroom-based Physical Activities), Morning Meeting book, pedometers, Wake County Child Nutrition Services

**Restrainers:** Unavailability of grant monies, upkeep of pedometers

**Measurable Process Checks:** Activity captain reports, observations, photographs of activities, First in Fitness activity descriptions, pedometers, pedometers tracking chart, attendance roster from informational session, survey results, weekly energizer/class activity report sheets

**Action Steps**

- 1 Action Step** On a weekly basis, classroom teachers will engage students in at least one structured physical activity during a scheduled recess time.
- Timeline:** From: August 2008 To: June 2011
- 2 Action Step** Develop and share (via Blackboard and classroom newsletters) a list of criteria for First in Fitness for parents to support physical activity at home.
- Timeline:** From: August 2008 To: December 2008
- 3 Action Step** On a weekly basis, implement at least one Energizers activity during classroom instructional time.
- Timeline:** From: August 2008 To: June 2011
- 4 Action Step** Research grant opportunities and purchase pedometers to support the Feelin' Good Mileage Club.
- Timeline:** From: August 2008 To: June 2009
- 5 Action Step** Implement the use of pedometers in all fifth grade classrooms to support the Feelin' Good Mileage Club.
- Timeline:** From: August 2009 To: June 2011

- 6 Action Step** Provide an informational session for the larger Brooks community on the nutritional value of the Wake County Public School System's cafeteria menus.
- Timeline:** From: August 2009 To: June 2010
- 7 Action Step** Create and administer yearly surveys to students, staff, and parents to assess opinions regarding school health.
- Timeline:** From: August 2008 To: June 2011
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Wake County Public School System - School Improvement Planning  
**Waiver Request - 2008 - 2011 (Created 2009 - 2010)**

*Waivers should be related to school improvement.  
Create a separate page for each waiver.*

**School Name:** Brooks ES

**Date of Request:** April - 2008

**School Year:** 2008 - 2009

**Waiver Requested:** Class Size Limits for Grades 4-5

**Policy to be Waived:** GS115C-301

**How will this waiver impact school improvement?**

Due to the size of our building, this will allow us to maximize the use of our classrooms by not using spaces such as the media center and multi-purpose room as regular classrooms. Students will benefit academically from having dedicated spaces for reading, math, and writing instruction.

**Please indicate the type of waiver:**

State

Local

**Waiver requested on:** 2008-04-07

**Waiver status:** APPROVED

**Approval Date:** August 2008

**Administrators Notes:** Effective July 1, 2008- June 30, 2011 for grades 4-12.  
State Waiver

Wake County Public School System - School Improvement Planning  
**Summary Sheet of Professional Development Activities (Created 2009 - 2010)**

**School Name:** Brooks ES

**For School Year:** 2008 - 2009

Activity / Topic	Participants	Goal Supported
1. DIBELS	All K-5 classroom teachers, special education teachers All K-5 classroom teachers, special education teachers	By Spring 2011, at least 90% of students in grades 3-5 will be proficient in reading and math as measured by the North Carolina End of Grade overall proficiency results.
2. Calculators	All K-5 classroom teachers, special education teachers	By Spring 2011, at least 90% of students in grades 3-5 will be proficient in reading and math as measured by the North Carolina End of Grade overall proficiency results.
3. Math manipulatives (K-5)	All Certified Classroom Teachers	By Spring 2011, at least 90% of students in grades 3-5 will be proficient in reading and math as measured by the North Carolina End of Grade overall proficiency results.
4. Identification of essential learning objectives for writing (K-5)	K-5 Classroom Teachers	By Spring 2011, at least 75% of fourth grade students will be proficient in writing as measured by the North Carolina End of Grade Writing Assessment.
5. Science notebooks/rubricing	All kindergarten and first grade teachers, other interested staff	By Spring 2011, at least 75% of fourth grade students will be proficient in writing as measured by the North Carolina End of Grade Writing Assessment.
6. Data notebooks	All staff	By Spring 2011, at least 90% of students in grades 3-5 will be proficient in reading and math as measured by the North Carolina End of Grade overall proficiency results.  By Spring 2011, at least 90% of students in grades 3-5 will be proficient in reading and math as measured by the North Carolina

End of Grade overall proficiency results.

7. Creating and leading effective seminars

All staff

By Spring 2011, at least 90% of students in grades 3-5 will be

proficient in reading and math as measured by the North Carolina End of Grade overall proficiency results.

## 8. Higher Order Thinking Skills

Wake County Public School System - School Improvement Planning  
**Summary Sheet of Professional Development Activities (Created 2009 - 2010)**

**School Name:** Brooks ES

**For School Year:** 2009 - 2010

**Activity / Topic**

**Participants**

**Goal Supported**

K-5 Teachers, Special Education  
Teachers

By Spring 2011, at least 90% of students in grades 3-5 will be proficient in reading and math as measured by the North Carolina End of Grade overall proficiency results.

1. Using Literacy Assessments to Guide Instruction (DIBELS, other assessment/training needs as identified from the K-5 profile cards)

Certified staff, interested support staff

By Spring 2011, at least 90% of students in grades 3-5 will be proficient in reading and math as measured by the North Carolina End of Grade overall proficiency results.

2. Phonics as a Part of Balanced Reading  
Instruction

K-5 classroom teachers, media  
specialist, interested teacher  
assistants

By Spring 2011, at least 90% of students in grades 3-5 will be proficient in reading and math as measured by the North Carolina End of Grade overall proficiency results.

3. Guided Reading as a part of Balanced Reading Instruction

All teachers

By Spring 2011, at least 90% of students in grades 3-5 will be proficient in reading and math as measured by the North Carolina End of Grade overall proficiency results.

4. Evaluating and Revising Coached  
Project Units for Inclusion of Higher  
Order Thinking Skills

All teachers

By Spring 2011, at least 90% of students in grades 3-5 will be proficient in reading and math as measured by the North Carolina End of Grade overall proficiency results.

5. Using Seminars to Advance Students'  
Thinking

All teachers

By Spring 2011, at least 90% of students in grades 3-5 will be proficient in reading and math as measured by the North Carolina End of Grade overall proficiency results.

6. Meeting the Instructional Needs of  
Special Needs Students: ESL and  
Inclusion Strategies

Wake County Public School System - School Improvement Planning  
**Early Release Requests 2008 - 2011, Year**

School Name: Brooks ES

For School Year: \_\_\_\_\_

<b>Date</b>	<b>Professional Development Activities</b>	<b>Status</b>
1.		
2.		
3.		
4.		

Administrator notes: