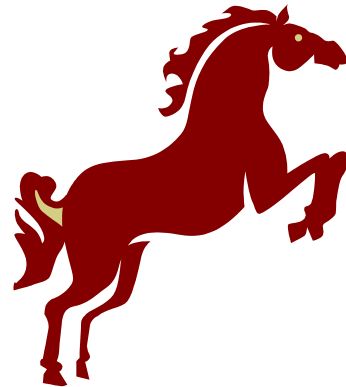


# **Fairfax County Public Schools**

## **School Improvement Plan 2010-2011**

### **Brookfield Elementary**

#### **Cluster VII**



**Mary Miller, Principal**

VaRonica Clemons, Assistant Principal

Jennifer L. Drummond, Assistant Principal

# FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability  
Office of Educational Planning  
Revised January 28, 2008

## COMMITTEE MEMBERS

Name	Position	Name	Position
Mary Miller	Principal	Tracy Foster	Science Co-Chair Grade 4 Teacher, Science Lead
VaRonica Clemons	Assistant Principal	Sherri Reed	Science Co-Chair Grade 2 Teacher, Science Lead
Jennifer L. Drummond	Assistant Principal	Kathleen Gordon	Technology Co-Chair Grade 3 Teacher
Pat Irwin	Goal 1 Co-Chair: Language Arts Title I Resource Teacher	Margaret Sisler	Technology Co-Chair School Based Technology Specialist
Susan Whalen	Goal 1 Co-Chair: Language Arts Reading Specialist	Nancy Johnston	Instructional Coach
Lisa Buck	Goal 1 Co-Chair: Math Title I S.U.M. Teacher	Kathy Allen	ESOL Teacher
Cristina Orantes	Goal 1 Co-Chair: Math Title 1 S.U.M. Teacher	Deb Marciello	Parent Representative
Tracey SnyderDangler	Goal 2 Co-Chair Special Education Teacher, PBS Lead		
Jennifer McNulty	Goal 2 Co-Chair Grade 3 Teacher, PBS Coach		
Connie Maetzold	Goal 3 Co-Chair Grade 6 Teacher, Social Studies Lead		
Emily Regis	Goal 3 Co-Chair Grade 3 Teacher, Social Studies Lead		

# VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

## FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

**LOOKING TO THE FUTURE**—FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy and motivated to pursue learning throughout their lifetimes.

**COMMITMENT TO OPPORTUNITY**—FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

**COMMUNITY SUPPORT**—Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

**ACHIEVEMENT**—Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provide a breadth and depth of opportunities to allow all students to stretch their capabilities.

**ACCOUNTABILITY**—FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

## FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

## FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

### **We Believe in Our Children**

- Each child is important and entitled to the opportunity to realize his or her fullest potential.
- High expectations promote high achievement.

### **We Believe in Our Teachers**

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

### **We Believe in Our Public Education System**

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

### **We Believe in Our Community**

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.
- Our diversity creates resilient, open, and innovative citizens of the global community.

## **BROOKFIELD ELEMENTARY SCHOOL—VISION STATEMENT**

**LIFELONG LEARNING** –Brookfield Elementary prepares students to become confident and contributing lifelong learners who are enthusiastic readers, speakers, writers, problem solvers, and critical thinkers.

**SAFE LEARNING ENVIRONMENT**– Brookfield Elementary is dedicated to providing a safe and positive learning environment where students are respectful, responsible and ready to pursue present and future challenges.

**HIGH STUDENT ACHIEVEMENT** – Brookfield Elementary prepares students to demonstrate their full potential in all areas of learning to excel in lifelong endeavors.

**FLEXIBILITY TO MEET INDIVIDUAL NEEDS** – Brookfield Elementary maintains that every child is entitled to a constructive learning environment that includes differentiated instruction and support through intervention programs.

**COMMUNITY COLLABORATION** – Brookfield Elementary respects and appreciates all members of our community. We value our diversity and view it as an asset as our students grow together in an all-encompassing learning environment. Parent and community involvement provides a natural vehicle for students to embrace and appreciate our diverse society.

## **SCHOOL—MISSION STATEMENT**

Through collaboration and commitment, Brookfield Elementary School works as a Professional Learning Community to nurture a diverse community of learners, by ensuring progress toward high academic achievement and positive social development in the global community.

## **SCHOOL—CORE VALUES/BELIEFS**

We believe students will thrive and progress toward their fullest potential academically and socially within a safe and positive learning environment. We will maximize professional development opportunities and collaborate through Professional Learning Communities to attain school goals. Through ongoing assessment and collaborative planning, we will differentiate learning experiences to meet the range of needs of all students by providing intervention programs. The Brookfield Elementary School community of families, students, staff members, volunteers and business partnerships values our shared responsibility for the achievement of all learners.

## FAIRFAX COUNTY PUBLIC SCHOOLS

### School Demographics by Cluster and School

#### CLUSTER 7

#### BROOKFIELD ELEMENTARY

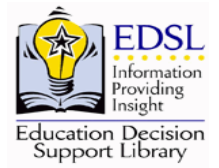
Category	June 2008		June 2009		June 2010	
	#	%	#	%	#	%
<b>ETHNICITY</b>						
ASIAN OR PACIFIC ISLANDER	164	21.38	182	23.45	197	24.59
BLACK (NOT OF HISPANIC ORIGIN)	99	12.91	98	12.63	87	10.86
HISPANIC	230	29.99	234	30.15	254	31.71
WHITE (NOT OF HISPANIC ORIGIN)	233	30.38	212	27.32	204	25.47
OTHER	41	5.35	50	6.44	59	7.37
	<b>767</b>		<b>776</b>		<b>801</b>	
<b>GENDER</b>						
FEMALE	368	47.98	365	47.04	378	47.19
MALE	399	52.02	411	52.96	423	52.81
	<b>767</b>		<b>776</b>		<b>801</b>	
<b>ENGLISH PROFICIENCY</b>						
ENGLISH PROFICIENT*	528	68.84	533	68.69	497	62.05
LIMITED ENGLISH PROFICIENT**	239	31.16	243	31.31	304	37.95
	<b>767</b>		<b>776</b>		<b>801</b>	
<b>LEP LEVELS</b>						
LEP MONITOR (STATUS 2 AND 3)	63	26.36	85	34.98	82	26.97
01-LEVEL 1 ENTERING	35	14.64	32	13.17	49	16.12
02-LEVEL 2 BEGINNING	48	20.08	60	24.69	70	23.03
03-LEVEL 3 DEVELOPING	54	22.59	47	19.34	52	17.11
04-LEVEL 4 EXPANDING	38	15.90	19	7.82	51	16.78
L-LITERACY BEGINNING	1	0.42	0	0.00	0	0.00
	<b>239</b>		<b>243</b>		<b>304</b>	
ESOL SERVICES***	173	22.56	156	20.10	220	27.47
<b>FEE WAIVER</b>						
NO FEE WAIVER	449	58.54	435	56.06	412	51.44
FREE OR REDUCED FEES	318	41.46	341	43.94	389	48.56
	<b>767</b>		<b>776</b>		<b>801</b>	
<b>EDUCATIONAL DESIGNATION</b>						
GENERAL EDUCATION	574	74.84	592	76.29	586	73.16
GIFTED SCHOOL-BASED	112	14.60	102	13.14	131	16.35
SPECIAL EDUCATION LEVEL 1	33	4.30	30	3.87	32	4.00
SPECIAL EDUCATION LEVEL 2	50	6.52	52	6.70	55	6.87
<b>SPECIAL EDUCATION SERVICE****</b>						
AUTISM	6	7.23	4	4.88	3	3.45
DEAF/HARD OF HEARING	0	0.00	0	0.00	1	1.15
EMOTIONAL DISABILITIES	1	1.20	5	6.10	2	2.30
INTELLECTUAL DISABILITY	0	0.00	0	0.00	3	3.45
LEARNING DISABILITIES	45	54.22	46	56.10	46	52.87

\*English proficient students are non-limited English proficient (LEP), which includes students who were formerly LEP.

\*\*Limited English proficient as defined by Virginia Department of Education.

\*\*\*English for speakers of other languages (ESOL) students are LEP level L, 1, 2, 3, or 4 students who receive ESOL services.

\*\*\*\*Information is provided from the special education database, Department of Special Services and represents the primary service only.



## FAIRFAX COUNTY PUBLIC SCHOOLS

### School Demographics by Cluster and School

**CLUSTER 7**

**BROOKFIELD ELEMENTARY**

Category	June 2008		June 2009		June 2010	
	#	%	#	%	#	%
<b>SPECIAL EDUCATION SERVICE****</b>						
MILD RETARDATION	2	2.41	2	2.44	0	0.00
NONCATEGORICAL	15	18.07	12	14.63	13	14.94
PHYSICAL DISABILITIES	1	1.20	2	2.44	1	1.15
SPEECH/LANGUAGE IMPAIRMENT	13	15.66	11	13.41	18	20.69
	<b>83</b>		<b>82</b>		<b>87</b>	
<b>MOBILITY</b>						
MOBILITY RATE		16.26		15.04		NA

\*English proficient students are non-limited English proficient (LEP), which includes students who were formerly LEP.

\*\*Limited English proficient as defined by Virginia Department of Education.

\*\*\*English for speakers of other languages (ESOL) students are LEP level L, 1, 2, 3, or 4 students who receive ESOL services.

\*\*\*\*Information is provided from the special education database, Department of Special Services and represents the primary service only.

### School/Division/State AYP Detail Report

School Year: 2010 - 2011 based on data from 2009 - 2010      AYP Overall Status This Year: Made AYP  
 State: Virginia      Last Year: Made AYP  
 Division: 029 - FAIRFAX CO PBLC SCHS      Other Academic Indicator(s): Attendance  
 School: 1790 - BROOKFIELD ELEM      Small N Status: Not Small N  
 Title I - School Wide Program      Small N Value: 50

**Determining Values Continued:**

Annual Measurable Objective (AMO)	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
English Performance	All Students	B-Year	1144	1291	88.61%	81%	Yes
		Current	388	434	89.40%	81%	Yes
		Previous	399	427	93.44%		
	Black	B-Year	133	161	82.60%	81%	Yes
		Current	42	52	80.76%	81%	No
		Previous	51	55	92.72%		
	Economically Disadvantaged	B-Year	449	539	83.30%	81%	Yes
		Current	166	196	84.69%	81%	Yes
		Previous	153	172	88.95%		
	Hispanic	B-Year	296	353	83.85%	81%	Yes
		Current	100	119	84.03%	81%	Yes
		Previous	99	109	90.82%		
	Limited English Proficient	B-Year	497	585	84.95%	81%	Yes
		Current	151	177	85.31%	81%	Yes
		Previous	182	199	91.45%		
	Students with Disabilities	B-Year	163	175	93.14%	81%	Yes
		Current	59	61	96.72%	81%	Yes
		Previous	59	61	96.72%		
	White	B-Year	367	393	93.38%	81%	Yes
		Current	117	123	95.12%	81%	Yes
		Previous	126	131	96.18%		

**Notes:**

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.
- These preliminary AYP results are based on 09-10 SOL results and record changes processed by the testing vendor as of 08/05/10.
- If the testing vendor has not yet processed all SOL results and record changes for your school or division, the AYP determinations may not be accurate.
- Student counts may vary among Participation and Pass Rates due to LEP and transfer student rules.
- AMO Met values: TS=Too Small to be Evaluated, R10=Met the objective due to a 10 percent reduction in the failure rate, I=Met Objective by showing improvement, NA=Not Applicable
- For more information on the Federal Graduation Indicator, see the USED-approved Accountability Workbook on the VDOE website.
- Beginning with 2010-2011 AYP, the Proxy Percent is no longer used in AYP determinations for the Students with Disabilities subgroup

**School/Division/State AYP Detail Report**

School Year: 2010 - 2011 based on data from 2009 - 2010      AYP Overall Status This Year: Made AYP  
 State: Virginia      Last Year: Made AYP  
 Division: 029 - FAIRFAX CO PBLC SCHS      Other Academic Indicator(s): Attendance  
 School: 1790 - BROOKFIELD ELEM      Small N Status: Not Small N  
 Title I - School Wide Program      Small N Value: 50

**Determining Values Continued:**

Annual Measurable Objective (AMO)	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
Mathematics Performance	All Students	B-Year	1130	1303	86.72%	79%	Yes
		Current	405	443	91.42%	79%	Yes
		Previous	389	433	89.83%		
	Black	B-Year	137	161	85.09%	79%	Yes
		Current	49	52	94.23%	79%	Yes
		Previous	49	55	89.09%		
	Economically Disadvantaged	B-Year	435	545	79.81%	79%	Yes
		Current	182	204	89.21%	79%	Yes
		Previous	144	174	82.75%		
	Hispanic	B-Year	265	348	76.14%	79%	No
		Current	100	119	84.03%	79%	Yes
		Previous	85	109	77.98%		
	Limited English Proficient	B-Year	488	594	82.15%	79%	Yes
		Current	158	184	85.86%	79%	Yes
		Previous	172	204	84.31%		
	Students with Disabilities	B-Year	144	175	82.28%	79%	Yes
		Current	57	61	93.44%	79%	Yes
		Previous	56	61	91.80%		
	White	B-Year	355	394	90.10%	79%	Yes
		Current	118	124	95.16%	79%	Yes
		Previous	123	131	93.89%		

**Notes:**

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- These preliminary AYP results are based on 09-10 SOL results and record changes processed by the testing vendor as of 08/05/10.
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## **SPECIAL PROGRAMS**

### **Student Achievement Goal—Academics**

Foreign Language in the Elementary School – Spanish  
FECEP/Head Start  
Full Day Kindergarten  
Title I-Step Up Math  
Title I- Step Up Language Arts  
Math Flexible Grouping  
Compacted Math- Third & Sixth Grade  
Math Challenge 24  
Math Club  
Calendar Math Implemented in all classrooms  
Reading Club  
Reading Recovery  
Leveled Language Intervention - LLI  
Tutors from CACI, SRA and BWUFA  
Geography Bee  
Literacy Nights- Kindergarten & First  
Spelling Club/Bee  
Partners In Print Night  
Annual Curriculum Night  
Science Fair  
Foreign Language Experiences – FLEX After School  
Program  
Mad Science  
Advanced Academics Program  
Professional Learning Communities  
Intervention- Gallop Time

### **Student Achievement Goal—Essential Life Skills**

MentorWorks  
Positive Behavior Support  
Girls on the Run  
Girl Power Club  
The Future Club  
Peer Mediation  
Student Helpers  
Safety Patrols  
WBRK  
Encore Theatrical Arts Production

### **Student Achievement Goal—Responsibility to the Community**

Student Council Association  
Backpack Program (weekend food)  
Fifth & Sixth Grade Chorus  
MLK Jr. Festival Performances  
International Night  
Hispanic Informative Night  
Outdoor Classroom  
SCA Service Programs  
Service Learning Logs  
Veterans' Day Recognition  
Valentines for Troops  
Parent Resource Center  
Parent Center Coffees  
ESOL Family Literacy Program

**RESULTS AND REFLECTION ON THE 2009- 2010 SIP  
A Focus on Continuous Improvement**

IP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p><b>Academics</b></p> <p><b>Objective:</b> Increase student achievement in language arts in grades K-6 through implementation of balanced literacy components, strategy instruction, and the use of formative assessments.</p>	<p><b>Performance Indicator:</b> By June 2010, the percent of Economically Disadvantaged students in grades 3-6 passing the English SOL test will increase from 89% to 92%.</p> <p><b>Quantitative/Qualitative Data:</b> The percent of Economically Disadvantaged students in grades 3-6 passing the SOL English test decreased from 89% to 85%.</p> <p><b>Performance Indicator:</b> By June 2010, the percent of students in grade 2 reading at or above benchmark on the DRA2 will increase from 80% to 82%.</p> <p><b>Quantitative/Qualitative Data:</b> The percent of students in grade 2 passing the DRA2 decreased from 80% to 79%.</p> <p><b>Performance Indicator:</b> By June 2010, the percent of students in grade 1 reading at or above benchmark on the DRA2 will increase from 73% to 76%.</p> <p><b>Quantitative/Qualitative Data:</b> The percent of students in grade 1 passing the DRA2 decreased from 73% to 70%.</p>	<p><b>Supported:</b> We supported 50 VGLA portfolios in English, which provided a number of students appropriate opportunities to demonstrate their proficiency in SOL standards through the portfolio process.</p> <p>We continued to work on best practices for balanced literacy instruction throughout the school. By continuing a co-teaching model in language arts instruction, we were able to reduce the student-ratio in classrooms.</p> <p>There was an uninterrupted language arts instructional block of time ranging from 1.5 – 2.25 hours daily and teachers at each grade level had common planning times. Instruction was data driven based on results from eCART and DRA.</p> <p><b>Inhibited:</b> LEP students needed additional time to acquire vocabulary in order to meet reading benchmark standards.</p> <p>Some classrooms were not able to receive co-teaching support due to the model implemented which supported only targeted students.</p> <p>By emphasizing writing throughout all of the grade levels, focus on other elements of the balanced literacy program was limited.</p>	<p>Appropriate learning activities provided for all students during Intervention (Gallop). The intervention will be targeted instruction based on student need.</p> <p>During PLC, teachers will collaboratively plan interventions for students who are struggling in language arts using data from common assessments, eCART, and DRA.</p> <p>As FLES is expanded throughout the grade levels, we will maintain an uninterrupted language arts instructional block for grades K-6.</p> <p>Increase strategic vocabulary instruction throughout language arts instructional block.</p> <p>Teachers will differentiate by setting up the environment for various types of learning and learners.</p>

IP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p><b>Academics</b></p> <p><b>Objective:</b> Increase student achievement at grades K-6 through improved differentiation of math instruction and focused integration of mathematical vocabulary.</p>	<p><b>Performance Indicator:</b> The percent of Black students in grades 3-6 passing the SOL math test will increase from 89% to 92%.</p> <p><b>Quantitative/Qualitative Data:</b> The percent of Black students in grades 3-6 who passed the SOL math test increased from 89% to 94%.</p> <p><b>Performance Indicator:</b> The percent of Limited English Proficient students in grades 3-6 passing the SOL math test will increase from 84% to 87%.</p> <p><b>Quantitative/Qualitative Data:</b> The percent of Limited English Proficient students in grades 3-6 who passed the SOL math test increased from 84% to 86%.</p> <p><b>Performance Indicator:</b> The percent of Economically Disadvantaged students in grades 3-6 passing the SOL math test will increase from 84% to 87%.</p>	<p><b>Supported:</b></p> <ul style="list-style-type: none"> <li>• Providing Math Club after school</li> <li>• Showing thinking</li> <li>• Giving an effort grade</li> <li>• Using vocabulary</li> <li>• Giving Effort and Achievement grades for standardized tests</li> <li>• Incorporating active learning</li> <li>• Using manipulatives</li> <li>• Teaching multiple strategies</li> <li>• Continued use of Calendar Math</li> <li>• Collecting VGLA portfolios</li> <li>• Planning with teams</li> <li>• Utilizing common assessments</li> <li>• Collaborating with math resource teachers</li> <li>• Working with co-teachers</li> <li>• Using mathematics literature</li> <li>• Intervention groups during school day</li> <li>• Hired half-time SUM teacher</li> <li>• Hired math tutor</li> <li>• Third, Fourth, and Sixth increased math instructional time</li> <li>• Implemented co-teaching in grades K-2</li> <li>• Increased instructional time with AART to include strategies lab</li> </ul> <p><b>Inhibited:</b></p> <ul style="list-style-type: none"> <li>• Limited comprehension of vocabulary</li> <li>• Limited use of pictures</li> <li>• Limited use of spiral vocabulary</li> <li>• Decreased opportunities for LEP students to participate orally</li> </ul>	<p>Continue to focus on math vocabulary through word walls, hallway math and of math literature</p> <p>Develop student-created word walls with visuals</p> <p>Teaching with LEARN model</p> <p>Increase use of technology, i.e. SmartBoard and document cameras.</p> <p>Share SmartBoard lessons on teacher_share</p> <p>Common planning</p> <p>Looking at data during PLC</p> <p>Creating and analyzing common assessments</p> <p>Appropriate learning activities provided for all students during Intervention (Gallop). The intervention will be targeted instruction based on student need.</p>

IP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
Math continued...	<p><b>Quantitative/Qualitative Data:</b> The percent of Economically Disadvantaged students in grades 3-6 who passed the SOL math test increased from 83% to 89%.</p> <p><b>Performance Indicator:</b> The percent of Hispanic students in grades 3-6 passing the SOL test will increase from 78% to 83%.</p> <p><b>Quantitative/Qualitative Data:</b> The percent of Hispanic students in grades 3-6 who passed the SOL math test increased from 78% to 84%.</p> <p><b>Performance Indicator:</b> The percent of Students with Disabilities in grades 3-6 passing the SOL math test will increase from 92% to 95%.</p> <p><b>Quantitative/Qualitative Data:</b> The percent of Students with Disabilities in grades 3-6 who passed the SOL math test increased from 92% to 93%.</p>		

<b>IP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p><b>Essential Life Skills</b></p> <p><b>Objective:</b> Develop and implement a system of intervention strategies that will support students with challenging social behaviors in making positive choices regarding appropriate behavior and effective work habits.</p>	<p><b>Performance Indicator:</b> The percentage of total students with 3-7 office referrals will decrease by 33% when the June 2009 SASI discipline data is compared to the June 2010 SASI discipline data.</p> <p><b>Quantitative/Qualitative Data:</b> During the first quarter of the 2009-2010 school year, 9 students had between 3-7 referrals. During the fourth quarter of the 2009-2010 school year, this number increased to 19 students. Of the students who were part of the Broncos on Track program, 67% of them showed a decrease in the number of office referrals from first to fourth quarter.</p> <p><b>Performance Indicator:</b> The percentage of students in grades 1 – 6 receiving a grade of “N” in the category of “Follows Through on Assignments” within any grading period will decrease from 12% to 6% during the 2009-2010 school year.</p> <p><b>Quantitative/Qualitative Data:</b> The percentage of students in grades 1-6 who received a mark of “N” in the category of “Follows Through on Assignments” within any grading period decreased from 5% to 4 % during the 2009-2010 school year.</p>	<p><b>Supported:</b> SASI data revealed that targeted intervention students who participated in the Broncos on Track program were successful in decreasing the number of office referrals given.</p> <p>Classroom teachers received clarification on using the comment “Follows through on assignments.” Grade levels created incentives/support for students in order to encourage them to complete both classwork and homework.</p> <p>Through staff development sessions and PBS collaboration, teams developed a school-wide homework policy.</p> <p><b>Inhibited:</b> SASI data revealed the need to provide added behavior management strategies and intervention support for specific students, excluding those targeted intervention students with only 3-7 office referrals.</p> <p>There were limited use of books and activities for classroom PBS lessons, which impacted curriculum integration.</p>	<p>We plan on sustaining and expanding our Broncos on Track Program, to support more students who are starting to engage in problem behaviors.</p> <p>Implement Girl Power and The Future Club for girls and boys in grades 5 and 6 to build skills, enhance self esteem and contribute to their communities.</p> <p>We plan to sustain our PBS program by continuing use of our reinforcement strategies and implementing more classroom based lessons. We plan to purchase more literature and activities to enhance classroom PBS lessons. Families new to Brookfield will also receive the PBS brochure for more information regarding our school wide behavior program.</p> <p>We will continue to implement the school wide grading/homework policies created through vertical articulation, but elected to change focus in the SIP for 2010-2011.</p> <p>The data reveals a need for continued focus on incidents of Minor Physical Altercations/Bullying. The counselors will continue to work closely with the school community to address proactive anti-bullying practices. We plan to enhance our program through class counseling lessons, DeBug and Trouble Stopper strategies, classroom meetings, Conflict Resolution Ladders and multiple online resources.</p>

IP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center"><b>Responsibility to the Community</b></p> <p><b>Objective:</b> Develop students' awareness of needs within the global community and engage in service learning opportunities.</p>	<p><b>Performance Indicator:</b> By June 2010, students' participation in service learning will increase from 85% to 90%, as evidenced through reflection activities and projects recorded in each teacher's Service Learning Participation Graph.</p> <p><b>Quantitative/Qualitative Data:</b> When compared to data from the previous year, student participation decreased from 90% to 75%. The student reflection component increased from 85% to 96%.</p> <p><b>Performance Indicator:</b> By June 2010, a baseline of 25% of students will perform service to the community beyond those offered at school, as evidenced by student log entries.</p> <p><b>Quantitative/Qualitative Data:</b> The data showed that 15% of students participated in outside school service learning activities.</p>	<p><b>Supported:</b></p> <ul style="list-style-type: none"> <li>• School sponsored service projects</li> <li>• Staff organized and implemented reflection opportunities</li> <li>• WBRK updates</li> </ul> <p><b>Inhibited:</b></p> <ul style="list-style-type: none"> <li>• Students misinterpreted how to receive credit for service learning opportunities</li> <li>• Lack of participation prevented highlighting the top 6 service participants.</li> <li>• There were fewer school sponsored service projects for the students this past year.</li> <li>• The fragmented school year due to weather and a poor economy inhibited many students from participating in service learning.</li> <li>• Many of the school sponsored projects were collection based versus action based.</li> </ul>	<p>We plan to encourage more student ownership and initiation in regards to volunteering.</p> <p>We plan to have monthly skits or infomercials describing service learning.</p> <p>We will encourage more class discussions relating to community service in order to increase student participation.</p> <p>Have the family letter available prior to the November conferences in the major languages spoken at Brookfield.</p>

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

**STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.**

*Check all that apply to this school improvement plan objective.*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.                                      |
| <input checked="" type="checkbox"/> 1.1.1 English language arts  | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input type="checkbox"/> 1.1.2 Mathematics   | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science   |   |
| <input type="checkbox"/> 1.1.4 Social studies  |   |
| <input type="checkbox"/> 1.2 Communicate in at least two languages   |   |

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Increase student achievement in language arts in grades K-6 through implementation of balanced literacy components, strategy instruction, and the use of formative assessments.

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### **RATIONALE FOR OBJECTIVE:**

#### Data Sources:

- Reading SOL data for the 2009-2010 school year showed decreases in the overall achievement of students across all subgroups (SWD remaining the same).
- A three-year analysis of SOL data (2008-2010) of grades 3-6 reading performance showed inconsistent performance (83%, 93%, 89%)
- A three-year analysis (2008-2010) of SOL subgroup data in reading showed inconsistent performance. Black students 74%, 93%, 81%, Hispanic students 78%, 91%, 84%, White students 89%, 96%, 95%, Students with Disabilities 85%, 97%, 97%, Students Identified as Disadvantaged 76%, 89%, 85%, Limited English Proficient Students 78%, 91%, 85%.
- A two-year analysis (Spring 2009 – Spring 2010) of the ethnic gap data for the reading SOL indicated significant progress at some grade levels.
  - At grade three, the White/Black ethnic gap increased by 12 points (the gap is now 36 points). The White/Hispanic ethnic gap increased by 21 points (the gap is now 21 points).

- At grade four, the White/Black ethnic gap increased 20 points (the gap is now 23 points). The White/Hispanic ethnic gap increased by 10 points (the gap is now 14 points).
- At grade five, the Black students scored higher than the white students in 2009 and the gap is one point in 2010. The White/Hispanic ethnic gap decreased by 29.4 points and is now closed.
- At grade six, the Black students performed higher than White students over the last two years. The gap has increased by 7 points with the Black students continuing to perform higher. The White/Hispanic gap closed because the White students performed lower and the Hispanic students performed higher when comparing 2009 and 2010 data.
- SOL Writing pass rates in grade 5 showed an increase over the past three years (2008 – 2010) 79%, 80%, 91% with all subgroups scores increasing.
- DRA2 Primary test results indicate that 70% of first graders and 79% of second graders were reading at or above benchmark at the end of the 2009-2010 school year.
- Kindergarten DRA2 WA scores from Spring 2010 indicate that 85% of kindergarten students met benchmark at the end of the 2009-2010 school year.

### Knowledge of Programmatic/Instructional Strengths and Weaknesses:

#### Strengths:

All AYP subgroups in grades 3-6 exceeded the Annual Measurable Objective for the 2009-2010 school year. Co-teaching continued in most classrooms, providing additional staff to support balanced literacy instruction. Fifty VGLA portfolios provided students with appropriate opportunities to demonstrate their proficiency in SOL standards. Professional learning sessions were continued each month focusing on topics generated by the staff. Language arts topics included *Craft Lessons Using Mentor Texts*, *The Craft of Grammar*, *Using Comprehension Toolkits in the Primary Grades*. Instruction was data driven based on results from eCART, DRA2, and other formative assessments. Reading Recovery provided intervention for targeted students at the first grade level. Leveled Literacy Intervention Kits were purchased and implemented in grades K-3. Use of strategy instruction was increased as a result of structured planning and use of the pacing guide, use of Comprehension Toolkits, and integrated library instruction. Kindergarten implemented Handwriting Without Tears to address concerns about letter formation.

#### Weaknesses:

By emphasizing writing, the focus on other elements of the balanced literacy was limited. Not all classroom teachers were able to receive additional support through the co-teaching model.

The following focus areas for the 2010-2011 year have been shared with the staff:

- Implementing use of intervention time (Gallop Time)
- Developing monthly common assessments
- Sharing Best Practices in language arts
- Facilitating literacy planning and professional development

### Best Practice Research:

Research in best practices for language arts instruction shows that the essential components of a good language arts program are those which promote students' development in reading, writing, listening, and speaking. Teachers provide for these experiences by creating student-centered learning environments, planning and teaching for student learning, and assessing student learning on an ongoing basis. In addition, the teacher will set up the environment for many types of learning and learners (i.e., know how the many roles of a teacher apply to the learning experiences teachers create; and build relationships that promote a safe and positive environment in which students are responsible, collaborative, self-motivating, and self-evaluating).

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.1	By June 2011, the percent of Economically Disadvantaged students in grades 3-6 passing the English SOL test will increase from 85% to 89%.
1.1.1	By June 2011, the percent of Hispanic students in grades 3-6 passing the English SOL test will increase from 84% to 89%.
1.1.1	By June 2011, the percent of Black students in grades 3-6 passing the English SOL test will increase from 81% to 89%.
1.1.1	By June 2011, the percent of Limited English Proficient students in grades 3-6 passing the English SOL test will increase from 85% to 89%.
1.1.1	By June 2011, the percent of students in grade 2 reading at or above benchmark on the DRA2 will increase from 79% to 89%.
1.1.1	By June 2011, the percent of students in grade 1 reading at or above benchmark on the DRA2 will increase from 70% to 89%.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

School Improvement Plan Objective: Increase student achievement in language arts in grades K-6 through implementation of balanced literacy instruction, targeted intervention, and the use of formative and summative assessments to guide instruction.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How will we monitor progress?
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
1. Implement the use of intervention time (Gallop Time) to meet the needs of students.	Instructional Coach  Literacy/ESOL Team  Advanced Academics Resource Teacher	<i>Data Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry</i> \$49.00 x 2= \$98	x	x	x	x	Students will be provided small group intervention (Gallop Time) through the use of eCart catalog tests and common assessments.  Students will be provided additional learning opportunities on identified skill during the school day.  Create framework and data sheets for small group intervention.
2. Develop grade level common assessments each month in reading.	Grade Level PLC Teams	Cluster Based Training/Technology Training	x	x	x	x	Data from Horizon/ Common Assessments/PLC Notes

**School Improvement Plan Objective: Increase student achievement in language arts in grades K-6 through implementation of balanced literacy instruction, targeted intervention, and the use of formative and summative assessments to guide instruction.**

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How will we monitor progress?
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
3. Increase use of FCPS Best Practices in language arts block.	Instructional Coach  Literacy/ESOL Team  Grade Level Teams  Administrators	Priority School Initiative  24/7 Collaborative Learning Visit (CLV) Module  Brookfield CLV substitutes (\$13,779)	x	x	x	x	Collaborative Learning Visit Reflection Sheet  PLC notes
4. Facilitate literacy planning and coordinate professional development.	Instructional Coach  Literacy/ESOL Team	<i>The Next Step in Guided Reading</i> by Jan Richardson \$28.99 X 60= \$1739.40		x	x	x	Monitor plans of monthly PLC staff development

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

**STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.**

*Check all that apply to this school improvement plan objective.*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.                                      |
| <input type="checkbox"/> 1.1.1 English language arts   | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input checked="" type="checkbox"/> 1.1.2 Mathematics  | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science   |   |
| <input type="checkbox"/> 1.1.4 Social studies  |   |
| <input type="checkbox"/> 1.2 Communicate in at least two languages   |   |

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Increase student achievement at grades K-6 through improved differentiation of math instruction and focused integration of mathematical vocabulary.

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**RATIONALE FOR OBJECTIVE:**

Data Sources:

- Mathematics SOL data for the 2009-2010 school year showed increases in the overall achievement of students across all subgroups.
- A three year analysis (2008-2010) of AYP data shows an overall increase in grades 3-6 performance (79%, 90%, 91%).
- A three year analysis (2008-2010) of AYP subgroup data for grades tested showed increased performance. The percentages of students passing SOL tests in mathematics from grades three through six are as follows: Black students 72%, 89%, 94%, Hispanic students 65%, 78%, 84%, White students 82%, 94%, 95%, Students with Disabilities 58%, 92%, 93%, Students identified as Economically Disadvantaged 64%, 84%, 89% and Limited English Proficient students 75%, 84%, 86%.
  - A two-year analysis (Spring 2009 – Spring 2010) of the ethnic gap data for the math SOL showed the following:
    - At grade three, the White/Black ethnic gap decreased by 11 points. The White/Hispanic ethnic gap decreased by 21 points (both having a 100% pass rate).
    - At grade four, the White/Black ethnic gap increased by 4 points, however, the passing rates are both in the 90% range. The White/Hispanic ethnic gap decreased by 6 points (gap is now 25 points).
    - At grade five, the Black students performed higher than White students over the last two years. The gap has decreased by 4 points with the Black students continuing to perform higher. The White/Hispanic ethnic gap increase by 12 points.
    - At grade six, the White/Black ethnic gap reversed (Black students performed 8 points higher than White students in 2010). The White/Hispanic ethnic gap was reduced by 10 points and is now only 3 points different.
- Mathematics Reasoning Assessment (MRA) test results showed an increase when comparing 2009 and 2010 Spring scores for both first (71% to 73%) and second grade (78% to 89%). The 2009-2010 data from first grade showed there was an ethnic gap with White students performing at a higher rate than their Black and Hispanic peers. In grade one, the White-Hispanic ethnic gap is 37% and the White-Black ethnic gap is 25%. In grade two, the White-Hispanic ethnic gap is 11% and Black subgroup outperformed the White subgroup by 10%. These gaps are all smaller than last year with the exception of the first grade White-Black ethnic gap which actually increased by 10%.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

Upon review of the 2009-2010 School Improvement Plan, we identified a number of strong achievements. Many of our teachers have successfully continued to implement and differentiate the active learning portion of the LEARN model. This was accomplished through coaching, planning and co-teaching spearheaded by our Title I math resource teachers. During the 2009-2010 school year, we worked on building students' background knowledge through the increased use of mathematics literature. This structure allowed

students to participate daily in math conversations, which in turn, solidified and enhanced their understanding of math vocabulary. Students were identified and participated in after school math activities. We also improved math engagement by integrating technology with mathematics. In order to support our teachers and train them in multiple mathematical instructional strategies, we provided on-going monthly staff development sessions. The focus of our staff development sessions included: active engagement, Stuart Murphy books, and technology extensions with the Wii and Kidspiration. In addition, we hired math consultant, Tom Schersten, to work with our teachers in grades 4-6 for a full day each. As a result of these initiatives, our students' SOL scores have increased in all subgroups.

#### Weaknesses:

When analyzing the school-wide 2009-2010 SOL data all AYP subgroups met the Annual Measurable Objective and improved overall. After subsequent review of the 2009-2010 SOL data, we have determined that not all grade level subgroups have met the Annual Measurable Objective. Our Hispanic students in grade four did not meet the Annual Measurable Objective. After reviewing all of the subgroup data by grade level, continued substantial gains in math achievement will be needed as the Annual Measurable Objective increases in subsequent years.

Limited opportunities have been provided for vocabulary retention skills. It was determined that we will continue to focus on creating math environments that support student conversations. We will also continue to focus on providing additional small group instruction in the classroom during the mathematics block and during our scheduled Gallop time.

Although we have successfully implemented our after-school math program, we believe we need more structured classroom interventions. We will continue to analyze our eCART assessments and we will now begin to analyze monthly common assessments to guide our intervention program. In addition, we will provide more differentiation throughout the math curriculum in order to better meet the needs of all students.

The following focus areas for the 2010-2011 year have been shared with the staff:

- Integrate vocabulary strategies
- Increasing differentiation
- Creating intervention measures

#### Best Practice Research:

Best practice research for mathematics instruction indicates the need to differentiate instruction, build background knowledge, and incorporate the use of hands-on activities. Echevarria, 2004, recommends that a teacher scaffold lessons to ensure that students learn at a deeper level by incorporating visual learning strategies, concrete materials, demonstrations, questioning, and other appropriate methods. When students are given opportunities to explore mathematical concepts through shared conversations, the use of concrete materials, and the continuous exposure to mathematical terms, students' mathematical understanding will be strengthened (FCPS 24-7 Learning 2010).

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.2	By June 2011, the percent of Limited English Proficient students in grades 3-6 passing the SOL math test will increase from 86% to 89%.
1.1.2	By June 2011, the percent of Hispanic students in grades 3-6 passing the SOL test will increase from 84% to 87%.
1.1.2	By June 2011, the percent of Students with Disabilities in grades 3-6 passing the SOL math test will increase from 93% to 96%.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Increase student achievement at grades K-6 through improved differentiation of math instruction and focused integration of mathematical vocabulary.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Integrate vocabulary strategies	Math Resource Team (including SUM, Math Leads and Instructional Coach), Classroom Teachers and ESOL Team	<p><i>Supporting English Language Learners in Math Class, Grades K-2</i> (\$207)</p> <p><i>Supporting English Language Learners in Math Class, Grades 3-5</i> (\$207)</p> <p>Cost of substitutes to cover for half day inservice discussing implementation of ELL lessons. (\$300)</p> <p><i>Cooperative Math, PK-2</i> by Ranae Stities &amp; Amanda Buethe (\$29)</p>	X	X	X	X	<p>Teachers will review monthly the <i>EveryDay Counts Calendar Math</i> during team planning sessions</p> <p>Implementation of active learning strategies, such as Kagan, will be monitored through the LEARN lesson plan model.</p> <p>Active learning strategies will be shared during team planning sessions.</p> <p>Math vocabulary will be integrated into instruction and supported through staff development sessions.</p> <p>Common mathematics vocabulary will be developed through vertical articulation during our monthly subcommittee meetings</p>

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Increase student achievement at grades K-6 through improved differentiation of math instruction and focused integration of mathematical vocabulary.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
2. Increase differentiation in the math classroom.	Math Resource Team (including SUM, Math Leads and Instructional Coach), Classroom Teachers	<p><i>Good Questions for Math Teaching, Grades 5-8</i> by Pat Lilburn (\$20)</p> <p><i>Good Questions for Math Teaching, Grades K-6</i> by Pat Lilburn (Third grade team, \$84)</p> <p><i>The Differentiated Math Classroom: A Guide for Teachers, K-8</i> by Miki Murray (\$16)</p> <p><i>Teaching Student-Centered Mathematics, Grades K-3</i> by John A. Van de Walle (\$93 for three copies)</p> <p><i>Teaching Student-Centered Mathematics, Grades 3-5</i> by John A. Van de Walle (\$62 for two copies)</p> <p><i>Teaching Student-Centered Mathematics, Grades 5-8</i> (\$62 for two copies)</p>	X	X	X	X	<p>The math resource teachers will continue to utilize team planning times to provide resources for scaffolding lessons for the active learning portion of the LEARN model.</p> <p>Increase the awareness and use of Partner Games, <i>EveryDay Counts Calendar Math</i> during the LEARN model.</p> <p>Students that are in compacted third and sixth will be monitored at interims and quarterly by their achievement and effort grades.</p>

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Increase student achievement at grades K-6 through improved differentiation of math instruction and focused integration of mathematical vocabulary.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
3. Create intervention measures based upon monthly common assessments.	Math Resource Team (including SUM, Math Leads, Instructional Coach), Classroom Teachers, After School Teachers, After School Director	Personnel/Transportation Resources-After School Programs (\$9700)  MarcyCookMath Tiling Task Cards (\$750)  <i>Response to Intervention in Math</i> by Paul J. Riccomini (\$23)  Cluster Based Training/Technology Training	X	X	X	X	Students will be identified and provided with small intervention groups (Gallop) through the use eCart catalog tests and common assessments.  Create data sheet for small group interventions.  Students will be provided additional learning opportunities on identified skills during the school day.  The after school programs will be monitored through student participation, summative assessments created with eCART, and classroom observation.  Identify students from historically under represented populations for advanced academics.  Identify students for Compacted Mathematics in grades 3 and 6.

## ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

**STUDENT ACHIEVEMENT GOAL: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.**

*Check all that apply to this school improvement plan objective.*

- 2.1 Demonstrate honesty, responsibility, and leadership.
- 2.2 Work effectively within a group dynamic.
- 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges.
- 2.4 Possess the skills to manage and resolve conflict.
- 2.5 Be inspired to learn throughout life.
- 2.6 Courageously identify and pursue their personal goals.
- 2.7 Develop practical life skills.
- 2.8 Make healthy and safe life choices.

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Develop and implement a system of intervention strategies that will support students with challenging social behaviors in making positive choices regarding appropriate behavior and effective work habits.

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**RATIONALE FOR OBJECTIVE:**

Data Sources:

- According to the Benchmarks Of Quality (BOQ) survey administered to staff in the spring 2010, Positive Behavior Support (PBS) features remain in place, placing the school in Stage 4: Fluent and Sustaining.
- The SASI data indicated that the majority of office referrals made in the 2009-2010 school year were due to Minor Physical Altercations. This data also indicated that these incidents often occurred between students. Referrals further revealed that repeat offenders were involved with these incidents.
- The 2009-2010 FCPS Working Conditions Survey revealed in the area of Student Conduct and Safety that 96.6% of the faculty made efforts to stop bullying in the school whereas teachers felt strongly that only 77.6% of the students made efforts to stop bullying in the school.
- The 2009-2010 FCPS Working Conditions Survey also revealed in the area of Facilities and Resources that 58.6% of faculty perceived that students' learning was affected by their perception of safety at the school.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

The results of the Benchmarks of Quality (BOQ) concluded that the key elements of the Positive Behavior Support system are in place. Behavioral expectations are defined and taught school-wide. Brookfield staff agreed that the 3 R's would include: Be Respectful, Responsible and Ready. These rules are concise and highly visible throughout the building. There is an ongoing system for rewarding behavioral expectations through individual, whole class, and school wide reinforcers that have been successfully developed and implemented. These reinforcers include horseshoe stickers, blue horseshoe compliments, weekly drawings from the Bonanza Box, and golden horseshoes. A system for responding to behavioral violations has also been developed. There is 100% agreement between staff and administrators on which behaviors are classroom managed and those that are office managed. The BOQ survey also indicated 100% agreement among staff regarding the analysis of SASI data used to monitor and support PBS objectives. As a result, the Broncos on Track Program was successfully implemented to assist yellow zone students, those with three to seven referrals, in choosing appropriate behaviors. Management of the PBS system is accomplished through a team with representative school staff and administrators. The school based behavior support coach and PBS team leaders facilitate the management of the school wide PBS program. District-level support is also routinely provided to sustain the program.

### Weaknesses:

The BOQ Survey revealed the need for Brookfield staff to consistently re-teach the expectations for behavior through common lessons. New staff members need to have access to pertinent PBS guidelines and resources to fully implement the program. A system is needed to track the consistency in which classroom teachers are utilizing PBS lessons to sustain elements of PBS. In addition, staff should consistently acknowledge students who demonstrate positive behaviors by giving horseshoe stickers and blue horseshoe compliments. Consistent review of discipline data indicated a need to continue the Broncos on Track program to support yellow zone students. Red zone students will continue to receive support through school-based support systems, such as Behavior Intervention Plans (BIP) and Behavior Specialist consultation. According to results from the FCPS Working Conditions Survey, staff members support the need to increase student awareness and response to incidents of bullying.

### Best Practice Research:

To sustain the Positive Behavior Support model, researchers have emphasized the importance of having a common vision, common language and common experiences in order to have effective systems (Gilbert, 1978; Horner, 2003). Practitioners are encouraged to collect and use data for decision-making (NCIR, 2005). Sharing lessons learned across teams from different programs using the PBS model enables schools to learn from each other. By doing a small number of things well, staff will be able to analyze small changes that have produced large effects to meet goals.

Effective anti-bullying programs should involve everyone in the school community. Schools have a responsibility to stop bullying behavior and create a safe learning environment for all. Research from across the United States and Europe shows that when schools take specific action, bullying can be eliminated (Newman, 2009). Research also indicates that bullying behavior is evident even in preschool, and that the problem peaks in middle school (Olwe, 2009). It's important, therefore, that bullying intervention strategies be implemented as early as possible. Over time, ignoring -- or being ignorant of -- bullying behavior will result in a social climate that fosters bullying, fighting, truancy, and other social and learning problems in all students. The school community should set and enforce a clear standard that bullying is completely unacceptable. Bullying prevention should be a standard part of the school-wide curriculum. These programs empower children to take care of each other, speak out against bullies, and work together to prevent bullying, teasing, and harassment.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(<u>S</u>pecific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.1, 2.3, 2.4, 2.8	By June 2011, the number of incidents of bullying/minor physical altercations noted in SASI will decrease from 28% to 15%.
2.1, 2.2, 2.7	By June 2011, the percentage of teachers in grades K-6 utilizing PBS classroom lessons will increase from 32% to 64% as noted in the PBS lesson database.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Develop and implement a system of intervention strategies that will support students with challenging social behaviors in making positive choices regarding appropriate behavior and effective work habits.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Sustain PBS elements through the use of classroom lessons that teach the 3 Rs.	PBS Committee & New Colleagues Mentors, SIA Operator	Brookfield Bonanza Box; stickers; Referral forms; PBS brochures; Resources for PBS lessons; School-wide rewards – PTA funding \$1350	X	X	X	X	PBS and PLC meeting notes/agendas will reflect efforts to sustain PBS. Use of the PBS database will reflect efforts to utilize lessons to support PBS elements.
2. Sustain ongoing data analysis and decision-making.	PBS Committee, All Staff, SIA Operator		X	X	X	X	Monthly graphs provided to PBS team and PLC teams for analysis and strategy development.
3. Continue the Broncos On Track (yellow zone intervention) program.	PBS Committee (Data and Broncos On Track Subcommittees), FCPS Behavior Specialist, Administrators, Counselors, and All Staff	Broncos On Track Prize Box \$200	X	X	X	X	Student progress will be monitored daily using individual track sheets and monthly graphs.

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4. Support students' ability to recognize and prevent incidents of bullying and decrease Minor Physical Altercations.	PBS Committee, Counselors, Administrators, All Staff	Bullying Prevention videos (\$200)  Classroom counseling lessons  DeBug and Trouble Stopper strategies  Classroom meetings  Conflict Resolution letters  Bullying Prevention online resources (cyber bullying)	X	X	X	X	Monitor data through discipline referrals and counselor feedback from groups or lessons.
5. Implement Girl Power and The Future Club for girls and boys in grades 5 and 6 to build coping skills, enhance self esteem and contribute to their communities.	Counselors Chris Chapman Joy Ford  Community Advisory Committee  Saundra Perry, Prevention Specialist	Fairfax-Falls Church Community Services Board providing stipend, \$750  Funding for snacks provided by PTA \$264		X	X	X	Monitor data through discipline referrals and counselor feedback from groups or sessions.

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

**STUDENT ACHIEVEMENT GOAL: All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.**

*Check all that apply to this school improvement plan objective.*

- 3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
- 3.2 Be respectful and contributing participants in their school, community, country, and world.
- 3.3 Understand the purpose, role, and means of interaction with the different levels of government.
- 3.4 Exercise good stewardship of the environment.

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Develop students' awareness of needs within the global community and engage in service learning opportunities.

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### **RATIONALE FOR OBJECTIVE:**

#### Data Sources:

Historically, Brookfield has supported varied service projects in response to global needs:

- Students have participated in the annual canned food drive held each fall.
- During the 2007-2008 school year, some students voluntarily participated in a letter writing project dedicated to Vietnam Veterans.
- During the 2007-2008 school year, data indicated that 94% of Brookfield students participated in school wide or class service opportunities. According to the logs collected, 70% of students were able to make the transition to service learning.
- During the 2008-2009 school year, data indicated that 90% of Brookfield students participated in school wide or class service opportunities. According to the logs collected, 85% of students were able to reflect upon service learning experiences.
- During the 2009-2010 school year, data indicated that 75% of Brookfield students participated in school wide or class service opportunities. According to the logs collected, 96% of students were able to reflect upon service learning experiences.

The Brookfield school community is impacted by economic conditions, as evidenced by an increase from 39.5% to 45 % of students receiving free and reduced lunch from 2007-2010. In response, these internal support projects have continued:

- Holiday Assistance Program
- Backpack Program (weekend food)
- Kids R First School Supplies
- Winter Coat Drive
- Breakfast Pass Program for those arriving late

### Knowledge of Programmatic/Instructional Strengths and Weaknesses:

#### Strengths:

Students were supported in their efforts to participate in service learning activities. Through the Positive Behavior Support (PBS) program students have had an opportunity to practice and develop good citizenship throughout the school environment. Through the Student Council Association, all students have had a chance to practice the duties, responsibilities and rights of citizenship in a democratic society by participating in annual SCA officer elections. The PTA has supported the outdoor classroom project in the school courtyard. The SCA organized a drive to help students support victims of the Haitian earthquake.

#### Weaknesses:

Students have had opportunities to participate and reflect on service projects. While many students chose to participate in service learning, this past year proved to be a struggle. Due to the current economy, fewer students were able to participate in the canned food drive, and other collection activities. We plan to encourage students to participate more in service learning by providing opportunities for action based projects versus donations/collection based projects.

### Best Practice Research:

An increasing amount of research is being conducted on civic education and young children. In addition, a number of nonprofit, academic, and government organizations have been launched to promote civic education. Promoting civic education through service learning is increasingly popular.

Research conducted by the RMC Research Corporation, reveals that, “Service-learning was said to offer a powerful pedagogical alternative that allowed students to gain a greater understanding of concepts while contributing to their communities to meet authentic needs.” The research found that “the number of K-12 students involved in service programs rose from 900,000 to 12,605,740.” This is significant, as it indicates that many more programs are embracing service learning as an important part of the learning environment. The research concludes that service learning has “a positive effect on the personal development of public school youths.” (Billig, Shelley, H. “Research on K-12 School-Based Service Learning,” Phi Delta Kappan, V.88, n.9, p.658-64, May 2000).

While the Center for Information and Research on Civic Learning and Engagement (CIRCLE) focuses its activities on people from 15 to 25 years of age, it states that “starting at a young age to foster developmental foundations for civic engagement includes a democratic orientation to others and identification with them as fellow members of a community and body politic. This focus is not only developmentally appropriate but also consistent with the goals of many schools to foster pro-social skills and behaviors. In addition, there is a need for greater attention to age-appropriate, instrument identification and development for school-aged students to document student civic development by focusing on what they can do, an important and often overlooked facet of K-12 civic education research and practice.” (CIRCLE, Working Paper 47, June 2006).

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.1, 3.2	By June 2011, students' participation in service learning will increase from 75% to 90%, as evidenced through reflection activities and projects noted in the Service Learning Participation Graph.
3.1, 3.2	By June 2011, a baseline of 100% of 6 <sup>th</sup> graders will complete at least 5 hours of community service through various school activities as noted in SASI.

## WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Develop students' awareness of needs within the global community and engage in service learning opportunities.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
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1. Provide updates about Service Learning Projects.	WBRK staff, SCA, Howsare, Harvey, Obester,	Camera, Charts, Visuals to display events, Skits	X	X	X	X	Students will broadcast on WBRK personal service experiences and information about service learning opportunities at least once a month.  Once a quarter, WBRK will acknowledge Brookfield's star service participants.
2. Continue Brookfield Service Learning Awards.	Art Teachers, Xia, Phillips, Administrators, PTA, Goal 3 Subcommittee	Art supplies, Certificates, t-shirts  Cost- \$500	X	X	X	X	Subcommittee will track service hours using a school wide spreadsheet maintained by two committee members. Separate spreadsheets will be maintained for both primary and upper grades.
3. Increase students' awareness of their environmental stewardship.	Goal 3 Subcommittee, Garcia, Classroom Teachers, PTA, SCA	PTA Courtyard funding - \$200		X	X	X	Monitor projects and curricular connections on environmental awareness.
4. Increase 6 <sup>th</sup> graders completion of requirement of 5 hours of service learning projects.	Goal 3 subcommittee, 6 <sup>th</sup> grade teachers, Brookfield staff, SCA	No materials beyond the general classroom supplies will be required for this strategy.	X	X	X	X	Sixth grade students will maintain service logs to track hours spent on their individual service learning projects and they will complete a reflection piece at the end.