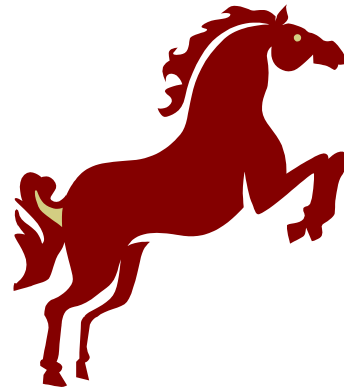


Fairfax County Public Schools

School Improvement Plan 2011-2012

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
Name	Position	Name	Position
Mary Miller	Principal	Denise McGovern	Science Co-Chair Science Lead
VaRonica Clemons	Assistant Principal	Sheri Reed	Science Co-Chair Grade 2 Teacher, Science Lead
Jennifer L. Drummond	Assistant Principal	Kathleen Gordon	Technology Co-Chair Grade 3 Teacher
Jamie Stratford	Goal 1 Co-Chair: Language Arts Reading Resource Teacher	Margaret Sisler	Technology Co-Chair School Based Technology Specialist
Susan Whalen	Goal 1 Co-Chair: Language Arts Reading Specialist	Cynthia Foglio	Instructional Coach
Donna Johannsen-Cross	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, PBIS Lead		
Kathleen Otal	Goal 2 Co-Chair Counselor, PBIS Coach		
Tracy Foster	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.

BROOKFIELD ELEMENTARY 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.

BROOKFIELD ELEMENTARY 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.

SPECIAL PROGRAMS

Student Achievement Goal—Academics

Foreign Language in the Elementary School – FLES Spanish
FECEP/Head Start
Full Day Kindergarten
Title I-Step Up Math and Literacy Resource Teachers
Math Flexible Grouping
Advanced Math- Third, Fourth & Sixth Grades
Math Challenge 24
Calendar Math implemented in all classrooms
Reading and Math Clubs
Leveled Language Intervention - LLI
Tutors from CACI, SRA
Geography Bee
Literacy Nights- Kindergarten & First
Spelling Club/Bee
Annual Curriculum Night
Advanced Academics Program
Professional Learning Communities
Intervention and Enrichment Gallop Time

Student Achievement Goal—Essential Life Skills

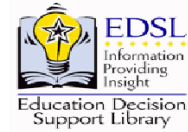
Positive Behavior Interventions and Support
Girls on the Run
Girl Power Club
The Future Club
Student Helpers
Safety Patrols
WBRK Student Run Morning News Show
Encore Theatrical Arts Production
Safe and Drug Free Bookmark Contest
Anti Bullying Guidance Lessons
Respect Poster Contest

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
SCA Service Programs
Service Learning Logs
Veterans' Day Recognition
Valentines for Troops
Parent Resource Center
Parent Center Coffees
ESOL Family Literacy Program
Adult English Program
Hispanic Early Literacy Program
Internet Safety Parent Program
Translators available for parent events

PTA Sponsored After School Enrichment Programs

Foreign Language Experiences – FLEX After School Program
Mad Science
Abracadoodle Art Program
High Kicks Tae Kwon Do
Science Fair
MentorWorks



FAIRFAX COUNTY PUBLIC SCHOOLS School Demographics by Cluster and School

CLUSTER 7

BROOKFIELD ELEMENTARY

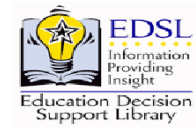
Category	June 2008		June 2009		June 2010	
	#	%	#	%	#	%
ETHNICITY						
ASIAN OR PACIFIC ISLANDER	164	21.38	182	23.45	197	24.59
BLACK (NOT OF HISPANIC ORIGIN)	99	12.91	98	12.63	87	10.86
HISPANIC	230	29.99	234	30.15	254	31.71
WHITE (NOT OF HISPANIC ORIGIN)	233	30.38	212	27.32	204	25.47
OTHER	41	5.35	50	6.44	59	7.37
	767		776		801	
GENDER						
FEMALE	368	47.98	365	47.04	378	47.19
MALE	399	52.02	411	52.96	423	52.81
	767		776		801	
ENGLISH PROFICIENCY						
ENGLISH PROFICIENT*	528	68.84	533	68.69	497	62.05
LIMITED ENGLISH PROFICIENT**	239	31.16	243	31.31	304	37.95
	767		776		801	
LEP LEVELS						
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
	239		243		304	
ESOL SERVICES***	173	22.56	156	20.10	220	27.47
FEE WAIVER						
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
	767		776		801	
EDUCATIONAL DESIGNATION						
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
SPECIAL EDUCATION SERVICE****						
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	
	#	%	#	%	#	%
SPECIAL EDUCATION SERVICE****						
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
	83		82		87	
MOBILITY						
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.

BROOKFIELD ELEMENTARY

Performance Bands for Standards of Learning Mathematics and Reading 2009 through 2011

Mathematics Performance		Less than 70%	70-79%	80-89%	90-100%
2010-2011					
	All Students				90%
	Black			84%	
	Hispanic			82%	
	White				94%
	Economically Disadvantaged			88%	
	Students with Disabilities				92%
	Limited English Proficient			86%	
2009-2010					
	All Students				91%
	Black				94%
	Hispanic			84%	
	White				95%
	Economically Disadvantaged			89%	
	Students with Disabilities				93%
	Limited English Proficient			86%	
2008-2009					
	All Students				90%
	Black			89%	
	Hispanic		78%		
	White				94%
	Economically Disadvantaged			83%	
	Students with Disabilities				92%
	Limited English Proficient			84%	

Reading Performance		Less than 70%	70-79%	80-89%	90-100%
2010-2011					
	All Students			89%	
	Black			84%	
	Hispanic			83%	
	White				94%
	Economically Disadvantaged			84%	
	Students with Disabilities				93%
	Limited English Proficient			82%	
2009-2010					
	All Students			89%	
	Black			81%	
	Hispanic			84%	
	White				95%
	Economically Disadvantaged			85%	
	Students with Disabilities				97%
	Limited English Proficient			85%	
2008-2009					
	All Students				93%
	Black				93%
	Hispanic				91%
	White				96%
	Economically Disadvantaged			89%	
	Students with Disabilities				97%
	Limited English Proficient				91%

* = Subgroup with less than 50 students
 Report includes SOL, VAAP, and VGLA data.

Data Source: Virginia Department of Education (VDOE) School Report Cards

**RESULTS AND REFLECTION ON THE 2010- 2011 SIP
A Focus on Continuous Improvement**

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Language Arts: 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.</p>	<p>Performance Indicator:By June 2011, the percent of Economically Disadvantaged students in grades 3-6 passing the English SOL test will increase from 85% to 89%.</p> <p>Quantitative/Qualitative Data: The percent of Economically Disadvantaged students in grades 3-6 who passed the English SOL test decreased from 85%-84%.</p> <p>Performance Indicator: By June 2011, the percent of Hispanic students in grades 3-6 passing the English SOL test will increase from 84% to 89%.</p> <p>Quantitative/Qualitative Data: The percent of Hispanic students in grades 3-6 who passed the English SOL test decreased from 84% to 83%.</p> <p>Performance Indicator: By June 2011, the percent of Black students in grades 3-6 passing the English SOL test will increase from 81% to 89%</p> <p>Quantitative/Qualitative Data: The percent of Black students in grades 3-6 who passed the English SOL test increased from 81% to 84%.</p>	<p>Supported: Collected evidence for 44 VGLA portfolios in Reading, which provided a number of students appropriate opportunities to demonstrate their proficiency in SOL standards</p> <p>Reading Recovery supported the lowest-achieving first grade students</p> <p>Leveled Literacy Intervention supported K, 1, and 2 students reading below benchmark</p> <p>ESOL teachers worked within primary classrooms to support second language learners</p> <p>Continued to work on best practices for balanced literacy instruction throughout the school</p> <p>Language arts committee explored FCPS Best Practices and focused on creating student-centered learning environments, planning and teaching for student learning, and different ways to assess student learning</p> <p>Implemented use of intervention time to meet the needs of targeted students</p>	<p>Provide time during CLTs to reflect on the instructional implications of the data.</p> <p>Continue to reflect on the effectiveness of guided reading instruction and plan for next steps.</p> <p>Focus on identifying individual students' strengths and weaknesses and developing action plans to address them as a team.</p> <p>Resource teachers and the instructional coach will collaborate with teams to plan, model and reflect on instructional best practices to ensure student success.</p> <p>As FLES expands, maintain a 90 minute uninterrupted language arts instructional block for grades K-6</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>LA CONTINUED: 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.</p>	<p>Performance Indicator: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%.</p> <p>Quantitative/Qualitative Data:The percent of Limited English Proficient students in grades 3-6 who passed the English SOL test decreased from 85% to 82%.</p> <p>Performance Indicator:By June 2011, the percent of students in grade 2 reading at or above benchmark on the DRA2 will increase from 79% to 89%.</p> <p>Quantitative/Qualitative Data:The percent of students in grade 2 passing the DRA2 decreased from 79% to 78%.</p> <p>Performance Indicator: By June 2011, the percent of students in grade 1 reading at or above benchmark on the DRA2 will increase from 70% to 89%.</p> <p>Quantitative/Qualitative Data:The percent of students in grade 1 passing the DRA2 increased from 70% to 78%.</p>	<p>At grade level CLTs, teachers and support staff analyzed data such as common assessments, eCART, MOY, DRA, and DRAWA to identify students</p> <p>Common planning times and extended CLT s were provided to plan for data driven small group intervention and instruction</p> <p>Targeted students in grades 3-6 were supported through after school reading club</p> <p>Inhibited: Fewer students qualified to have VGLA portfolios.</p> <p>Due to increased time administering common assessments, less time was available to effectively analyze data and plan for instruction.</p> <p>Time was allotted during CLTs to identify struggling students; however, there was limited common planning time to effectively plan instruction for interventions and address individual students' strengths and weaknesses.</p> <p>Difficulty organizing a master schedule to provide a two-hour uninterrupted block for all classrooms</p> <p>ESOL teachers had limited time in upper grade classrooms.</p>	<p>Continue to increase strategic vocabulary instruction throughout language arts block</p> <p>Shift the focus of language arts instruction from individual efforts to planning collaboratively</p> <p>Master schedule includes daily common planning for all grade level teams.</p> <p>Expand LLI implementation in grades K-3</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Math:</p> <p>Increase student achievement at grades K-6 through improved differentiation of math instruction and focused integration of mathematical vocabulary.</p>	<p>Performance Indicator: 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%.</p> <p>Quantitative/Qualitative Data: The percent of Limited English Proficient students in grades 3-6 who passed the SOL math test remained the same at 86%.</p> <p>Performance Indicator: By June 2011, the percent of Hispanic students in grades 3-6 passing the SOL test will increase from 84% to 87%.</p> <p>Quantitative/Qualitative Data : The percent of Hispanic students in grades 3-6 who passed the SOL math test decreased from 84% to 82%.</p> <p>Performance Indicator: By June 2011, the percent of Students with Disabilities in grades 3-6 passing the SOL math test will increase from 93% to 96%.</p> <p>Quantitative/Qualitative Data: The percent of Students with Disabilities in grades 3-6 who passed the SOL math test decreased from 93% to 92%.</p>	<p>Supported:</p> <p>Continuing or implementing team planning sessions for mathematics.</p> <p>Utilizing math resource teachers for team planning.</p> <p>Supporting teachers through three math resource teachers. (Every team had one resource teacher assigned to their grade level. Sixth grade had two supporting the team.)</p> <p>Implementing advanced mathematics class in third grade and continuing this initiative in sixth grade.</p> <p>Starting Gallop Time. This intervention-enrichment time, provided extra time for teachers to focus on weak mathematics skills or to enrich skills.</p> <p>Identifying students for after school mathematics.</p> <p>Selecting groups of teachers to participate in eCart, Horizon training.</p> <p>Continuing the use of hallway math vocabulary stopping stations</p> <p>Unpacking the standards and using key vocabulary</p> <p>Continuing the use and implementing math word walls in classrooms</p>	<p>Continue to focus on math vocabulary through word walls, hallway math and math literature</p> <p>Develop student-created vocabulary cards with visuals</p> <p>Increase use of technology, document cameras</p> <p>Final implementation of common planning for all teams</p> <p>Continue to look at data and improve our data-driven instruction</p> <p>Creating and analyzing common assessments</p> <p>Appropriate learning activities provided for all students during Intervention block (Gallop). The intervention will be targeted instruction based on student needs.</p> <p>Implementation and unpacking EMIS (Elementary Mathematics Instruction Sequence)</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Math CONTINUED: Increase student achievement at grades K-6 through improved differentiation of math instruction and focused integration of mathematical vocabulary.</p>		<p>Inhibited:</p> <p>Forfeited <i>EveryDay Counts Calendar Math</i> time for Gallop Time in some schedules</p> <p>Restructuring of staff development sessions, so we had less time to do vocabulary training.</p> <p>Lacked time for vertical articulation discussions regarding vocabulary.</p> <p>Lacked time for discussion of Partner Games, from <i>EveryDay Counts Calendar</i>.</p> <p>Lack of background knowledge with vocabulary</p> <p>Less time for after school math club.</p> <p>Less time during Collaborative Learning Times to discuss math curriculum.</p>	

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Goal 2:</p> <p>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>Performance Indicator:</p> <p>By June 2011, the number of incidents of bullying/minor physical altercations noted in SASI will decrease from 28% to 15%.</p> <p>Quantitative/Qualitative Data:</p> <p>By June 2011, the number of incidents of bullying/minor physical altercations decreased from 28% to 26%. Of these incidents, 2% were considered bullying and 24% were considered minor physical altercations.</p>	<p>Supported: Bullying lessons were developed and implemented in all classrooms by the counselors. Counselors developed “Be A Hero” posters and displayed them throughout the building. Students participated in a school-wide Anti-Bullying Poster contest. Selected fifth and sixth grade girls and boys participated in the Girl Power Club and The Future Club.</p> <p>Inhibited: There was limited use of books and activities for classroom PBIS lessons, which impacted curriculum integration.</p> <p>PBIS lessons concentrated on bullying and did not necessarily target minor physical altercations.</p> <p>Same student(s) had multiple referrals for minor physical altercations</p>	<p>We plan on sustaining and refining our Broncos on Track Program, to support students who are starting to engage in problem behaviors.</p> <p>Send a team of teachers to the PBIS Conference in June 2011.</p> <p>Continue 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>Based on survey results, the PBIS committee will be revisiting our matrix and implementing changes as needed. We plan on exploring new incentive options to reinforce our PBIS program for the students, specifically focusing on cafeteria and bathroom behavior. We will also focus on positive ways to interact with all adults.</p> <p>Families new to Brookfield will continue to receive the PBIS brochure for more information regarding our school wide behavior program.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Goal 2 CONTINUED: 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>Performance Indicator: By June 2011, the percentage of teachers in grades K-6 utilizing PBIS classroom lessons will increase from 32% to 64% as noted in the PBIS lesson database.</p> <p>Quantitative/Qualitative Data: By June 2011, the percentage of teachers in grades K-6 who utilized PBIS classroom lessons increased from 32% to 100%.</p>	<p>Supported: According to the PBIS lessons spreadsheet, 100% of classroom teachers utilized PBIS lessons throughout the 2010-2011 school year.</p> <p>Classroom teachers taught two lessons on bullying prevention. Students were required to create an Anti-Bullying Poster as part of a contest.</p> <p>Boosterthon fundraiser incorporated character trait lessons which included anti-bullying themes. Counselors also taught lessons in classrooms as well as created skits to air on WBRK.</p>	<p>We plan on providing monthly PBIS lessons to classroom teachers that relate to minor physical altercations and the character traits that address that area of concern. The data reveals a need for continued focus on incidents of Minor Physical Altercations. The counselors will continue to work closely with the school community to address ways to resolve conflicts/differences without the use of minor physical altercations.</p> <p>We will develop guidelines to promote a uniform policy on cafeteria behavior so students are aware of which behaviors are considered acceptable.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Goal 3:</p> <p>Develop students' awareness of needs within the global community and engage in service learning opportunities.</p>	<p>Performance Indicator: 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.</p> <p>Quantitative/Qualitative Data: By June 2011, the number of students participating in service learning increased from 75% to 84.1%.</p> <p>Performance Indicator: By June 2011, a baseline of 100% of 6th graders will complete at least 5 hours of community service through various school activities as noted in SASI.</p> <p>Quantitative/Qualitative Data: By June 2011, 80.2% of 6th grade students completed at least 5 hours of community service.</p>	<p>Supported:</p> <p>Staff provided opportunities for service learning and reflections</p> <p>Teachers, students, and SCA helped to promote community involvement through WBRK videos</p> <p>Clearly marked folders were placed throughout the school for students to track their hours and their reflections</p> <p>Inhibited:</p> <p>New priority school requirements took time away from promoting service learning activities</p> <p>Students not turning in forms</p> <p>All staff needs to be involved and held accountable for promoting service learning.</p>	<p>We plan to encourage more student ownership and initiation in regard to volunteering.</p> <p>Consult with librarian to choose books with service learning themes to use in library lessons.</p> <p>We will encourage more class discussions relating to community service in order to increase student participation.</p> <p>Promotion/act out the kinds of service they can do in the building.</p> <p>Yearly visual reminder/school wide approach to service learning.</p> <p>Service Log Sheets by SACC room/Café</p> <p>Remind staff – emails/staff news/newsletters</p> <p>Give service learning forms to specialists</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 | |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will reflect and collaborate as members of a professional learning community to increase student achievement in language arts in grades K-6 through implementation of best practices in instruction, assessment and intervention.

RATIONALE FOR OBJECTIVE:

Data Sources:

- Reading SOL data for the 2010-2011 school year showed decreases in the overall achievement of students across most subgroups except the Black subgroup.
- A three-year analysis of SOL data (2009-2011) of grades 3-6 reading performance showed a decrease in performance (93%, 89%, 89%).
- A three-year analysis (2009-2011) of SOL subgroup data in reading showed inconsistent performance: Black students 93%, 81%, 84%, Hispanic students 91%, 84%, 83%, White students 96%, 95%, 94%, Students with Disabilities 97%, 97%, 93%, Students Identified as Economically Disadvantaged 89%, 85%, 84%, and Limited English Proficient Students 91%, 85%, 82%
- A two-year analysis (Spring 2010 – Spring 2011) of the ethnic gap data for the reading SOL indicated the following changes at each grade level:
 - At grade three, the White/Black ethnic gap decreased by 17 points (the gap is now 29 points). The White/Hispanic ethnic gap decreased by 22 points (the gap is now 5 points).

- At grade four, the White/Black ethnic gap decreased by 12 points (the gap is now 21 points). The White/Hispanic ethnic gap increased by 9 points (the gap is now 10 points).
- At grade five, the White/Black ethnic gap has decreased by 10 points and is now closed. The White/Hispanic ethnic gap increased by 4 points (the gap is now 11 points).
- At grade six, the White/Black ethnic gap decreased by 10 points and is now closed. The White/Hispanic ethnic gap increased by 11 points (the gap is now 16 points).
- SOL Writing pass rates in grade 5 showed inconsistent performance over the past three years (2009 –2011) 80%, 91%, 82%.
- First Grade results for the Spring DRA2 indicate that 78% of first graders met benchmark (up from 70% in 2010).
- Second Grade results for the Spring DRA2 indicate that 78% of second graders met benchmark (down from 79% in 2010).
- Kindergarten DRA2 WA scores from Spring 2011 indicate that 91% of kindergarten students met benchmark at the end of the 2010-2011 school year. Forty-nine kindergarten students took the DRA2 this year and achieved between DRA2 level 4 and 16.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

After reviewing the above data, we believe the following factors positively impacted our reading achievement:

- Increase in collaborative planning for reading instruction at most grade levels
- Use of common assessments and effective data analysis to inform instruction
- Reading Recovery and Leveled Literacy Instruction provided intervention for targeted students in grades 1-2
- Professional learning focused on guided reading through the use of The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader by Jan Richardson
- The development and implementation of embedded intervention time
- Continued implementation of after school intervention program

Weaknesses:

After reviewing the above data, we believe the following factors inhibited our reading achievement:

- Collaborative planning on writing instruction was limited
- Not all classroom teachers were able to receive additional support through the co-teaching model
- Fewer students qualified for VGLA portfolios
- Limited time to collaboratively plan for intervention
- Difficulty organizing a master schedule to provide a two-hour uninterrupted block for all classrooms

According to the School Level PLC survey administered to staff in September of 2010, approximately 50% of the staff felt that "monitors and adjusts these mandatory intervention efforts, as needed, using a regular cycle of data analysis" was deeply embedded in our culture or beyond initial implementation. This was slightly lower than the Elementary and Division.

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.

According to the principles of the National Staff Development Council (<http://www.learningforward.org/index.cfm>), professional development that improves the learning of all students, organizes adults into learning communities whose goals are aligned with those of the school and district. Achieving high levels of learning for all students and staff members requires ongoing work of collaborative teams that meet regularly for the purposes of learning, planning instruction, and problem solving where staff members are dedicated to improving their practices to further student achievement. Research suggests the following questions guide the work of professional learning communities:

1. What do we want students to know, understand, and be able to do?
2. How will we know if and when students have learned it?
3. What will we do when students haven't learned it?
4. What will we do when students already know it?

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <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 2012, the percent of Economically Disadvantaged students in grades 3-6 passing the English SOL test will increase from 84% to 91%.
1.1.1	By June 2012, the percent of Hispanic students in grades 3-6 passing the English SOL test will increase from 83% to 91%.
1.1.1	By June 2012, the percent of Black students in grades 3-6 passing the English SOL test will increase from 84% to 91%.
1.1.1	By June 2012, the percent of Limited English Proficient students in grades 3-6 passing the English SOL test will increase from 82% to 91%.
1.1.1	By June 2012, the percent of students in grade 2 reading at or above benchmark on the DRA2 will increase from 78% to 91%.
1.1.1	By June 2012, the percent of students in grade 1 reading at or above benchmark on the DRA2 will increase from 78% to 91%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

School Improvement Plan Objective: Teachers will reflect and collaborate as members of a professional learning community to increase student achievement in language arts in grades K-6 through implementation of best practices in instruction, assessment and intervention.							
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. Utilize and reflect upon data to determine areas of instructional focus for intervention.	Team Leaders Administrators Instructional Coach	Data Dialogue Protocol Extended CLT & Data Days; Substitutes (\$12,000) After school Reading Club and Math Club instructional materials and stipends (\$12,000)	X	X	X	X	CLT agendas and notes will document outcomes of data dialogue The after school programs will be monitored through student participation, classroom observations, summative/formative assessments created with eCART Small group intervention data will be collected and subsequently monitored at weekly CLT meetings
2. Implement professional development designed by pyramid literacy team that focuses on vocabulary instructional strategies.	Literacy Team	Revised Bloom Taxonomy flip charts www.edupressinc.com ISBN-10 1-56472-729-7 (\$100) <u>Vocabulary: Making it Memorable</u> by Ben Taylor (Kagan Publications) (\$30)	X	X	X		Staff development attendance Literacy CLT Meeting notes CLT grade level meeting notes with Reading Specialist Common assessment data (performance by question)

School Improvement Plan Objective: Teachers will reflect and collaborate as members of a professional learning community to increase student achievement in language arts in grades K-6 through implementation of best practices in instruction, assessment and intervention.

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 implementation of Leveled Literacy Intervention with targeted students in grades 1-3.	LLI trained staff	Table top easels LLI Materials	X	X	X	X	CLT agendas and notes will reflect outcomes of data dialogue and progress of students in LLI groups Enter and monitor data for LLI student progress
4. Engage in effective balanced literacy instructional planning and professional learning.	Literacy Team Instructional Coach Administrators	Document cameras Flip Cams Professional Library Resources	X	X	X	X	CLT agendas and notes Collaborative literacy lesson plans based upon monthly pacing calendars Develop a collection of video clips highlighting effective balanced literacy instruction to deepen teachers' understanding of balanced literacy Attendance at Literacy Nights for grades K and 1

School Improvement Plan Objective: Teachers will reflect and collaborate as members of a professional learning community to increase student achievement in language arts in grades K-6 through implementation of best practices in instruction, assessment and intervention.

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.	
5. Engage in professional development to enhance differentiation in instruction.	Team Leaders Instructional Coach Administrators	<u>Leading and Managing A Differentiated Classroom</u> By Carol Ann Tomlinson (\$1500)	X	X	X	X	Attendance at monthly staff meeting Staff reflection on professional development (exit tickets) CLT agendas and notes Collaborative literacy planning notes Common assessment data

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 | |

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

RATIONALE FOR OBJECTIVE:

Data Sources:

- According to the School Level Best Practices Survey administered to staff in November of 2010, 63% felt skilled in their ability to develop a deep understanding of assigned content areas to support the design of differentiated learning experiences that are relevant and challenging to all students and 19% felt they were an *expert* in their ability to effectively implement these practices.
- According to the School Level Best Practices survey administered to staff in November of 2010, approximately 95% of the staff members had *quite a bit or substantial knowledge* of practices utilized with using appropriate materials and resources effectively in the classroom to meet the needs of diverse learners. Eight-five percent felt they were either *skilled or an expert* in their ability to effectively implement these practices.
- Mathematics SOL data for the 2010-2011 school year showed decreases in the overall achievement of students across most subgroups (LEP remained the same).
- A three year analysis (2009-2011) of SOL data in grades 3-6 math performance shows inconsistent progress (90%, 91%, 90%).
- A three year analysis (2009-2011) of SOL subgroup data in grades 3-6 shows a decrease in math performance: Black students 89%, 94%, 84%, Hispanic students 78%, 84%, 82%, White students 94%, 95%, 94%, Students with Disabilities 92%, 93%, 92%, Students identified as Economically Disadvantaged 83%, 89%, 88%, and Limited English Proficient students 84%, 86%, 86%.
 - A two-year analysis (Spring 2010 – Spring 2011) of the ethnic gap data for the math SOL showed the following:
 - At grade three, the White/Black ethnic gap decreased by 6 points (the gap is now 2 points). The White/Hispanic ethnic gap decreased by 3 points and is now closed.
 - At grade four, the White/Black ethnic gap decreased by 4 points (the gap is now 3 points). The White/Hispanic ethnic gap decreased by 27 points (the gap is now 5 points).
 - At grade five, the White/Black ethnic gap decreased by 1 point (the gap is now 5 points). The White/Hispanic ethnic gap decreased by 4 points (the gap is now 14 points).
 - At grade six, the White/Black ethnic gap increased by 14 points (the gap is now 22 points). The White/Hispanic ethnic gap increased by 20 points (the gap is now 28 points).
 - A three year analysis (2009-2011) of Mathematics Reasoning Assessment (MRA) test results showed an increase for first grade (71%, 73%, 85%) and decrease for second grade (78%, 89%, 82%).

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

Upon review of the 2010-2011 data, we identified a number of strong achievements. Many of our teachers have successfully embedded the active learning portion of the LEARN model. This was accomplished through coaching, planning and co-teaching with the support of our Title I math resource teachers. During the 2010-2011 school year, we worked on analyzing student data by looking at monthly common assessments in all grade levels. From this common data we built intervention groups (Gallop Time), created lessons that focused on areas of need, and held informal mathematical discussions regarding grade level standards. In order to better analyze our common assessments we implemented a data-dialogue protocol. We encouraged students to show their thinking on paper-pencil representations. We implemented advanced mathematics for third grade. In addition, the advanced academics teacher was able to work with the fourth grade students and use hands-on-equations.

Weaknesses:

Reflecting on a need to improve our pass rate for our Hispanic subgroup, we see that there were limited opportunities for these students on vocabulary retention skills. We will continue to work on differentiation within the classrooms and within our scheduled Gallop time. We initiated Gallop intervention time during the 2010-2011 school year. We will focus more on individual student needs this upcoming school year and continue best practices in small and whole group settings.

The following focus areas for the 2011-2012 year have been shared with the staff:

- Integrate vocabulary strategies
- Increasing differentiation
- Creating intervention measures and monitoring progress

Best Practice Research:

Best practice research for mathematics instruction indicates the need to differentiate instruction, integrate vocabulary, and provide intervention. Murray, 2007, defines differentiated instruction as a purposeful process for adapting the teaching and learning processes of the classroom to accommodate the needs of all learners. 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

Sub-Goal Number	Performance Indicators <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 2012, the percent of Limited English Proficient students in grades 3-6 passing the SOL math test will increase from 86% to 90%.
1.1.2	By June 2012, the percent of Hispanic students in grades 3-6 passing the SOL test will increase from 82% to 90%.
1.1.2	By June 2012, the percent of Students with Disabilities in grades 3-6 passing the SOL math test will maintain or surpass 92%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Integrate vocabulary strategies	Math Resource Team (including SUM, Math Leads and Instructional Coach)	Cost of substitutes to cover for half day inservice discussing implementation strategies for ELL lessons in mathematics. (\$300) <i>English Language Learners in the Mathematics Classroom (Coggins, Kravin, Coates, etc.) (\$190.96)</i> <i>Working with English Language Learners (WELL) PreK through Grade 6</i>	X	X	X	X	Teachers will review monthly the <i>EveryDay Counts Calendar Math</i> during team planning sessions Grade level CLT meeting notes will document unpacking standards, math vocabulary, and instructional strategies Monthly subcommittee meeting notes will document vertical articulation to include common mathematics vocabulary Attendance at School-wide Curriculum Night

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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
2. Engage in effective math instructional planning and professional learning to increase differentiation in the math classroom.	Math Resource Team (including SUM, Math Leads and Instructional Coach)	<i>Elementary and Middle School Mathematics</i> , (John van de Walle) (\$120) <i>Math Work Stations, Independent Learning You Can Count On, K-2</i> (Diller) (\$68)	X	X	X	X	Increase the awareness and use of Partner Games, <i>EveryDay Counts Calendar Math</i> during the LEARN lesson plan. CLT and math planning notes will document the following: <ul style="list-style-type: none"> • Use of monthly pacing calendars • Use collaborative learning cycle to plan, do, study and act upon common mathematics assessments. • Create math menus to create a small group environment that allows teachers to differentiate. Begin implementation of Add+vantage math assessments to analyze individual student growth. Monitoring of students in advanced mathematics will occur at interims and quarterly. Implementation of new pacing guide and correlated standards to differentiate instruction by name and by need.

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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
3. Create intervention measures based upon monthly common assessments.	Math Resource Team (including SUM, Math Leads, Instructional Coach) After School Club Director AART		X	X	X	X	

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.

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.

RATIONALE FOR OBJECTIVE:

Data Sources:

- According to the School Level Best Practices survey administered to staff in November of 2010, approximately 98% of the staff members had *quite a bit or substantial knowledge* of practices with building collaborative and respectful relationships with students. Ninety-six percent felt they were *skilled or an expert* in their ability to effectively implement these practices.
- According to the School Level Best Practices survey administered to staff in November of 2010, approximately 100% of the staff members had *quite a bit or substantial knowledge* of practices utilized with facilitating development of relationships among students to promote mutual respect and support within the classroom, while approximately 87% felt they were *skilled* or an *expert* in their ability to effectively implement these practices.
- According to the Benchmarks Of Quality (BOQ) survey administered to staff in the spring 2011, Positive Behavior Intervention and Support (PBIS) 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 2010-2011 school year were due to Disrespect. This data also indicated that these incidents often occurred in the classroom.
- According to the Benchmarks Of Quality (BOQ) survey administered to staff in the spring 2011, *Lesson Plans of Teaching Expectations/Rules* need to include examples and non examples of the 3Rs (Respectful, Responsible, Ready).

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 Intervention and Support system are in place. Behavioral expectations are defined and taught school-wide. Brookfield staff agreed that the 3 Rs 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 PBIS 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 PBIS system is accomplished through a team with representative school staff and administrators. The school based behavior support coach and PBIS team leaders facilitate the management of the school wide PBIS program. District-level support is also routinely provided to sustain the program. New staff members need to have access to pertinent PBIS guidelines and resources to fully implement the program.

Weaknesses:

The BOQ survey revealed the need for Brookfield staff to acknowledge positive student behavior in a varied manner to maintain student interest. Classroom lesson plans on positive behaviors need more specific examples and non examples using a variety of teaching strategies. A system is needed to track the consistency in which classroom teachers are utilizing PBIS lessons to sustain elements of PBIS. In addition staff should consistency acknowledge students who demonstrate positive behaviors by giving horseshoe stickers and blue horseshoe compliments. Students need to be more involved in identifying and developing incentives for positive behavior. 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 and Behavior Specialist consultation.

Best Practice Research:

To sustain the Positive Behavior Intervention and 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 PBIS 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.

Data indicates that PBIS programs throughout the country have successfully decreased incidents involving disrespect. Disrespectful behavior includes using inappropriate tone and attitude, disrespecting property and others, and using offensive language/gestures. Mayer, Butterworth, & Nafpaktitis's (1983) study of vandalism in elementary and junior high schools showed that vandalism costs in participating PBIS schools decreased significantly over control schools, with treatment schools averaging a 79% reduction. PBIS has been successful in achieving an 80% reduction in targeted problem behaviors including aggression and other areas of disrespect (Carr et al., 1999) especially when the program was carried out by significant people in the individual's life such as teachers and school support staff (Carr et al, 1999). Multiple interventions worked more effectively than single interventions (Horner et al., 2002). The PBIS program should have multiple interventions carried out by significant persons in the students' lives and this will bring about a positive change in respectful behavior, fewer discipline referrals, and a more positive school climate.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.1, 2.3, 2.4, 2.7, 2.8	By June 2012, the number of incidents of disrespect noted in SASI will decrease from 28% to 15%.
2.1, 2.2	By June 2012, a baseline of 100% of teachers in grades K-6 will utilize PBIS classroom based lessons focusing on respect.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

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.							
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.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Revise PBIS procedures and routines through the use of classroom lessons that teach the 3 Rs.	PBIS Committee & New Colleagues Mentors SIA Operator	Brookfield Bonanza Box stickers Referral forms PBIS brochures Resources for PBIS lessons School-wide rewards PTA funding \$1350	X	X	X	X	PBIS and staff meeting notes/agendas will reflect efforts to sustain PBIS. Use of the PBIS database will reflect efforts to utilize lessons to support PBIS elements.
2. Continue the Broncos On Track (yellow zone intervention) program to ensure a safe and positive environment.	PBIS Committee (Data and Broncos On Track Subcommittees) Administrators Counselors	Broncos On Track Prize Box \$200	X	X	X	X	Student progress will be monitored daily using individual track sheets and monthly graphs shared at BOT meetings.
3. Support students' ability to recognize and decrease disrespectful behavior to promote a safe and positive environment.	PBIS Committee Counselors Administrators	Classroom counseling lessons Teacher-guided classroom lessons	X	X	X	X	Monitor data through discipline referrals and counselor feedback from groups or lessons, and The Future Club and Girl Power.

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.

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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
4. Revise procedures and routines to support students' respectful behavior in the cafeteria.	PBIS Committee	Cafeteria procedures and routines Cafeteria compliment forms	X	X	X	X	Review cafeteria compliments and feedback from cafeteria hostesses during CLT and PBIS meetings

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.

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

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 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.
- During the 2010-2011 school year, data indicated that 80% of Brookfield students participated in school wide or class service opportunities. According to the logs collected, 88% 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 51.5 % of students receiving free and reduced lunch from 2007-2011. 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 Intervention Support (PBIS) 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 earthquakes in Haiti and Japan.

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).

FCPS has created a recycling program for several purposes. It is their belief that this program contributes to a cleaner environment, educates students on the benefits of recycling, diverts materials from the waste stream, and generates financial savings from reduced

waste disposal. FCPS currently has two primary recycling efforts that include recycling of paper, cardboard, glass, plastic bottles, and metal and recycling of fluorescent lamps. The program to recycle paper, cardboard, glass, plastic bottles, and metal is a school-based effort in which all staff and students are required to participate. The recycling of fluorescent lamps is a program that can only be enacted by the custodial staff and trained staff members in the Office of Procurement Services. The School Board regulation requiring all facilities to recycle is Regulation 8541. In 2007, Paper recycling prevented an estimated 3,144 tons of recyclable materials from entering the waste stream. This waste avoidance saved FCPS an estimated \$173,958 in disposal fees. Retrieved from www.fcps.edu.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.1, 3.2, 3.4	By June 2012, students' participation in service learning will increase from 84% to 90%, as evidenced through reflection activities and projects noted in the Service Learning Participation Graph.
3.1, 3.2, 3.4	By June 2012, the percentage of 6th grade students completing at least 5 hours of community service will increase from 80.2% to 90% as noted in SASI.

WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Develop students' awareness of needs within the global community and engage in service learning opportunities.							
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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Increase students' awareness of service learning opportunities while building relationships with community members.	Administrators Goal 3 Subcommittee	Flip Cameras Art supplies Recycling Bins Resources for developing service learning projects	X	X	X	X	Staff will monitor projects and curricular connection data from the Service Learning Participation Chart during Steering and Goal 3 Subcommittee meetings Sixth grade service logs will be monitored to track individual service learning activities throughout the school year At least once a month, WBRK Broadcasts will reflect personal service experiences and information about service learning opportunities at Brookfield
2. Engage students in environmental stewardship through a school-wide recycling program.	Administrators Goal 3 Subcommittee	Blue recycling bins Information card with recyclable materials		X	X	X	Staff will monitor the Service Learning Participation Chart for student and schoolwide participation in the recycling program during Steering and Goal 3 subcommittee meetings.

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

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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
3. Implement <i>Service Snapshot</i> projects to enhance students' reflection regarding service learning opportunities.	Goal 3 Subcommittee Art Teacher	Construction Paper Materials				X	Staff will monitor completion of <i>Service Snapshot</i> projects for students in PK-6 through a schoolwide Gallery Walk

RESULTS AND REFLECTION ON THE 2011- 2012 SIP
A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts