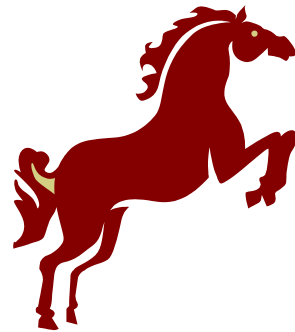


Fairfax County Public Schools

**School Improvement Plan
2008 – 2009**

Brookfield Elementary

Cluster 7



Kim C. Brown, 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
Kim Brown	Principal	Kathy Allen	ESOL teacher
Monica Mohr	Assistant Principal	Tracy Foster	Gr. 4 Teacher, Science Lead, Science Co-Chair
VaRonica Clemons	Assistant Principal	Marsa Garcia	Kindergarten Teacher, Science Lead, Science Co-Chair
Carole Cockerill	Administrative Intern	Kathleen Gordon	Gr. 3 Teacher, Tech Co-Chair
Lisa Buck	Title II Math specialist, Goal 1 Math Co-Chair	Lori Purvis	School Based Technology Specialist, Tech Co-Chair
Kristen Emory	Gr. 2 Teacher, Math Lead, Goal 1 Math Co-Chair	Teresa Rothschild	Parent Representative
Cristina Orantes	Title 1 S.U.M. teacher Goal 1 Math Co-Chair	Denise Marcone	Parent Representative
Michelle Lis	Instructional Coach Goal 1 LA Co-Chair		
Susan Whalen	Reading Specialist Goal 1 LA Co-Chair		
Jennifer McNulty	Gr. 4 Teacher, PBS Coach Goal 2 Co-Chair		
Tracey SnyderDangler	Special Education teacher PBS Team Leader Goal 2 Co-Chair		
Brad Bennink	Gr. 1 Teacher, Social Studies Lead, Goal 3 Co-Chair		
Laurie Katz	Gr. 4 Teacher, Social Studies Lead, Goal 3 Co-Chair		

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 enrichment programs.

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

SCHOOL—MISSION STATEMENT

Brookfield Elementary School nurtures 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 to attain school goals. Through ongoing assessment and planning we will differentiate learning experiences to meet a range of needs and levels. 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 2006		June 2007		June 2008	
	#	%	#	%	#	%
ETHNICITY						
ASIAN OR PACIFIC ISLANDER	195	22.91	180	21.90	164	21.38
BLACK (NOT OF HISPANIC ORIGIN)	116	13.63	118	14.36	99	12.91
HISPANIC	209	24.56	234	28.47	230	29.99
WHITE (NOT OF HISPANIC ORIGIN)	299	35.14	257	31.27	233	30.38
OTHER	32	3.76	33	4.01	41	5.35
	851		822		767	
GENDER						
FEMALE	395	46.42	384	46.72	368	47.98
MALE	456	53.58	438	53.28	399	52.02
	851		822		767	
ENGLISH PROFICIENCY						
ENGLISH PROFICIENT*	544	63.92	510	62.04	528	68.84
LIMITED ENGLISH PROFICIENT**	307	36.08	312	37.96	239	31.16
	851		822		767	
LEP LEVELS						
L-ACQUIRING LITERACY	0	0.00	1	0.32	1	0.42
01-BEGINNING	67	21.82	52	16.67	35	14.64
02-INTERMEDIATE	37	12.05	62	19.87	48	20.08
03-LOWER ADVANCED	120	39.09	63	20.19	54	22.59
04-HIGHER ADVANCED	0	0.00	39	12.50	38	15.90
LEP MONITOR (STATUS 2 AND 3)	83	27.04	95	30.45	63	26.36
	307		312		239	
ESOL SERVICES***	217	25.50	214	26.03	173	22.56

FEE WAIVER

NO FEE WAIVER	544	63.92	497	60.46	449	58.54
FREE OR REDUCED FEES	307	36.08	325	39.54	318	41.46
	851		822		767	

SPECIAL EDUCATION SERVICE****

AUTISM	2	2.15	5	5.21	6	7.23
EMOTIONAL DISABILITIES	3	3.23	1	1.04	1	1.20
LEARNING DISABILITIES	56	60.22	57	59.38	45	54.22
MILD RETARDATION	1	1.08	2	2.08	2	2.41
NONCATEGORICAL	14	15.05	14	14.58	15	18.07

SPECIAL EDUCATION SERVICE****

PHYSICAL DISABILITIES	1	1.08	2	2.08	1	1.20
SPEECH/LANGUAGE IMPAIRMENT	16	17.20	15	15.63	13	15.66
	93		96		83	

MOBILITY

MOBILITY RATE		19.91		19.62		16.26
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*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.

Report as of: 9/19/2008

Data as of: 6/17/2008

U.S. Patent No. 6,915,286

EDSL Developed by FCPS

FAIRFAX COUNTY PUBLIC SCHOOLS
No Child Left Behind
Adequate Yearly Progress (AYP) Report by School
2008-09 AYP (Ratings) Year Based on Tests Taken 2007-08
Brookfield Elementary

Schoolwide AYP Status	Met Grad/Attend	Met Attend/Science	Mathematics Adequate Yearly Progress Indicators							English Adequate Yearly Progress Indicators						
			Partcp. %		Met Partcp.	Pass %			Met AMO	Partcp. %		Met Partcp.	Pass %			Met AMO
			3-Yr	Curr		3-Yr	Curr	Prev		3-Yr	Curr		Prev			
Made AYP	Yes	Yes	100	100	Yes	74	79	70	Yes	100	100	Yes	79	83	75	Yes
			Mathematics Adequate Yearly Progress Indicators							English Adequate Yearly Progress Indicators						
			Partcp. %		Met Partcp.	Pass %			Met AMO	Partcp. %		Met Partcp.	Pass %			Met AMO
			3-Yr	Curr		3-Yr	Curr	Prev		3-Yr	Curr		Prev			
Black Students		Yes	100	100	Yes	66	72	59	SH	100	100	Yes	72	74	67	SH
Hispanic Students		Yes	100	100	Yes	59	67	55	SH	100	100	Yes	71	78	63	Yes
LEP Students		Yes	100	100	Yes	69	77	65	Yes	100	100	Yes	71	78	63	Yes
Econ. Disadvantaged		Yes	100	100	Yes	61	65	60	SH	100	100	Yes	68	76	62	SH
Students with Disabilities		Yes	101	100	Yes	50	58	47	SH	100	100	Yes	65	85	57	Yes
White Students		Yes	100	100	Yes	78	82	72	Yes	100	100	Yes	86	89	84	Yes

Legend:

3-Yr = 3 through 8 and/or end of course tests for the last three years
 Curr = 3 through 8 and/or end of course tests for 2007-08
 Prev = 3 through 8 and/or end of course tests for 2006-07

AYP = Adequate Yearly Progress
 AMO = Annual Measurable Objectives
 LEP = Limited English Proficient
 Econ. Disadvantaged = Economically disadvantaged (student at or near the poverty level)

Schoolwide AYP Status: Made AYP = Met all 29 benchmarks, Did Not Make AYP = Did not meet one or more of the 29 benchmarks, TBD = To Be Determined.

Met Grad/Attend: Yes = School met overall graduation or attendance AMO, No = School did not meet overall graduation or attendance AMO, NA = Not Applicable.

Met Attend/Science: Yes = Met attendance or science AMO, No = Did not meet attendance or science AMO.

Partcp. %: Participation rate, < = fewer than 10 students (FCPS definition for personally identifiable results).

Met Partcp.: Yes = Met participation requirement of 95% in current year, 3-Yr = Met participation requirement of 95% based on 3-year average, TS = Too Small to be evaluated, No = Did not meet participation requirement of 95% in current year or 3-year average.

Pass %: Passing percentage on tests used to compute AYP, < = fewer than 10 students (FCPS definition for personally identifiable results).

Met AMO: Yes = Met the achievement criteria for AYP (75% in Mathematics or 77% in English); TS = Too Small to be evaluated; PP (Proxy Percent) = Met objective when the Proxy Percent (16% in Mathematics or 14% in English) was added; 3-Yr = Met the achievement criteria for AYP (75% in Mathematics or 77% in English) based on 3-year average; SH (Safe Harbor) = 10% reduction in the percentage of failures in current year in comparison to previous year, plus met AMO or improved in the other academic indicator (e.g., attendance for elementary/middle schools and science rate for high schools); No = Did not meet the achievement criteria for AYP (75% in Mathematics or 77% in English); NA = Not Applicable.

SPECIAL PROGRAMS

Student Achievement Goal—Academics

Foreign Language in the Elementary School - Spanish
Title I-Step Up Math
Title I- Step Up Language Arts
Title II- Math Resource
Math Flexible Grouping
Full Day Kindergarten
Math Challenge 24
Reading Recovery
Tutors from CACI, SRA and BWUFA
Chess Club
Geography Club/Bee
Spelling Club/Bee
Homework Club
After School SOL Program
Odyssey of the Mind
Family Literacy Program
Kindergarten Partners In Print
First Grade Literacy Night
Annual Curriculum Night
Bright Ideas
Foreign Language Experiences - FLEX

Student Achievement Goal—Essential Life Skills

MentorWorks
Positive Behavior Support
Girls on the Run
Peer Mediation
Student Helpers
Safety Patrols
WBRK
Encore Theatrical Arts Production

Student Achievement Goal—Responsibility to the Community

Student Council Association
Fifth & Sixth Grade Chorus
MLK Jr. Festival Performances
Backpack Program (weekend food)
International Night
Hispanic Informative Night
Minority Parent Forum
Outdoor Classroom
SCA Service Programs
Veterans' Day Recognition
Valentines for Troops

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 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 in mathematics at grades 3-6 through improved differentiation of math instruction, integration of problem solving and higher order thinking skills.

RATIONALE FOR OBJECTIVE:

Data Sources:

- Mathematics SOL data for the 2007-2008 school year showed increases in the overall achievement of students across all subgroups.
- A three year analysis (2006-2008) 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 67%, 59%, 72%, Hispanic students 54%, 55%, 65% Students with Disabilities 47%, 47%, 58%, Students identified as disadvantaged 58%, 60%, 67%, and Limited English Proficient students 63%, 65%, 75%.
- Based on the SOL data from the year 2007-2008, the instructional strategies implemented positively impacted student achievement. Therefore, our objective is to further increase student achievement by increasing the use of and furthering our understanding of best instructional practices in mathematics.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

Upon review of the 2007-2008 School Improvement Plan results and strategies implemented, we identified a number of strong achievements. Many of our teachers have successfully implemented the active learning portion of the LEARN model. This was accomplished through coaching, planning and co-teaching provided by our Title I and Title II math resource teachers, which were new resources provided last year. Based on a school-wide inventory we purchased, reorganized, and redistributed our math manipulatives. This allowed all teachers to have grade-level appropriate materials, which assisted teachers in implementing a more hands-on, engaging math environment. During the 2007-2008 school year, we initiated *Every Day Counts Calendar Math* in all classrooms K-6. With monthly staff development support from the Title I Office for select grade levels, we were able to successfully integrate higher level questioning in order to promote mathematical thinking. As a result of all of these initiatives our students' SOL scores have increased in all subgroups.

Weaknesses:

Although our subgroups have increased overall, a review of the 2007-2008 SOL data indicated that four of the five AYP subgroups met the Annual Measurable Objective through Safe Harbor, or a reduction of the failure rate by ten percent. Continued substantial gains in math achievement will be needed as the Annual Measurable Objective increases in subsequent years.

Limited opportunities have been provided for small group instruction, modeled problem solving, discussions incorporating math vocabulary, and assessment driven instruction. As a result of collaborative discussions with math lead teachers and resource staff, it was determined that we will continue to focus on the use of best practices for mathematics instruction.

The following focus areas for the 2008-2009 year have been shared with staff:

- Increase the use of higher order questioning through *Every Day Counts* calendar math.
- Increase active learning by incorporating more manipulatives into math instruction.
- Utilize the manipulatives and resources located in the Math Resource room.
- Emphasize math vocabulary by creating math stations throughout the building, integrating math in all subject areas, and using the vocabulary provided during *Every Day Counts* calendar math.
- Initiate intervention measures for students with needs identified through eCART formative assessments.

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 and problem-solving strategies. Zemelen, Daniels, and Hyde, 2005 recommend that mathematics teachers use activities that promote students' active involvement. Teachers should make assessment of learning an integral part of instruction and incorporate questioning strategies that stimulate open-ended mathematical thinking. When students are given opportunities to explain and justify their own thinking, while listening to the mathematical ideas of others, their understanding of mathematics strengthens.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
1.1.2	The percent of Black students in grades 3-6 passing the SOL math test will increase from 72% to 79%.
1.1.2	The percent of Limited English Proficient students in grades 3-6 passing the SOL math test will increase from 75% to 79%.
1.1.2	The percent of Economically Disadvantaged students in grades 3-6 passing the SOL math test will increase from 67% to 79%.
1.1.2	The percent of Hispanic students in grades 3-6 passing the SOL math test will increase from 65% to 79%.
1.1.2	The percent of Students with Disabilities in grades 3-6 passing the SOL math test will increase from 58% to 79%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in mathematics at grades 3-6 through improved differentiation of math instruction, integration of problem solving and higher order thinking skills.							
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 the use of higher order questioning through <i>Every Day Counts Calendar Math</i> .	Math Resource Team and Instructional Services' Title I Staff		x	x	x	x	Teachers will meet monthly with calendar math specialists during PLC time. Implementation of strategies will be monitored through classroom observations.
2. Implement the active learning portion of the LEARN model.	Instructional Coach Math Resource Team (incl. SUM, Math Leads) Administrators	Partner Games from <i>Everyday Counts</i> <ul style="list-style-type: none"> • \$1500 = 5 teachers working 20 hours each in order to set up and create the games Materials for Math Resource Room \$1050 Staff development opportunities in November, January, February, and March	x	x	x	x	Implementation of active learning will be monitored through classroom observations. Frequency of manipulative check-out in the math resource room will be monitored through ACIS. Math Resource team will introduce Partner Games during each team's October PLC time and monitor progress by revisiting it at the monthly Calendar Math PLC meeting.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in mathematics at grades 3-6 through improved differentiation of math instruction, integration of problem solving and higher order thinking skills.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<p>What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i></p>	<p>Person(s) who will monitor the strategy.</p>	<p>What materials will be used to implement the strategy? What are the costs?</p>	<p>Check the projected quarter for implementing the strategy this school year.</p>				<p>How we will monitor progress.</p>
			<p>1st Qtr.</p>	<p>2nd Qtr.</p>	<p>3rd Qtr.</p>	<p>4th Qtr.</p>	
<p>3. Build background knowledge through the use of direct vocabulary instruction.</p>	<p>Instructional Coach Classroom teachers Math Resource Team (incl. SUM, Math leads) ESOL team, Assistant Principal</p>		<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>Planning for vocabulary instruction will be shared at PLC time and throughout staff development opportunities.</p> <p>During PLC meetings, strategies will be shared based on observations and conversations at other FCPS schools (e.g. Graham Road)</p>
<p>4. Create intervention measures to support students identified through common formative math assessments.</p>	<p>Instructional Coach Classroom teachers Math Resource Team (incl. SUM, Math leads) After School Director ASRP Director</p>	<p>Personnel/Transportation Resources-After School Programs • \$8,650</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>eCart catalogue tests will be used to identify students and monitor their progress.</p> <p>The after school programs will be monitored through student participation, classroom observation, and anecdotal records.</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.

- | | |
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| <input 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: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)* Increase student achievement in language arts at grades K-6 through implementation of balanced literacy components, strategy instruction, and the use of formative assessments.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

- English SOL data for 2006-2007 showed inconsistent pass rates for all students in grades 3-6 with third grade scores decreasing from 81% to 77%, fourth grade increasing from 75% to 77%, fifth grade decreasing from 80% to 67%, and sixth grade decreasing from 89% to 73%. All grade levels did increase their overall pass rates from 2007-2008. Grade 3 increased from 77% to 81%. Grade 4 increased from 77% to 83%. Grade 5 increased from 67% to 82%. Grade 6 increased from 73% to 79%.
- A three year analysis (2006-2008) of SOL subgroup data in English showed an initial decrease in pass rates from 2006-2007 and then an increase from 2007-2008. Black students: 76%, 67%, 74%, Hispanic students: 71%, 63%, 78%, Students with Disabilities: 57%, 57%, 85%, Students Identified as Disadvantaged: 67%, 62%, 76%, Limited English Proficient Students: 71%, 63%, 78%.
- Instructional Walk through data from 2005-2006 showed inconsistent use of current balanced literacy components in grades 3-6.

- SOL Writing pass rates in grade 5 had declined from an 80% pass rate in the Spring of 2006 to a 75% pass rate in the Spring of 2007, and increased in 2008 to 79%.
- DRA results from 2006-07 showed that 80% of first graders were reading at or above benchmark, and 85% of second graders were reading at or above benchmark. Results from the revised version of the DRA from 2007-08 showed that 78% of first graders were reading at or above benchmark, and 78% of second graders were reading at or above benchmark.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

All AYP subgroups in grades 3 – 6 met the Annual Measurable Objective for the 2007 – 2008 school year. Co-teaching was initiated in most classrooms, providing additional staff to support balanced literacy instruction. A literacy team of reading specialists and literacy resource staff was formed and met regularly with administrative staff. The literacy team developed and communicated common expectations for language arts instruction, drafted a school wide assessment plan, facilitated literacy conversations with classroom teachers, and assessed needs for improvement of our language arts program.

Weaknesses:

Based on our 2005-2006 Instructional Walkthrough and literacy conversations that took place with every language arts teacher during the 2007-2008 school year, we have prioritized six focus areas for language arts instruction:

- Shared reading/writing
- Modeled reading/writing
- Thinking aloud
- Guided Reading (with special attention to at-risk readers)
- Anecdotal notes
- Use of assessment items similar to the SOL

Focus needs to be given to:

- Nonfiction reading across content areas
- Using the DRA and other types of formative assessment to guide our instruction
- Writer's Workshop
- Talking and writing about books to increase reading comprehension skills

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. Teacher provide for these experiences by creating reading and writing workshops in their classrooms. Research also shows that assessment involves collecting information about or evidence of students' learning as a continual and integral part of quality teaching.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1	The percent of Black students in grades 3-6 passing the SOL English Test will increase from 74% to 81%.
1.1.1	The percent of Limited English Proficient students in grades 3-6 passing the SOL English Test will increase from 78% to 81%.
1.1.1	The percent of Economically Disadvantaged students in grades 3-6 passing the SOL English Test will increase from 76% to 81%.
1.1.1	The percent of Hispanic students in grades 3-6 passing the SOL English Test will increase from 78% to 81%.
1.1.1	The percent of Students with Disabilities in grades 3-6 passing the SOL English Test will increase from 85% to 87%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in language arts at grades K-6 through implementation of balanced literacy components, strategy instruction, and the use of formative assessments.							
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. Implement comprehension strategies as referenced in <u>Strategies That Work</u> and <u>Reading with Meaning</u> using fiction and nonfiction resources in a balanced literacy model.	Literacy Team (Instructional Coach, SULA teachers, Reading teacher) Administrators	<u>Reading with Meaning</u> books for Kindergarten Team- \$125	X	X	X	X	- Teachers will self-assess using a continuum of awareness -Students in grades K-6 will increase their comprehension proficiency levels as demonstrated on the DRA Assessment. These results will be kept on a school based spreadsheet. -PLC Meeting Notes showing evidence of strategy work -Student produced artifacts -Analysis of current student work at PLC meetings
2. Implement a yearlong K-6 reading assessment plan	Literacy Team		X	X	X	X	The Literacy team will organize common assessments by grade level. A written plan will be revised and implemented during the 2008-2009 year
3. Facilitate literacy planning and coordinate professional development	Administrators Literacy Team	-Sub money for professional development days - Best Practices in Grading Workshop -opportunities for peer observation	X	X	X	X	-Team SMART goals -PLC meeting notes showing evidence of literacy planning -Written Staff Development plan

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

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. Use the DRA, informal assessments and PLC meetings to collect data and inform instruction	K-6 Classroom teachers and co-teachers, Literacy Team, Administrators		X	X	X	X	Online school based spreadsheet will indicate individual student progress, during PLC meetings, teams will discuss DRA instructional implications and its use as a formative assessment, use of eCART to inform instruction
5. Revisit the Lucy Calkins <u>Units of Study for Primary Writing</u> program during Writing Workshop	Grades 1 & 2 classroom teachers and co-teachers		X	X	X	X	Teams will review work samples and share instructional strategies through grade level meetings, vertical articulation, and PLC meetings
6. The Literacy Team will develop a year long 3-6 writing instruction and assessment plan	Literacy Team	Planning day for literacy team	X	X			By midyear, the literacy team will develop a year long plan for enhancing writing instruction in grades 3-6

STUDENT 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.

- | | |
|---|---|
| <input checked="" type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 Work effectively within a group dynamic. | <input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input checked="" type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> 2.7 Develop practical life skills. |
| <input checked="" type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> 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: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

- According to the Benchmarks Of Quality (BOQ) survey, administered to staff in the spring 2008, Positive Behavior Support (PBS) features remain in place, placing the school in Stage 4: Fluent and Sustaining.
- SASI discipline data was analyzed to determine areas of focus.
 - The majority of Office referrals made in 2007 were due to Minor Physical Altercations, Disrespect, and Classroom Disruptions.
 - The majority of the offenses occurred in the classrooms.
 - Informal feedback and teacher anecdotal comments indicate that there is ongoing concern over poor homework and class work completion.
 - Additional concern indicates a need to develop a system for addressing yellow zone students.

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. 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 through the use of visual displays. The behavioral expectations are taught. There is an ongoing system for rewarding behavioral expectations through individual, whole class, and school wide reinforcers that has 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, with 100% agreement between staff and administrators on which behaviors are classroom managed and those that are office managed. Monitoring and decision-making is accomplished through the use of SASI as a recording system. Management of the PBS system is accomplished through a team with representative school staff and administrators regularly in attendance. District-level support is provided, with a school based behavior support coach and a PBS team leaders serving as teachers at the school level.

Weaknesses:

Implications for improvement from the Benchmarks Of Quality Survey are that Brookfield staff should consistently re-teach the expectations for behavior through common lessons. Staff training on continuous use of the Major Office Referral and Minor Incident Report form should be provided. Consistent review of discipline data to focus on problem areas will guide the work of the PBS team. There is a need to enhance our understanding of students identified as red, yellow, or green zone students. A check-in, check-out program will be implemented to address the needs of yellow zone students. In addition, a common understanding of how homework and class work affects grades, will be implemented, to better support students who would benefit from this system. Red zone students will continue to receive support through school-based support systems, such as Behavior Intervention Plans (BIP).

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.

Targeted Intervention is a specialized group system to address students with a range of 3-7 referrals per year. Targeted Intervention addresses the needs of students with at-risk or significant behavior problems. Targeted Intervention systems, as documented by March & Horner 1998, are connected to school-wide expectations and are based on a brief functional assessment of the behaviors, a student-parent-school contract, and individualized, daily monitoring. Targeted Intervention systems work through improved structure for students by consistent prompts throughout the day for correct behavior, linking the student with at least one adult, increased contingent feedback, and the development of self management skills.

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	From the first quarter of the 2008-2009 school year to the fourth quarter of the 2008-2009 school year, the percentage of targeted intervention students (3 – 7 office referrals) will decrease by 33%.
2.1	From the first quarter of the 2008 – 2009 school year to the fourth quarter of the 2008 – 2009 school year, the percentage of targeted intervention students with a grade of “N” in the category of “Follows Through on Assignments” on their progress report will decrease by 33%.

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.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Sustain PBS elements by communicating common expectations to new staff and varying reinforcement strategies used with students.	PBS Committee & New Colleagues' Mentors	Brookfield Bonanza Box \$100; stickers \$250; combined Minor Incident Report & Referral forms \$300 School wide rewards – \$1,000 PTA funding	X	X	X	X	PBS meeting notes and staff meeting agenda will reflect efforts to sustain PBS.
2. Use of monthly data analysis to drive decision-making for intervention strategies.	PBS Committee, all staff, SASI Operator		X	X	X	X	Monthly graphs provided to PBS team for analysis and strategy development, with regular reports at staff meetings
3. Develop and implement the Bronco Club, a school-wide, check-in, check-out prevention program for students who are starting to engage in problem behavior.	PBS Committee (Data Subcommittee), Inclusive Schools Resource Teacher, Administrators, Counselors, all staff				X	X	Student progress will be monitored regularly using a shared spreadsheet.
4. Implement grade level homework/grading policies that are uniform from grades K-6.	PBS Committee, Team Leaders, Administrators, all staff	<u>Best Practices in Grading</u> \$75.00		X	X	X	Articulation across all grade levels of revised homework and grading policies

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: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

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 2004-2005 school year, students raised funds for school supplies for victims of the Tsunami and collected funds for Katrina victims.
- During the 2004-2005 and 2005-2006 school years, some students participated in a pen pal project with a Marine Corp unit deployed in Iraq and participated in a letter writing campaign to the Veterans' Administration Nursing Home in Richmond, VA.
- During the 2006-2007 and 2007-2008 school years, voluntary classes participated in the *Valentines for the Troops* project.
- 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.

The Brookfield school community is impacted by economic conditions, as evidenced by an increase from 31.3% to 40% of students receiving free and reduced lunch from 2004 to 2008. In response these internal support projects have been developed:

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

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

Building upon programs that are already established within the school, there is a significant desire among the school community to help the students understand the reasoning behind the programs offered. 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, students have had a chance to practice the duties, responsibilities and rights of citizenship in a democratic society by participating in annual SCA elections of school officers. During the 2007 – 2008 school year, students in the primary grades voted for Student Council Association officers for the first time. Additionally, all students have had multiple opportunities to participate and reflect on school wide and/or class initiated service projects.

Weakness:

Students have had opportunities to participate and reflect on service projects. However, data accumulated from the 2007-2008 school year indicated that most service opportunities and reflection were initiated as a school wide or class activity. Additionally, many of the reflection activities were found to be letter writing projects. To broaden students' awareness of global needs, we will expand our focus from service projects to service learning, and encourage students to take greater ownership in regard to volunteering.

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.

A summary of research on service learning from 1990 to 2000, published in the Phi Delta Kappan, defines service learning as “a teaching strategy that explicitly links community-service experiences to classroom instruction.” The article indicates that “evidence...is building to support the field [of service learning].” The summary concludes that service learning has “a positive effect on the personal development of public school youths,” “a positive effect on students’ interpersonal development and the ability to relate to culturally diverse groups,” “helps students acquire academic skills and knowledge,” and “helps develop students’ sense of civic and social responsibility and their citizenship skills.” Additionally, the article states that service-learning “leads to more positive

perceptions of schools and youths on the part of community members.” (Bellig, 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

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.1, 3.2	By June of 2009, students' participation in service learning opportunities will increase from 94% to 97%, as indicated by each teacher's Service Learning Participation Graph.
3.1, 3.2	By June of 2009, students' participation in service learning will increase from 70% to 80%, as evidenced through reflection activities and projects recorded in each teacher's Service Learning Participation Graph.
3.1, 3.2	By June of 2009, a baseline of 25% of Brookfield students will perform service to the community beyond those offered as a school-wide or class activity, as evidenced by student log entries.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY 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. Provide orientation for staff to successfully initiate the Planet Aid project.	Planet Aid personnel, Goal 3 chairs	Provided by Planet Aid		X			Goal 3 subcommittee will conduct a turn around training for school staff.
2. Implement a student reflection component to the Planet Aid project relative to needs within the global community.	Student Council Association, Teachers, Students	Charts, Posters, Writing Journals		X	X	X	Teachers will monitor student participation with a school wide service log. Teachers will assess individual understanding through responses to Planet Aid lessons.
3. Focus on curriculum connections in social studies, science, and health to make deliberate efforts to discuss whether basic life needs were met or unmet.	Classroom Teachers, Physical Education Teachers	Interactive Notebooks, Trade Books, Instructional Gateways, United Streaming, TMP Center Posters, Standards of Learning, Program of Studies, E-Cart, Scholastic News	X	X	X	X	Grade level projects, assessments, and letter writing campaigns will reflect student understanding of link between basic needs and standards taught.
4. Provide regular WBRK updates regarding status of various learning projects and student reflections.	WBRK staff, Teachers, Student Council Association, Goal 3 Subcommittee	Camera, Charts, Visuals to display events	X	X	X	X	A minimum of one student per quarter will be highlighted on WBRK to describe his/her personal service experience. One time per quarter WBRK will provide updates on service opportunities available within the community.

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.	
5. Initiate Brookfield Service Learning Awards.	Art Teacher, Teachers, Administrators, PTA, Goal 3 subcommittee	Art supplies, certificates, t-shirts Cost- \$500	X	X	X	X	Goal 3 subcommittee will collect service logs and individual time log sheets from teachers. Subcommittee will be responsible for tracking service hours.
6. Implement an individual time log to track students' community service.	Goal 3 subcommittee, Teachers Parents	Log Sheets	X	X	X	X	Goal 3 subcommittee will collect individual time logs from teachers. Subcommittee will be responsible for tracking student hours of community service.