Franklin Pierce Schools
School Improvement Plan
2016-2017

School: Brookdale Elementary	Date Submitted:
Choose one:	

Title I Targeted Assistance	Title I Schoolwide	Non-schoolwide LAP

1. **School Demographics**

Student Demographics

Enrollment
October 2015 Student Count	496
May 2016 Student Count	492

Gender (October 2015)
Male	244	49.2%
Female	252	50.8%

Race/Ethnicity (October 2015)
Hispanic / Latino of any race(s)	111	22.4%
American Indian / Alaskan Native	4	0.8%
Asian	28	5.6%
Black / African American	34	6.9%
Native Hawaiian / Other Pacific Islander	43	8.7%
White	184	37.1%
Two or More Races	92	18.5%

Special Programs
Free or Reduced-Price Meals (May 2016)	405	82.3%
Special Education (May 2016)	49	10.0%
Transitional Bilingual (May 2016)	46	9.3%
Migrant (May 2016)	1	0.2%
Section 504 (May 2016)	10	2.0%

Other Information (more info)
Unexcused Absence Rate (2015-16)	715	1.1%

2. Summarize the key findings of your Comprehensive Needs Assessment, including information for each of the areas below:	
Survey Results:	
Parent/Community Perceptions	Overall, families have positive feelings toward Brookdale • 99% say staff works hard to create a positive school atmosphere • 99% say their child feels capable & successful at school • 97% say the SLC helped them to understand their students' educational progress
Student Perceptions	Overall, students (2nd-5th) have positive feelings about attending Brookdale • 90% say the SLC helped them set learning goals • 79% say they feel safe in classrooms • Students report that they are taught how to behave responsibly throughout the building – classroom, recess, breezeways, etc. • Depending on the area, 45%-90% of students feel they are treated with respect and treat others with respect throughout the building.
Staff Perceptions	Staff perception data was collected in the spring 2016 using the Staff Perceptions of Behavior & Discipline survey. • 60% of staff say the climate is positive • 82% of staff are satisfied with their job • 82% trust the administrator's ability to lead through change • 90% believe they have time to teach behavioral expectations • 92% of staff understand that it is important to teach students how to behave at school

SBA- ELA

	3rd	4th	5th
ELA	40	55(49)	63(52)
Math	36	55(43)	55(42)

Academic Strengths:	*Strong cohort of incoming kindergarten students *4th & 5th graders showed improvement over the prior year in SBA ELA scores *Tiered support – interventions and replacement core are in place. Identified students receive 20-40 minutes of tiered interventions daily.
Academic Weaknesses:	*When looking at a cohort, SBA math scores declined or were flat over the previous year's
3. Complete the SMART goal and Action Plan for your achievement (separate document).	
See below	
4. Describe how your school provides high quality, ongoing professional development for all staff, including paraprofessionals and parents, as appropriate. Limit your narrative to staff development activities that are school specific, assuming the district's staff development plan	

will cover all other activities. Include how professional development is aligned with state academic achievement standards.
We provide timely, embedded ongoing professional development for school staff via our Instructional Coach and principal. Teachers and instructional staff receive data-based feedback on their performance and tools and resources for improvement. Teachers participate in book studies around topics related to their field and/or State Standards. The coach also provides program-specific professional development. We provide parenting classes and offer events before and after school to help parents partner with us in supporting student success. For students who are struggling, we will have individual meetings with parent participation and include the parent's role in the action plan.

5. **Describe strategies your school uses to increase parent involvement. Including** • **Holding an annual meeting to explain Title I/LAP requirements,** • **Holding regularly scheduled meetings at flexible meeting times,** • **Providing individual student academic assessment results, including an interpretation of those results to parents,** • **Explain curriculum, assessment, and proficiency levels, AND** • **Providing strategies to increase effective parental involvement, especially family literacy services.**
During fall Student-led conferences teachers review student assessment results with families. We send out information in the newsletter and solicit parent input at monthly parent meetings and at our PTA meetings. We also survey our parents as to the best ways to reach them as well as to gather information on how we can improve serving students and families. The data from these surveys will serve as a catalyst for planning parent/family events to increase family involvement. We offer parent events and meetings before and after school as well as in the evenings. Each fall and spring parents attend student-led conferences during which the students share their academic assessment results to their parents with the teacher available for questions and support. These meetings include information about curriculum, assessment and proficiency levels.

6. **Describe how programs in you school address the needs of all children in the school, with emphasis on how you serve and improve the achievement of your most in-need students (particularly the needs of low-achieving students, those at risk of not meeting the State's content and academic standards, and historically under-served populations.**
We use a Response to Intervention model to identify students who need additional support. This data also helps identify what type of support to offer. We are focusing on providing more cohesive support for our low Tier 2 and Tier 3 students. We are working to align instruction to ensure Limited English students receive rigorous instruction designed to meet their needs. We are in the second year of an adoption of a comprehensive ELA program and have scheduled Intervention time during the day to provide Tier 2 students with evidence-based interventions. In math, we use the Math Expressions program a program aligned to the State Standards in math. When students are not successful with tier 1 instruction the MTSS team monitors with the possibility of moving students to an alternate core program that may better meet their needs.

7. **Describe how the programs assist preschool children in successful transitions between grade levels. (e.g. preschool/early childhood programs to elementary school programs)**

Kindergarten teachers meet with the Head Start and/or Preschool teachers in the spring to get information that will help support students in the transition, identify supports that need to be in place on day 1 and place them appropriately. Kindergarten teachers also meet with incoming parents in the spring to provide ideas and activities for use at home to further support the transition from preschool to kindergarten. Kindergarten teachers are involved in the WaKIDS program, assessing incoming Kinder students' readiness skills. Kindergarten staff will meet with families individually during the first three days of school to discuss goals and ways to ensure their child's success.

8. **Describe how programs in your school coordinate and integrate with any federal, state, and local services. Include a list of such programs that are consolidated and integrate into your school program.**
   - **Title I**
   - **LAP**
   - **Safe and Drug Free Learning Environment**
   - **Title II D Enhancing Education Through Technology**

We are a LAP school. We currently have one LAP Reading Teacher and one LAP Math teacher. They work with our students in tiers 2 and 3 providing core replacements and/or interventions. We also have paras that support this work as well.

9. **Describe the methods that are utilized to assist teachers in collecting and analyzing individual student achievement data.**

Teachers use a variety of data including formative and summative assessments to measure student progress, design instructional groups and drive instruction. School-wide screening data, in-program assessments, and classroom observations all contribute to the collection of data and the implementation of appropriate instruction. Teachers meet on a weekly basis to analyze the data in their Professional Learning Communities (PLCs). The principal, counselor, Instructional Coach, & Learning Specialist meet with grade level throughout the school year to review and analyze data. In addition, we conduct Data Review meetings 3 times a year to analyze Benchmark data and update instructional needs of students.

10. **Describe how your school meets your annual goal of increasing attendance, and reducing chronic absenteeism.**

We continue to work on improving attendance. Students receive monthly, at the trimester, and yearly incentives and recognition from the principal for good (no more than 1 incident – tardy, early dismissal, or absence) and perfect attendance. Individual classrooms are also provided incentives for reducing absences. With a full-time counselor we are better able to monitor students with attendance concerns to ensure all is being done to reduce absenteeism. The attendance secretary, counselor, and principal meet twice a month to review attendance data, monitor students, and develop plans for students with attendance concerns. The counselor meets regularly with students with chronic absences to ensure that the school is doing everything possible to improve attendance.

11. **Describe how your school meets your annual graduation rate goal.**
    (High School, grades 9-12 only)

N/A

12. If your school did not achieve the 95% State Assessment participation rate for all students and subgroups, please describe how this rate will be achieved this year. Please include how your school will establish effective testing environments, identify testing strategies and test preparation activities, and include your testing schedule.

N/A