



March 24, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Brooklands Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal, Teresa Simonetti for assistance.

AER is available for you to review electronically by visiting the following web site <http://bit.ly/2FjempJ> or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Brooklands has not been given one of these labels. We have continued to make improvements in the development of each of our building and grade level goals toward the long range goal that concludes 2018. We will continue to focus our efforts on reading, writing and math goals for the next three years through 2021. Our Data Days meeting time provides a collaborative structure where teachers are able to conduct data analysis and make appropriate instructional decisions for students based on need. Our School Improvement Leadership Team has balanced representation from all the stakeholders, grade levels, and programs and is charged with making building decisions.

Areas to improve: Continued development and implementation of an effective and efficient English as a Second Language program integrated into the general education classrooms and specials classes. Continued and focus on closing the achievement gap while still providing differentiated instruction for high leveled learners.

Process for Assigning Pupils to the School

Students continue to be assigned to schools by grade level according to the district attendance boundaries. Students residing in the district may request open enrollment in a school other than the one to which they are assigned during the Open Enrollment period. Open enrollment is approved on the basis of staffing and capacity in the building. Struggling high school students are identified and assigned to the Alternative Center for Education (ACE) through the District's intervention model.

Status of the 3-5 Year School Improvement Plan

During the 2017 – 2018 school years, implementation of the Brooklands mission statement continued to be a vital and integral part of our school community. The staff at Brooklands continued to fine tune the school improvement process to reflect the qualities of a professional learning community. The consistent leadership of two SIP co-chairpersons, working with the principal and staff for the 2017-2018 has allowed the school to make great gains towards building goals. Information was shared between grade level team members throughout the year to improve student achievement under the careful guidance of the administration and SIP Co-Chairs. Teachers focused on student achievement, data analysis and by identifying four common assessments and writing SMART goals for each grade level. Each SMART goal was aligned with the building goals which drove instruction for all Brooklands students. The academic areas of reading, writing and math were examined using multiple sources of data to create school improvement goals for the building. Throughout the year, the instructional staff also examined data in grades K-5 based Fountas and Pinnell assessment in literacy and IReady. Math data is collected through common assessments as well as I Ready. Both of these pieces gave the teachers timely data to drive instruction.

The SIP goals for the 2017-2018 were:

GOAL #1: 85% of all Brooklands students will reach end of year grade level proficiency on Fountas and Pinnell assessment and 85% of students included on state assessment will score proficient or equivalent on M-Step 2017-2018.

GOAL #2: 85% of all Brooklands students will achieve a 3 or higher out of possible 4 on the holistic rubric of the post-test narrative and informational writing assessments 80% of all students will score proficient or equivalent on M-Step 2017-2018.

Goal # 3: 85% of all Brooklands students in grades K-3 will achieve a 75% or higher score "on grade level" on the iReady math assessment. Grades 4-5 will achieve a 75% or higher on EM4 math assessments. 80% of students included on state assessment will score proficient or equivalent on the M-Step 2017-2018.

We are pleased to report that we achieved most of the aforementioned goals this year. The Brooklands staff has worked diligently to analyze student learning data and use this data to inform educationally sound decisions to support student learning; this was accomplished through monthly grade level collaborations over the course of the year and through bi-monthly TEAM meetings.

Core Curriculum

Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on, and aligns with, the Michigan Department of Education’s Michigan Curriculum Framework.

The curriculum department continues to focus on developing a Multi-Tiered System of Support to meet the needs of all students, providing alternative educational experiences for students and more flexible time for student learning beyond the traditional school day. Additional information about the District’s Core curriculum can be found at the following website: <http://www.rochester.k12.mi.us/pages/5064/general-education>.

2017-18

I Ready - Reading	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	4	5	91	95	82	100
First	12	19	69	81	62	100
Second	12	17	58	83	70	100
Third	6	7	63	93	69	100
Fourth	20	19	61	81	74	100
Fifth	37	39	56	61	93	100
Fountas & Pinnell	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	12	14	71	86	83	100
First	9	15	53	85	62	100
Second	20	29	50	71	70	100
Third	10	15	59	85	69	100
Fourth	12	17	62	83	74	100
Fifth	21	23	72	77	93	100

I Ready - Math	#	%	#	%	#	%
Kindergarten	14	16	72	84	97	100
First	49	16	72	84	86	100
Second	39	55	32	45	71	100
Third	25	36	45	64	70	100
Fourth	33	38	54	62	74	100
Fifth	39	42	54	58	89	100

Parent Teacher Conferences

Parent Attendance at Conferences	Number of Parents	Percentage of Parents
Fall Conferences – all students	469/508	92 %
Spring Conferences – request only	228/229	99 %

Points of Pride

Cultures of Thinking

Brooklands staff participated in learning about creating a Culture of Thinking with Dr. Ron Ritchhart from Harvard University. Staff have also continued their learning in staff meetings and professional development and have enculturated visible thinking.

Second year implementation of Lucy Calkins Reading and Writing Units of Study Teachers implemented the units of study through a district coaching model, through collaborative work, and district professional development.

PTA and Parent Volunteers

Brooklands takes great pride in our parent partnership in providing an exceptional education for all of our students. We have over 100 parents who volunteer on a regular basis supporting several initiatives; Math Pentathlon Club K-5, Run Club, Outdoor Classroom, and Green School Recycling.

Brooklands Health Awareness held our annual Fun Run to promote health and raise funds to support our school. PTA and many parent volunteers organized and facilitated a fall and spring Run Club for students during lunch recess. Brooklands Diversity and Cultural Heritage Committees hosted our annual International Week which represented over 20 cultures. The week consisted of many multicultural activities

including dancers from India. Cuisine from 15 different cultures was provided to the staff for a strolling lunch.

The Brooklands Bears and Giraffe Club believes that service to our school and community is very important. Last year, the Bear and Giraffe Clubs participated in several projects. They had penny wars to raise funds for the needy during the holiday season. They made posters for the Fun Run, Science Fair, recycling program as well as other activities to earn us EVERGREEN SCHOOL status with Oakland County. The clubs are open to all 4th and 5th grade students who show responsibility, good citizenship, leadership, and a commitment to helping their school and community.

Brooklands Elementary Reflections Contest was well represented in the PTA Reflections Contest. Outstanding examples of photography, art, music, media presentations and writing composition were created by talented students. All students that participated were recognized with a special evening award event at the school and five students placed at the district level and two students placed at the state level.

Science Fair In the month of March, Brooklands held the tenth annual Brooklands Science Fair with tremendous success. Under the directions of the PTA, this well planned event attracted 150 entries from students in grades K-5. A day of classroom viewing was followed by a parent reception in the evening. Community members, past Brooklands alumni and professionals volunteered their time to interview the students about their projects and award participation ribbons.

Clubs at Brooklands In 2017-2018, Brooklands was able to offer many before and after-school club activities facilitated by teachers and parents that volunteered their time to enrich the lives of students. These clubs include Drama Club and Math Pentathlon. Each club had excellent participation.

Bear Dens – Positive Behavior Intervention Supports (PBIS) Brooklands encourages respect, Responsibility, and Integrity and this phrase is the pillar of the Brooklands Bear Dens. This new initiative highlights the importance of character and building a sense of community within the school and is a valuable supplement to Brooklands PBIS (Positive Behavior Intervention and Support Program) which has been in place for over four years.

On Bear Den Fridays, students travel to their dens to gather with their new found friends and den leader to participate in a variety of activities to build which is followed by a character development lesson related to respect, responsibility, or integrity. From the para-educators of Brooklands to the ever supportive parents, this whole school initiative has brought forth a new and innovative way to reach our student's and support character development all the while deepening the students' and staff's commitment to a true sense of community. This initiative was awarded the "Bright Idea Award" by the Rochester Community PTA Council during Founders Day in February 2016.

Brooklands Donates to the Community and World in the 2017-2018 school year, the Brooklands staff, students and families, contributed to the local community and world at large. This past year students donated over 100 pounds of candy during the PTA sponsored, "Sweets for Soldiers" drive during Halloween. A clothing drive collected five large boxes of clothing, blankets, sheets and towels for Neighborhood House. Toiletries were also collected for the Blessing in Backpack organization. Students made and delivered blankets for children that were hospitalized. School supplies were collected and donated to schools in Pontiac, Michigan.

Brooklands continued with the following programs: District Art Show, Grade Level Enrichment Programs, Authors in April, and district Sparkle Awards.

Brooklands Elementary is a caring community which encourages respect, responsibility and integrity while striving to excel in learning for all students.

Sincerely,

A handwritten signature in cursive script that reads "Teresa Simonetti".

Teresa Simonetti
Principal

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