



February 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 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 Sara Crowley for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3kA3h7c> or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

Brooklands Elementary school improvement initiatives will continue to address areas of need identified by multiple indicators of data. Based on current data analysis from local and state assessments, Brooklands' challenge is to make improvements in the areas of reading and math, specifically with populations identified by school data. Staff at Brooklands will continue to develop analysis skills in order to be able to use data to plan for targeted instruction through a multi-tiered system of support. We continually work to address student achievement in our school and have implemented the following interventions: Reading Recovery, Leveled Literacy Intervention through our Learning Consultant program, instructional coaching models, iReady instructional modules, Special Education Language! Program, and targeted core instructional math supports within the classroom, as appropriate, to improve the achievement of all students in the school.

State law requires that we also share the following information.

**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.

## 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>.

## Status of the 3-5 year School Improvement Plan

Our school improvement this past year continued to focus on the elements of becoming a Professional Learning Community and implementing strategies to address our building goals. Goals included growth in math as measured by diagnostic results and growth in reading proficiency as measured by comparison of diagnostic results over the course of the year. Professional development, including monthly grade level data meetings, was used to gather data to ensure learning for all students. Brooklands continues to support the social and emotional needs of our students by focusing on core character values as outlined in the Positivity Project lessons.

### iReady Aggregate Achievement results 2020-2021

On grade level percentages Reading

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	100	88	67	88	50	88	N/A	100	94
1	58	64	64	42	50	83	0	60	64
2	60	60	0	38	25	100	N/A	66	61
3	81	78	80	59	25	63	0	100	84
4	70	48	30	38	17	63	N/A	33	58
5	59	60	0	32	22	80	N/A	47	59

Below grade level percentages Reading

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	0	12	23	12	50	12	N/A	0	6
1	42	36	26	58	50	17	100	40	36
2	40	40	100	62	75	0	N/A	34	39
3	19	22	20	41	75	37	100	0	17
4	30	52	70	62	83	37	N/A	67	42
5	41	40	100	68	78	20	N/A	53	41

On grade level percentages Math

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	78	79	67	55	0	75	N/A	0	80
1	47	68	45	27	50	83	0	40	60
2	57	60	67	34	50	100	N/A	66	58
3	72	59	60	30	0	88	0	66	61
4	79	78	70	62	50	75	N/A	66	78
5	67	63	0	50	22	100	N/A	67	62

Below grade level percentage Math

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	22	21	33	45	100	25	N/A	100	20
1	53	32	55	73	50	17	100	60	40
2	43	40	44	66	50	0	N/A	34	42
3	28	41	40	70	100	12	100	34	39
4	21	22	30	38	50	25	N/A	34	22
5	33	37	100	50	78	0	N/A	33	38

### **iReady Aggregate Achievement results 2021-22**

On grade level percentages Reading

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	95	68	88	94	100	100	100	67	96
1	83	82	38	79	44	77	0	66	85
2	68	75	73	59	54	100	0	33	69
3	82	79	80	54	42	100	100	100	78
4	70	41	63	47	36	83	100	34	61
5	57	52	29	35	33	69	100	33	51

Below grade level percentages Reading

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	5	32	12	6	0	0	0	23	4
1	17	18	62	21	66	33	100	44	15
2	32	25	27	41	46	0	100	77	31
3	18	21	20	46	68	0	0	0	22
4	30	59	37	53	64	17	0	67	39
5	43	48	71	65	77	31	0	77	49

On grade level percentages Math

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	82	46	46	84	82	86	67	67	90
1	70	82	63	57	44	92	0	33	72

2	65	76	63	46	46	100	0	67	70
3	47	72	80	25	41	100	50	80	56
4	75	75	63	44	27	94	0	50	70
5	64	75	57	60	33	69	50	33	71

Below grade level percentage Math

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	18	54	54	16	18	14	33	33	10
1	30	18	37	43	66	8	100	67	28
2	35	24	37	54	54	0	100	33	30
3	53	28	20	75	59	0	50	20	44
4	25	25	37	66	73	6	100	50	30
5	36	25	43	40	77	31	50	77	

### Parent teacher conferences 2020-2021

Parent teacher conferences	Number of students	Percent of students represented at parent teacher conferences
2020-2021	388	97
2021-2022	495	95

### Points of Pride

- Brooklands Elementary school theme for the 2021-22 school year was “Stick Together”, framing the elements of the foundation of a strong team.
- Teachers worked collaboratively together to ensure instruction met student needs through regularly scheduled common planning time and grade level team meetings with the principal, learning consultant, and ancillary staff that all work together to support students.
- The Brooklands Bears and Giraffes Club believes that service to our school and community is very important. This club is open to all 4th and 5th grade students who show responsibility, good citizenship, leadership, and a commitment to helping their school and community. Last year, the Bears and Giraffes Club participated in several projects, including a clothing drive, sponsorship of a leaderdog, and fundraising to help refugee support efforts.
- Brooklands formed new Robotics clubs and teams participated in Lego First Robotics Challenges.
- Brooklands teachers began learning around Deep Learning, and exploring new ways to engage students centered in equity and access for all.
- Brooklands fifth graders demonstrated leadership by serving on the Safety and Service squad.
- 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.
- Brooklands Elementary has a well-implemented PBIS (Positive Behavior Intervention System) in place. Brooklands encourages Respect, Responsibility, and Integrity and recognizes these efforts by students with Positive Paw prints. Weekly acknowledgements and celebrations reinforce the value placed on these virtues, and is a central component of our school culture. This initiative highlights the importance of

character and building a sense of community within the school and is a valuable supplement to Brooklands PBIS.

- The Positivity Project continued this past year as a tool to support social emotional needs of students. Teachers utilize a number of teaching tools and lessons surrounding the weekly focus, which also aligns with PBIS. Resources are also available for families to engage in at home with their students. This has been a wonderful addition to our daily practice and supports for students.
- Authors in April was held with great success, and we had teachers and students recognized at the RCS District Sparkle Awards.
- Brooklands Elementary is a caring community which encourages respect, responsibility and integrity while striving to excel in learning for all students.

It has been an exemplary year at Brooklands, both academically and socially. We are proud of each and every one of our school family members. Our amazing students, supportive families, and dedicated staff make Brooklands a wonderful place in which to learn and grow.

Sincerely,

Sara Crowley  
Principal  
Brooklands Elementary