

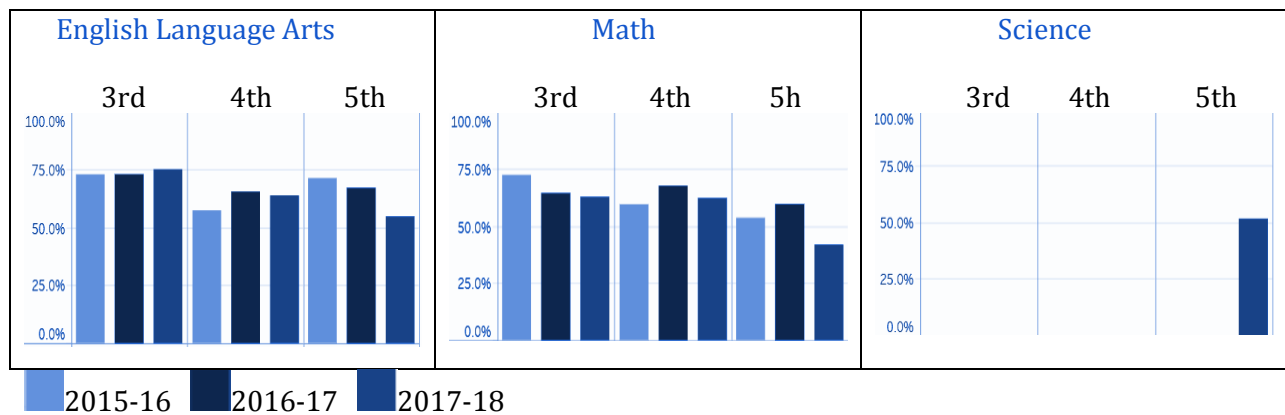
# 2018-19

## L.P. Brown

### School Improvement Plan

<b>Enrollment</b>	<b>379</b>
<b>Free/Reduced Lunch</b>	<b>55.2%</b>
<b>Special Services</b>	<b>20.6%</b>
<b>English Learners</b>	<b>3.4%</b>
<b>Unexcused Absence Rate</b>	<b>1.192%</b>

#### WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



#### English Language Arts

GL	2015-16	2016-17	2017-18
3 <sup>rd</sup>	72.5%	72.6%	74.9%
4 <sup>th</sup>	57.0%	65.3%	63.8%
5 <sup>th</sup>	71.0%	66.6%	54.8%

#### Math

GL	2015-16	2016-17	2017-18
3 <sup>rd</sup>	72.0%	64.2%	62.5%
4 <sup>th</sup>	59.1%	67.2%	62.2%
5 <sup>th</sup>	53.3%	59.5%	41.8%

#### Science

GL	2015-16	2016-17	2017-18
3 <sup>rd</sup>	---	---	---
4 <sup>th</sup>	---	---	---
5 <sup>th</sup>	---	---	51.6%

#### COMMUNICATION GOALS:

- 100% of classroom teachers will send weekly or monthly communication to families via newsletters or web-based applications, or maintain an updated classroom website.
- 100% of classroom teachers will develop and use at least one two-way communication strategy for their families.
- Principal and various staff will participate in 100% of PTO meetings and will attend 100% of PTO sponsored events.
- L.P. Brown Eagle Newsletter will be sent monthly to families.
- Principal to send monthly Eagle News phone call.
- Principal to send family feedback/input/need survey.
- Principal to utilize student leaders to deliver daily school news via morning announcements, bulletin boards/posters.
- Consistent use of interpreter services for school events.

#### ENGLISH LANGUAGE ARTS ACHIEVEMENT GOALS:

**Kdg:** First Sound Fluency will increase from 31% of students at core to 70% by January 31, 2019. 75% of students will master all 40 kindergarten high frequency words from Wonders by June 2019.

**Grades 1-5:** >75% of continuously enrolled students in the >41%ile on fall MAP will grow by a minimum of one year by spring MAP as evidenced by a Median Conditional Growth Percentile of 50% on the spring MAP. >75% of continuously enrolled students in the 21-40%ile on fall MAP will grow more than one year as evidenced by a Median Conditional Growth Percentile of 55% on the spring MAP. Continuously enrolled students in grades third, fourth and fifth will meet or exceed the district's SBA achievement by 5%.

Data indicates improvements can be gained in these strands:

Second grade to target: Foundational skills, Language and Writing

Third grade to target: Informational text-Key ideas and details; Language, Craft, and Structure

Fourth grade to target: Informational text-Key ideas and details

Fifth grade to target: Informational text-Key ideas and details; Vocabulary-Acquisition and use

### **ENGLISH LANGUAGE ARTS SPECIAL EDUCATION GOALS:**

Continuously enrolled students in grades one through five receiving special education services scoring under the 21%ile on fall MAP will demonstrate growth that exceeds one year of growth as evidenced by a Conditional Growth Percentile of 55% on the spring MAP.

### **ENGLISH LANGUAGE ARTS POVERTY GOALS:**

Continuously enrolled students in grades one through five, scoring under the 21%ile on fall MAP will demonstrate growth that exceeds one year of growth as evidenced by a Conditional Growth Percentile of 55% on the spring MAP. Such students in the 21-40%ile will exceed one year of growth as evidenced by a Conditional Growth Percentile greater than 55% on the spring MAP.

### **MATH ACHIEVEMENT GOALS:**

**Kdg:** Writing numbers one through ten with accuracy from 40% to 100% by Jan. 31, 2019. By June 2019 90% of students will identify number of dots correctly and the total when one more is added.

**First Grade:** 95% of students will demonstrate fluency for addition and subtraction within 20 on a fact fluency assessment by May 2019 as measured by math-DIBELS and/or Bridges assessments.

**Grades Two through Five:** >75% of continuously enrolled students in the >41%ile on fall MAP will grow by a minimum of one year by spring MAP as evidenced by a Median Conditional Growth Percentile of 50% on the spring MAP. >75% of continuously enrolled students in the 21-40%ile on fall MAP will grow more than one year as evidenced by a Median Conditional Growth Percentile of 60% on the spring MAP. Continuously enrolled students in grades three, four and five will meet the district's SBA achievement rate.

Data indicates improvements can be gained in these strands:

Second grade to target: Algebraic Thinking, Numbers and Operations

Third grade to target: Number Operations, Place Value, Multiplication

Fourth grade to target: Multiplication/Division, Algebraic thinking

Fifth grade to target: Fractions/Decimals, Number Operations

### **MATH SPECIAL EDUCATION GOALS:**

Continuously enrolled students in grades two through five receiving special education services scoring under the 21%ile on fall MAP will demonstrate growth that exceeds one year of growth as evidenced by a Conditional Growth Percentile of 55% on the spring MAP.

### **MATH POVERTY GOALS:**

Continuously enrolled students in grades two through five scoring under the 21%ile on fall MAP will demonstrate growth that exceeds one year of growth as evidenced by a Conditional Growth Percentile of 55% on the spring MAP. Such students in the 21-40%ile will exceed one year of growth as evidenced by a Conditional Growth Percentile greater than 55% on the spring MAP.

### **SCIENCE ACHIEVEMENT GOALS:**

**Kdg:** 80% of students will ask questions and make observations when presented with investigations.

**Grade 1:** 80% of students will use inquiry to ask questions and make observations during investigations.

**Grade 2:** 80% of students will ask and answer questions pertaining to each FOSS kit that is introduced, describing main objectives and key details.

**Grade 3:** 80% of students will ask and answer questions pertaining to each FOSS kit, describing main objectives and key details.

**Grade 4:** 100% of students will create a science experiment for the science fair and 90% will participate in the science fair.

**Grade 5:** 60% of students enrolled continuously for a minimum of eight months during the 2018-19 school year will demonstrate proficiency on the science SBA.

### **SCIENCE SPECIAL EDUCATION GOALS:**

Students enrolled continuously for a minimum of eight months during the 2018-19 school year receiving special education services will demonstrate proficiency on the science SBA at a rate to be 5% greater than same such students in the 2017-18 school year.

### **SCIENCE POVERTY GOALS:**

Students enrolled continuously for a minimum of eight months during the 2018-19 school will demonstrate proficiency on the science SBA at a rate to be 5% greater than same such students in the 2017-18 school year.

### **PROFESSIONAL GROWTH GOALS:**

- Restructure building teams to include Social Emotional team.
- Provide integration into PLC process for the grade levels with new staff (first, second, fourth, fifth) via attendance at Solution Tree PLC conference.
- Provide summer PLC Bootcamp to all certificated staff.
- Grade level PLC teams will meet weekly to review student data, share strategies, and develop instructional plans.
- Instructional coaches for reading and math will meet twice monthly with each grade level PLC.
- Instructional coaches for reading and math will meet weekly with grade level intervention/enrichment support staff to support the weekly PLC effort.
- 100% of grade level teams will refine essential standards guides with corresponding formative assessments that drive the intervention/enrichment system.
- Response to Intervention team to review and recommend high leverage strategies; will integrate during weekly PLC meetings.

### **SAFETY GOALS:**

- Conduct monthly (fire, earthquake, lockdown, shelter in place) Level 1 drills.
- Involve law enforcement for all Level 1 lockdown drills.
- Update, distribute, and train all staff on Level 1 and Level 2 procedures each year.
- All staff to receive ALICE training; updated training for Run-Hide-Counter.
- Safety committee to procure and prepare Level 2 Team Go-bags.
- Safety committee to assemble and stage mobile bins of emergency supplies around building.
- Conduct Level 2 table top drill with staff.
- Conduct student perception survey (connectedness, bullying, culture).
- Continue to work with district departments and local officials to improve traffic safety in front of school.

### **PBIS GOALS:**

Social Emotional Goal:

- All classroom teachers will teach Second Step Social-Emotional curriculum weekly.
- All classroom teachers will utilize a daily morning meeting.

- All L.P. Brown staff will receive training on Escalation/De-escalation, Adverse Childhood Experiences, Trauma, and Sexual Abuse.
- All LP Brown staff will receive training and will restructure our playground around the Play Works model for fun, safety, and empowerment.
- PBIS committee will analyze and present to staff, student behavior data on a monthly basis for the purpose of celebration and to identify areas of concern; leading to goal setting for all staff.
- Tier 1 program implementation will be raised from 83% in spring 2018, to 90% in spring of 2019 as measured by the Tiered Fidelity Inventory (TFI).
- Tier 2 program implementation will be raised from 62% in spring 2018, to 80% in spring of 2019 as measured by the Tiered Fidelity Inventory (TFI).

### **Strengths:**

- Strong PBIS framework. LP Brown utilizes behavior technician and BHR services within building.
- Strong RTI framework includes Tiers 1, 2 and 3; differentiated core instruction, weekly intervention/enrichment, student support team, multi-disciplinary team, specially designed instruction.
- Strong PLC framework; Essential Standards/common formative assessments; weekly data-driven, student-centered decision making.
- Strong shared leadership; All certificated staff lead and/or sit on leadership committees.
- Strong staff: knowledgeable, highly qualified, flexible and supportive. Committed to ensuring high levels of learning for all students.
- School-wide Title 1 building w/additional LAP funding; Reading and math interventionists, additional para-educators.
- DLC program.
- Growing PTO.

### **Opportunities for School Growth:**

- Address unique needs of students of poverty; Supplement basic needs, find each child's strengths, build relationships, teach children how to ask questions and advocate; teach executive functioning skills.
- Advocate for increased social services for students' mental health, trauma needs.
- Increase parent involvement and partnership.
- Increase student voice, participation, leadership; create student government.