



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Brier Elementary

Year: 2019-20

Section I: School Mission, Vision, and Demographics:

School Mission: Brier Elementary School Mission Statement: The Brier Elementary School family will promote experiences which will provide students with a foundation for the development of knowledge, skills, and attitudes fundamental to achieving individual satisfaction needed for a happy and fulfilling life. Students will become responsible, contributing citizens in a rapidly changing and increasingly interdependent world.

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	442	NA	Two or More Races	58	13.12%
American Indian/Alaskan Native	2	.45%	English Language Learners	36	8.14%
Asian	40	9.05%	Homeless/McKinney-Vento	3	.68%
Black/African American	12	2.71%	Low Income	68	15.38%
Hispanic/Latino	52	11.76%	Section 504	30	6.79%

Native Hawaiian/Other Pacific Islander	2	.45%	Students with Disabilities	76	17.19%
White	276	62.44%	Student Mobility	10	2.26%

*The data in this table is from the 18-19 school year.

Student, Family and Community Involvement in Plan:

We communicate with our families about our school goals at Curriculum Night and Open House. In addition, families are involved with the Family Connections meetings. These meetings were created based on feedback from our work last year. We are meeting every other month with families for whom English is a second language to strengthen connections and to provide information on topics they request.

Section II: Reflection & Evaluation of Prior Year’s Progress

Describe the progress your school made toward the improvement goals in the 2018-19 SIP.

Goal (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection:
<p>In 2018-2019, we will provide the time for and work together to develop and implement intentional, strategic lesson planning in literacy and math that utilizes best teaching practices that reach all learners, specifically focusing on students who are English Language Learners. We strive to raise the achievement of all students while narrowing the gap and racial predictability and disproportionality that exists between our highest and lowest performing student groups.</p>	
<p>Professional learning time: "...provide the time for and work together to develop and implement strategic lesson planning in literacy and math that utilizes best teaching practices that reach all learners, specifically targeting</p>	<ul style="list-style-type: none"> • Our professional learning plan provided instruction about and time for intentional lesson planning. • A focus on students who are English Language Learners was infused. • A cycle of inquiry was conducted focusing on the achievement gap. • Learning walks occurred to enable staff to observe others and to talk about instructional practice moves.

students who are English Language Learners.”	Our pd is fully aligned to support teacher practice around instructional strategies specifically for students who are ELL. W
Compared to 27% of our 3 rd -6 th grade students who are ELL meeting standard in SBA Math and 47% of our students who are ELL meeting standard in SBA ELA in 2017-2018 , 33% and 52% of our 3 rd -6 th grade students who are ELL will meet standard on the 2018-2019 SBA Math and SBA ELA respectively.	In 2018-2019, 53.33% (8/15) of our students who are ELL met standard on the SBA Math compared to 33% last year. 35.71% (5/14) students who are ELL met standard on the SBA ELA compared to 47% last year.
Our school wide attendance at or above 90% was 90.96% with students who are ELL having a rate of 82.05%.	With intentional monitoring and outreach, our 2018-2019 data shows that our overall school wide attendance of 90% or above fell slightly to 90.57% but our students who are ELL raised to 87.5%.

How has the progress described above informed your school’s improvement planning for this school year?

Through our Cycle of Inquiry, SBA measurements, learning walks and attendance outreach, we saw some overall improvements but there is still an achievement gap between our English Language Learners and their non-English Language Learner peers. Based on these data, we know we need to continue to further our work in addressing this gap.

Section III: Needs Assessment

A. Based on your data analyses and examination of other contextual factors, what specific claims can you make about your school’s Areas of Strength and Areas of Needed Growth (2-3 for each)?

Areas of Strength

- 53.33% of our students who are ELL passed the math SBA (up from 31.25%)
- ELPA strand data show majority of students raised levels in most or all areas.
- Student survey data and feedback from Family Connection meetings show that students and families who are ELL feel safe and welcomed at BRE.

Areas of Needed Growth

- 35.71% of students who are ELL passed the SBA ELA in 2018-2019. This is a drop from the previous year.
- Data show inconsistent use of Imagine Learning
- Data show a need for more efficient communication and coordination between ELL and Gen Ed staff
- Continued work on deepening student engagement (increased student discourse, academic vocab, challenging questions and work)
- Families of ELL students would like regular meetings with staff to develop relationships and to really learn about various school-related systems such as attendance processes, volunteering, and seeking additional educational support.

B. Based on your analyses, what specific areas of needed growth will your school focus? What is your rationale for this focus; why this above others? What has your improvement work identified as potential causal factors, i.e. what's happening or not happening in your school that's bringing the current results?

- We need to continue focusing on lesson planning through a universal design for learning lens (i.e. utilizing knowledge of students: their background, experiences, learning styles, interests, language development levels; incorporating knowledge of modifications/ accommodations/supports so that all learners have access; connecting learning to real world relevance; implementing comprehensible input/output strategies; and incorporating previously studied best practices: academic vocabulary, thinking level questioning, discussion/discourse.) These factors need to be at the forefront of planning in order to maximize student learning.
- We need to more efficiently align our system of communication and coordination between intervention and core instruction specific to English Language Learners.
- Deepen our understanding of the lesson design of Imagine Learning, using this information to shape our classroom lesson planning and analyzing the data to adjust instruction.
- We will deepen our partnerships and collaboration with families who are ELL by hosting Family Connection meetings every other month during the school year to build relationships and to address systems questions that families identify.

C. Additional Data Required

State Participation Rate: 95% participation required

<input type="checkbox"/> Area of Strength (95% or more participation)	xArea of Opportunity (less than 95% participation)
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If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:

Special Education Math: 86.36% ELA 86.05%

Plan: 5/6 students who did not participate have significant disabilities. We will continue to work with these students to increase their ability to participate in testing.

D. Third Grade OSPI Literacy Expectation (on elementary template only):

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 84%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. (Mark YES OR NO by copying this symbol <input checked="" type="checkbox"/> next to your selection.) Plan is required: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:	
Reading: Listening:	Writing: Research/Inquiry:

Section IV: Theory of Action

Theory of Action:

If the administration provides training and time for staff to work together to develop and implement intentional lesson planning in literacy and math and teachers utilize best teaching practices that reach all learners, specifically targeting students who are English Language Learners, then we will narrow the gap and racial predictability and disproportionality that exists between our highest and lowest performing student groups. We believe working in partnership with families and the community is key to student achievement.

Rationale:

- We will continue to increase the rigor of our instructional practice for all students and especially our students who are ELL. (I.e. increased relevance, deeper level questioning, student discourse, and intentional teaching of academic vocabulary especially Tier 2) “Disproportionately, diverse students remain dependent learners due to instructional decision-making that slows down instruction and waters down the curriculum.” (Hammond, 2019) “We often mistake their cultural and linguistic differences for intellectual deficits (Knapp, 1991).
- We believe that intentional lesson planning using these rigorous instructional practices will allow teachers to more consistently use them and student learning will become more

engagement and rigorous. Universal Design for Learning
<http://udlguidelines.cast.org/more/research-evidence>

- Family Connections meetings to further support families who are ELL in being connected to and involved in school. <https://www.responsiveclassroom.org/what-research-says-about-parent-involvement/>

Section V: Student Outcome Goals (Schoolwide and Opportunity Gap)

- A. **Whole School Achievement Goal(s):** As a result of the actions included in this plan, we expect to see a 5% decrease in the number of students who do not pass the SBA ELA and Math. Our goal will be 80.56% meeting standard in ELA and 75.72% meeting standard in Math.
- B. **Opportunity Gap Goal(s):** As a result of the actions included in this plan, we expect to see a 7% decrease in the number of students who do not pass the SBA ELA and Math. Our goal will be 42.71% meeting standard in ELA and 60.33% of our students who are ELL meeting standard in Math.

Section VI: Action Plan

Plan for 2019-20:

Key Improvement Action	Description	Timeline
Intentional lesson planning utilizing best teaching practices to support students who are English learners	Our professional learning plan will focus on intentional lesson planning through a universal design for learning lens (knowledge of students' experiences, background, interests, learning styles, language development levels, relevance to real world, rigor) and intentionally planning and implementing best teaching practices (i.e. academic vocabulary, deeper level questioning, and student discourse)	Ongoing throughout the school year (includes formative checks such as exit tickets/staff input, observational data)
Alignment of services between intervention and core instruction	<ol style="list-style-type: none"> 1. Focus on communication between EL and gen ed staff 2. Consistent use of Imagine Learning 	Ongoing throughout the school year
Family Connections	We strive to better partner with our families of EL students. We will implement	Every other month throughout the school year

	Family Connection meetings which are evening events focusing on topics identified by families and school staff and focusing on connections/relationship building.	(Sept, Nov, Jan, March, May)
Imagine Learning	Deepen our understanding of the lesson design of Imagine Learning, using this information to shape our classroom lesson planning and analyzing the data to adjust instruction.	Throughout the school year

Plan for Years 2 & 3

2020-2021:

- Evaluate the data from our 2019-2020 ELL observation walks to determine next steps in increasing our instructional capacity to support our English learners.
- Implement strategies from our evaluation of the communication and coordination process between EL and gen ed staff.
- Based on feedback from families, look to continue Family Connection meetings and/or implement any changes as a result of 2019-2020 Family Connection meetings. The overall goal is for our families who are ELL to feel more connected to school and to increase their understanding of the educational system (i.e. attendance, accessing support). As a result of this connectedness and increased systems awareness, we strive to further improve the attendance and academic performance of our students who qualify as EL.

2021-2022:

- Evaluate progress from 2020-2021 and formulate a professional learning plan that continues to develop and refine our lesson planning and delivery thereby continuing to close the achievement gap between our EL and non-EL students.
- Re-evaluate our communication and coordination process between EL and gen ed staff to determine efficacy. We strive for a well-coordinated process so that instruction is aligned.
- Based on feedback from families, look to continue Family Connection meetings and/or implement any changes as a result of the previous year's work.

Section VII: Grade Level/Specialist/Department Goals

The goals included here must align to the SIP goals. Ideally, all certificated staff would identify goals for their team (or themselves) related to the SIP goals, and these would also be closely related to their student growth goals used in evaluation — this isn't required.

Grade Level/Department/Team:



Goal:

We will measure this formatively by:

We will measure this summatively by:

Action steps we will take to meet our goal:

(Specific actions toward improving instructional practice must be part of the action plan.)

Technology — this is how we will use technology to support meeting our goal:

