

Edmonds School District  
 School Improvement Planning Process  
*Each Student Learning, Every Day!*

**School Name:** Brier Elementary

**Year:** 2016-2017

**School Theory of Action/Target Area**

If we, as staff, students, and community, continue to refine our conceptual understanding of **questioning techniques** and apply this learning within a **growth mindset culture**, we will see students develop their speaking and listening skills including a deeper level of student discourse; an increase in student led discourse across content areas; and students constructing viable arguments and critiquing the reasoning of others across content areas.

**Whole School Achievement Goal- As a result of this action:**

Compared to 19% of students who are ELL passing the SBA in Math and ELA; 27% of students who are ELL will pass the SBA Math and ELA.

**SBA- Math Summary**

% Proficient Comparison

Grade	BRE	Edmonds	State
3	67	60	59
4	55	54	55
5	49	50	49
6	47	55	48

**SBA- ELA/ Literacy Summary**

% Proficient Comparison

Grade	BRE	Edmonds	State
3	71	63	54
4	59	60	57
5	63	63	60
6	53	61	57

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**Achievement Gap:**

➤ **Measurement/Assessment:** SBA: Math and ELA

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
<b>Comparison Group A</b> Students who are ELL	Math: 19% ELA: 19%	Math: 27% ELA: 27%
<b>Comparison Group B</b> Students who are not ELL	Math: 59% ELA: 67%	Math: 63% ELA: 70%
<b>All Students</b> Click here to enter text.	<b>Math: 56%</b> <b>ELA: 64%</b>	<b>Math: 60%</b> <b>ELA: 68%</b>

**Strategic Direction Focus Areas:**

*You may choose to select one or more of the other options in addition to Effective Learning for All Students.*

- Effective Learning for All Students
- Equity of Opportunity
- P-3<sup>rd</sup> Grade Early Learning
- Graduates Who Are Ready for Life

**Specific Strategic Direction Indicators of Focus:**

**% of students meeting or exceeding grade level standards in mathematics (SBA)**

**% of students meeting or exceeding grade level standards in English Language Arts (SBA)**

**School Vision/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.

**School Demographics:**

Brier Elementary Demographics: Total 446 students

Federal Race/Ethnicity Code	
American Indian/Native American	.45% (2)
Native Hawaiian/ Pacific Islander	.67% (3)
Black/ African American	2.69% (12)
Asian	6.95% (31)

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Hispanic	13.45% (60)
White	64.35% (287)
Two or more races	11.43% (51)
Gender	
Female	47.31% (211)
Male	52.69% (235)
Free/Reduced Lunch	
Students on Free/Reduced Lunch	
Students not on Free/Reduced Lunch	

**Parent, Family, and Community Involvement in this Plan:**

Click here to enter text.

**Review and Analysis of Data:**

*Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.*

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> State Assessments  | <input type="checkbox"/> AP/IB/CHS/Tech Prep        | <input checked="" type="checkbox"/> Discipline Data       |
| <input type="checkbox"/> District Assessments          | <input type="checkbox"/> CTE Industry Certification | <input checked="" type="checkbox"/> Staff Perceptual Data |
| <input checked="" type="checkbox"/> School Assessments | <input type="checkbox"/> Graduation Rate            | <input type="checkbox"/> Student Perceptual Data          |
| <input type="checkbox"/> Classroom Assessments         | <input checked="" type="checkbox"/> Attendance Data | <input type="checkbox"/> Parent Perceptual Data           |
| <input type="checkbox"/> SAT/ACT                       | <input type="checkbox"/> Other:                     |   |

**Summary of strengths or greatest progress based on the data:**

- |  |
|--|
| • Our third graders performed higher than the state and district average on both the math and ELA SBA.                       |
| • 90% of our second graders met standard on the Second Grade Reading Assessment  |
| • Our 4 <sup>th</sup> and 5 <sup>th</sup> graders performed on par with the district and state on both the math and ELA SBA. |
| • Click here to enter text.  |

**Prioritized areas of opportunity or greatest challenge based on the data:**

- |  |
|--|
| 1. Our students who are ELL perform significantly lower on both the math and ELA SBA                             |
| 2. Our 6 <sup>th</sup> graders performed lower than the district and state average on both the math and ELA SBA. |
| 3. We will continue our work around student intellectual engagement as based on observation.                     |
| 4. Click here to enter text.   |

**State Participation Rate:** 95% participation required

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Area of Strength (95% or more participation) | <input type="checkbox"/> Area 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:  
[Click here to enter text.](#)

**Third Grade OSPI Literacy Expectation:**

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?  
71%

If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box.

**Plan is required: YES  NO**

If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:

Reading: [Click here to enter text.](#)

Writing: [Click here to enter text.](#)

Listening: [Click here to enter text.](#)

Research/Inquiry: [Click here to enter text.](#)

**Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:**

Our team is focusing our professional development on questioning and discussion techniques grounded in a growth mindset. We are in the process of forming team goals that address grade level instructional goals grounded in our areas of focus.

**Kindergarten:** Students will be able to count consecutively and have number correspondence up to or past 20.

**First Grade:** First grade is exploring how to individually differentiate instruction for students.

**Second Grade:** Between March 1, 2016 and May 31, 2017, second grade students will increase their ability to add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Third Grade:** Students will be able to understand and represent a fraction as a number on a number line accurately.

**Fourth Grade:** The fourth grade team will be working with the librarian in order for students to engage effectively in a range of collaborative discussions with diverse partners on 4<sup>th</sup> grade topics and texts, building on others' ideas and expressing their own clearly. This includes participation in Socratic Seminar.

**Fifth Grade:** 62-76% of students in 5th grade are not meeting standards in communicating their thinking and/or justifying a claim with fact based evidence. By the end of the year, students will show growth in their ability to state a claim and justify it with evidence in their research-based argument essays.

**Sixth Grade:** Sixth grade is collecting data to further identify the target area.

**Intensive Support:** The intensive support staff will be collaborating with general education staff to identify and implement inclusion plans for students.

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**Learning support:** Students receiving learning support services, along with all other fifth grade students will participate in a pass project about a chosen career. Students receiving support in writing will write a three paragraph essay which will include topic sentences and 3 – 4 details in each paragraph.

**ELL:** Students who are ELL are our identified achievement gap group. We are currently looking at data to determine our intervention plan.

**Library:** The librarian will be working with the fourth grade team in order for students to engage effectively in a range of collaborative discussions with diverse partners on 4<sup>th</sup> grade topics and texts, building on others' ideas and expressing their own clearly. This includes participation in Socratic Seminar.

**Music:** The music teacher is exploring collaborative options with district colleagues.

**PE:** The PE teacher is exploring collaborative options to identify target area.

**Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:**

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<b><i>Learning Opportunities for Students</i></b>	<b><i>Description of the Learning Opportunity</i></b>	<b><i>Schedule</i></b>
<b>As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?</b>	<ul style="list-style-type: none"> <li>Aligning our building schedule to allow for intervention blocks at all grade levels</li> <li>Our learning support team will closely monitor our students who are on IEP's and students who are identified for LAP services and coordinate intervention services.</li> <li>Consult with district ELL support team to identify and implement strategies for improvement.</li> </ul>	Started 8/31; continues throughout the school year
<b>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</b>	<ul style="list-style-type: none"> <li>Professional development looks at challenging students who are at or above standard.</li> </ul>	Started 8/31; continues throughout the school year
<b>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</b>	<ul style="list-style-type: none"> <li>The majority of staff have been trained in Responsive Classroom.</li> <li>We intentionally teach, model, and reinforce school-wide expectations and routines.</li> <li>Professional development is anchored in social emotional work. This year we are focusing on growth mindset.</li> <li>Counselor coordinates with classroom teachers for classroom lessons addressing social/emotional skills.</li> </ul>	Started 8/31; continues throughout the school year

<b><i>Learning Opportunities Provided for Staff Specific to the School Target</i></b>	<b><i>Description of the Learning Opportunity</i></b>	<b><i>Schedule</i></b>
<b>Whole staff learning opportunities to support the focus and intentionality of this Goal.</b>	<ul style="list-style-type: none"> <li>Non-student days provide whole staff professional development which we are using to focus on questioning and discussion in a growth mindset culture.</li> <li>Two Wednesdays a month (8:20-9:10) we focus on questioning and discussion in a growth mindset culture.</li> <li>Two Wednesdays a month (8:20-9:10) focuses on collaborative work</li> </ul>	8/31- end of year
<b>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</b>	<ul style="list-style-type: none"> <li>Staff are exploring collaborative options including book groups that focus on our goals.</li> </ul>	9/7- end of year

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	<ul style="list-style-type: none"> <li>We will use the district ELL coordinator to assist us in addressing instructional needs for students who are ELL.</li> </ul>
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**Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:**

<b>Third Grade OSPI Literacy Expectation</b>		
<i>(The following information is required if <u>less than 60%</u> of Third Grade Students met or exceeded standards on SBA ELA)</i>		
<b>Intensive Reading and Literacy Improvement Plan</b>	<b>Description of Intervention Practices</b>	<b>Monitoring Schedule</b>
<p><b>Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief description of your plan for implementation of that practice.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of a coach/coaches</li> <li><input type="checkbox"/> Additional learning time within the School Day</li> <li><input type="checkbox"/> Before and After School Programs</li> <li><input type="checkbox"/> Family Involvement at School (and outside of school)</li> <li><input type="checkbox"/> Targeted Professional Learning</li> <li><input type="checkbox"/> Professional Learning Communities</li> <li><input type="checkbox"/> Tutoring</li> </ul> <p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p><b>Specifically identify and describe your building's grade to grade transition plan. How is student learning information shared and how are intervention plans from year to year continued/modified/ expanded/ discarded?</b></p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p><b>Describe your <i>Targeted Family Engagement Plan</i> (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student's reading skills at home.</b></p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>