2017-2018

Leland P Brown School Improvement Plan

Enrollment	338
Free/Reduced Lunch	52.4%
Special Services	20.1%
English Language Learners	5.0%
Unexcused Absence Rate	0.5%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:
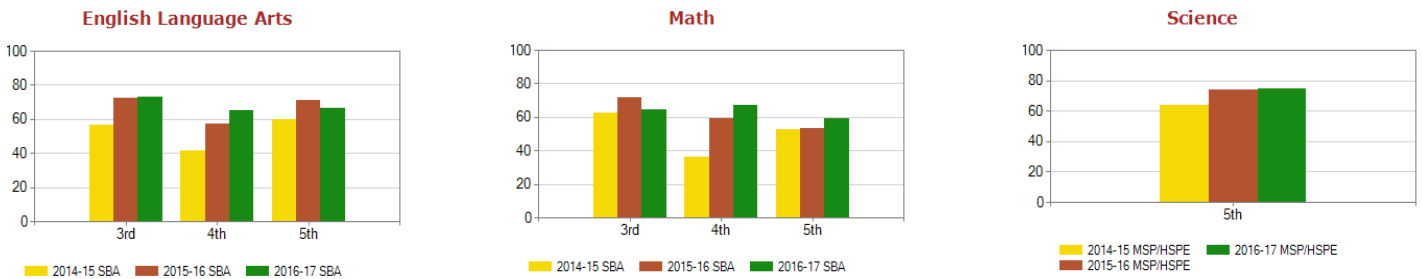
Communication Goals:

- ❑ 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 at least one 2-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.
- ❑ Consistent use of interpreter services for school events.

Safety Goals:

- ❑ 100% goals to be complete by end 17/18SY.
- ❑ Conduct practice drill for all Level 1 drill scenarios (fire, earthquake, lockdown, shelter in place) in addition to monthly Level 1 drills.
- ❑ Involve law enforcement for all Level 1 lockdown drills.
- ❑ Update and distribute Level 1 and Level 2 procedures.
- ❑ Safety committee to procure and prepare Level 2 Team supply kits.
- ❑ Conduct one Level 2 table top drill and one Level 2 mock drill involving students.
- ❑ Conduct student perception survey (connectedness, bullying, culture)
- ❑ Install fire extinguishers near cafeteria and gym.

❑ Work with district facilities department and local officials to improve traffic safety in front of school.

Achievement Goals:

ELA

K: First Sound Fluency will increase from 19% of students at core to 75% by January 31, 2018. 80% of students will master all 40 kindergarten high frequency words from Wonders by June 2018.

 1st: 80% of 1st grade students scoring at 50th percentile will demonstrate or exceed expected growth (17 RIT points) as measured by fall to spring MAP tests.

 2nd: 80% of 2nd grade students scoring at 50th percentile will demonstrate or exceed expected growth (14 RIT points) as measured by fall to spring MAP tests. 80% of 2nd grade students will meet or exceed the 50% on Wonders Oral Reading Fluency.

 3rd: 80% of all 3rd grade students scoring at 50th percentile will demonstrate or exceed expected growth (10 RIT points) as measured by fall to spring MAP tests.

 4th: 80% of 4th grade students scoring at 50th percentile will demonstrate or exceed expected growth (8 RIT points) as measured by fall to spring MAP tests.

 5th: 80% of 5th grade students scoring at 50th percentile will demonstrate or exceed expected growth (6 RIT points) as measured by fall to spring MAP tests.

ELA SPED

Students receiving special education services scoring under the 40th percentile on fall MAP will demonstrate growth that is at minimum equal to that of their non-SpEd peers.

1st grade will grow 18 to 20 RIT points

2nd grade will grow 17-19 RIT points

3rd grade will grow 13 to 15 RIT points

4th grade will grow 9 to 12 RIT points

5th grade will grow 8 to 10 RIT points

ELA POVERTY

Students living in poverty scoring under the 40th percentile on fall MAP will demonstrate growth that is at minimum equal to that of their non-poverty peers.

1st grade will grow 18 to 20 RIT points

2nd grade will grow 17-19 RIT points

3rd grade will grow 13 to 15 RIT points

4th grade will grow 9 to 12 RIT points

5th grade will grow 8 to 10 RIT points

MATH

K: Writing numbers 1-10 with accuracy from 36% to 100% by Jan. 31, 2018. By June 2018 90% of students will identify number of dots correctly and the total when one more is added.

 1st: 80% of students will demonstrate fluency for addition and subtraction within 10 on a fact fluency assessment by May 2018.

 2nd: 80% of 2nd grade students scoring at 50th percentile will demonstrate or exceed expected growth (15 RIT points) as measured by fall to spring MAP tests.

3rd: 80% of all 3rd grade students scoring at 50th percentile will demonstrate or exceed expected growth (13 RIT points) as measured by fall to spring MAP tests.

4th: 80% of 4th grade students scoring at 50th percentile will demonstrate or exceed expected growth (11 RIT points) as measured by fall to spring MAP tests.

5th: 80% of 5th grade students scoring at 50th percentile will demonstrate or exceed expected growth (10 RIT points) as measured by fall to spring MAP tests.

MATH SPED

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3rd grade will grow 15 to 17 RIT points

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MATH POVERTY

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3rd grade will grow 15 to 17 RIT points

4th grade will grow 12 to 14 RIT points

5th grade will grow 11 to 13 RIT points

SCIENCE

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

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

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

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

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

5th: 90% of students will participate in the school science fair and 90% of students will plan and carry out 2 scientific investigations.

SCIENCE SPED

55% or greater of 5th grade students receiving special education services will demonstrate proficiency on the science MSP.

SCIENCE POVERTY

75% or greater 5th grade students living in poverty will demonstrate proficiency on the science MSP.

Professional Growth Goals:

❑ 100% of grade level teams will create essential standards guides with corresponding formative assessments that drive the intervention/enrichment system.

❑ PLCs formed in grade level teams will meet weekly, devoted to reviewing student achievement data, sharing strategies, and developing an instructional plan. Minutes will be generated for each PLC meeting and shared with key school staff.

❑ Instructional Leadership Team to screen professional development opportunities for high leverage instructional strategies and make recommendation in April for 18/19 SY professional development.

❑ Provide integration into PLC process for the grade levels with new staff (K,2,3,5)

PBIS Goals:

❑ 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 raise from 93% in Spring 2017 to 96% in spring of 2018 as measured by the Tiered Fidelity Inventory (TFI).

❑ Tier 2 program implementation will raise from 73% in Spring 2017 to 85% in spring of 2018 as measured by the

Tiered Fidelity Inventory (TFI).

Strengths:
- **S**trong PBIS framework includes Tiers 1, 2 and 3; behavior technician, 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, 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.
- Two DLC programs.

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
- Integrate new staff into PLC process.
- Increase parent involvement and partnership
- Increase student voice, participation, leadership; create student government
- Compensate for greatly increased enrollment