

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

School Name: Brier Elementary

Year: 2018-2019

School Theory of Action/Target Area

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 targeting 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.

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

Our achievement gap is the performance of our students who are English Language Learners as compared to our student body performance. As a result of our work, we expect to see the number of students meeting standard increase at each grade level. In addition, we expect to see our identified students who are ELL narrow the achievement gap.

Compared to 27% of our 3rd-6th 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 3rd-6th grade students who are ELL will meet standard on the SBA Math and SBA ELA respectively.

Opportunity/Achievement Gap:

- **Data Sources: SBA**

Math

Literacy

Grade Level	# of students tested	Percent Proficient		Grade	# of students tested	Percent Proficient
3 rd	67	78%		3 rd	67	85%
4 th	65	63%		4 th	65	68%
5 th	42	50%		5 th	42	67%
6 th	55	65%		6 th	55	71%

Grade level	# of ELL Students passing Math	% of ELL Students passing Math	# of Non-ELL Students passing Math	% of Non-ELL Students passing Math	# of Students passing Math	% of Total # of Students passing Math
3 rd	2/6	33%	50/61	82%	52	78%
4 th	0/3	0%	41/62	66%	41	63%
5 th	2/3	67%	19/39	49%	21	50%
6 th	0/3	0%	36/52	69%	36	65%

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Grade Level	# of ELL Students Passing Literacy	% of ELL Students Passing Literacy	# of Non-ELL Students Passing Literacy	% of Non-ELL Students Passing Literacy	# of Students Passing Literacy	% of Students Passing Literacy
3 rd	3/6	50%	54/61	89%	57	85%
4 th	1/3	33%	43/62	69%	44	68%
5 th	2/3	67%	26/39	67%	28	67%
6 th	1/3	33%	38/52	73%	39	71%

➤ **Measurement/Assessment:** [Click here to enter text.](#)

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
All Students Current 3 rd -6 th graders who are ELL who met standard in SBA math in 2017-2018	27% of students who are ELL met standard in SBA Math	33% of students who are ELL will meet standard in SBA math in 2018-2019
Comparison Group A Current 3 rd -6 th graders who are not ELL who met standard in SBA math in 2017-2018.	68% of non-ELL students met standard in SBA Math in 2017-2018	70% of non-ELL students will meet standard in SBA math in 2018-2019
Comparison Group B All current 3 rd -6 th grade students	66% of all 3 rd -6 th graders met standard in SBA Math in 2017-2018	69% of all 3 rd -6 th graders will meet standard in SBA math in 2018-2019

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
All Students Current 3 rd -6 th graders who are ELL who met standard in SBA ELA in 2017-2018	47% of students who are ELL met standard in SBA ELA	52% of students who are ELL will meet standard in SBA ELA in 2018-2019
Comparison Group A Current 3 rd -6 th graders who are not ELL who met standard in SBA ELA in 2017-2018.	75% of non-ELL students met standard in SBA ELA in 2017-2018	78% of non-ELL students will meet standard in SBA ELA in 2018-2019
Comparison Group B All current 3 rd -6 th grade students	73% of all 3 rd -6 th graders met standard in SBA ELA in 2017-2018	76% of all 3 rd -6 th graders will meet standard in SBA ELA in 2018-2019

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Commitment 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-3rd Grade Early Learning
- Graduates Who Are Ready for Life

Specific Commitment Focus Key Performance Indicators:

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

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

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 454 students

Federal Race/Ethnicity Code	
American Indian/Native American	.4%
Native Hawaiian/ Pacific Islander	.4%
Black/ African American	2.4%
Asian	8.1%
Hispanic	13.7%
White	63.4%
Two or more races	11.5%
Gender	
Female	48.5%
Male	51.5%
Free/Reduced Lunch	
Students on Free/Reduced Lunch	11.2%
English Language Learner	
Student who are ELL	6.8%
Students who qualify for Special Education	
Students who qualify for Special Education	15.9%

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Parent, Family, and Community Involvement in this Plan:

Click here to enter text.

Review and Analysis of Data:

Check all data reviewed and analyzed to determine your Commitment focus area(s) and school target.

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

Summary of strengths or greatest progress based on the data:

- | |
|---|
| • BRE 3 rd , 4 th & 6 th graders performed above the state & district averages in both SBA Math and ELA. |
| • BRE 5 th graders performed above the state average and equal to the district average in SBA ELA. |
| • Our students who are ELL showed growth over the 2017 school year (goal was 18% passing SBA Math and 33% passed.) |
| • Click here to enter text. |

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

- | |
|--|
| • Our students who are ELL perform significantly lower on both the SBA Math and ELA than our non-ELL students. |
| • BRE 5 th graders performed below the state and district average in SBA Math |
| • Click here to enter text. |
| • 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)
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? 85%	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 <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: Click here to enter text. Writing: Click here to enter text.	

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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:

Grade levels are in the process of crafting their goals. They are due Oct 30th. Information will be updated once goals are approved.

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

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?	<ul style="list-style-type: none"> • 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. • Consult with district ELL support team to identify and implement strategies for improvement. • Conduct an ELL data dive • Look at data for current ELL students, studying and implementing best teaching practices and monitoring progress closely • Professional development is focusing on Universal Design for Learning- how to plan for all students • Refine our building MTI process 	Aug 2018-school year Throughout the school year Oct 23 Aug 2018-school year Aug 2018-school year Aug 2018-school year
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	<ul style="list-style-type: none"> • Professional development looks at challenging students who are at or above standard (Universal Design for Learning) • Teacher assessment and monitoring allows them to provide extra challenge 	Aug 2018-school year

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<p>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</p>	<ul style="list-style-type: none"> • All staff have been trained and implement Responsive Classroom techniques. • We intentionally teach, model, and reinforce school-wide expectations and routines. • Professional development is anchored in social emotional work. We continue to focus on growth mindset. • Counselor coordinates with classroom teachers for classroom lessons addressing social/emotional skills. • Paraeducators and administrative team have been trained in Restorative Practices • Staff development also infuses ACES and trauma informed practice 	<p>Aug 2018-school year</p>
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<p><i>Learning Opportunities Provided for Staff Specific to the School Target</i></p>	<p><i>Description of the Learning Opportunity</i></p>	<p><i>Schedule</i></p>
<p>Whole staff learning opportunities to support the focus and intentionality of this goal.</p>	<ul style="list-style-type: none"> • Non-student days provide whole staff professional development which we are using to focus on intentional lesson planning using best practices with an emphasis on English Language Learners • Two Wednesdays a month (8:20-9:10) focus on the same learning as above. • Staff learning walks are structured using the lens of our professional learning work 	<p>Aug 2018-school year</p>
<p>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this goal.</p>	<ul style="list-style-type: none"> • Staff are exploring collaborative options including book groups that focus on our goals. • We will use the district ELL coordinator to assist us in addressing instructional needs for students who are ELL. • Intentional use of Building Instructional Coach • Monthly Learning Walk opportunities 	<p>Aug 2018-school year</p>

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Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:

Third Grade OSPI Literacy Expectation (The following information is required if <i>less than 60%</i> of Third Grade Students met or exceeded standards on SBA ELA)		
Intensive Reading and Literacy Improvement Plan	Description of Intervention Practices	Monitoring Schedule
<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use of a coach/coaches <input type="checkbox"/> Additional learning time within the School Day <input type="checkbox"/> Before and After School Programs <input type="checkbox"/> Family Involvement at School (and outside of school) <input type="checkbox"/> Targeted Professional Learning <input type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Tutoring <p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p>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?</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p>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.</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>