

School Improvement Plan

Brownsville Elementary | 2017-18

Principal: Stacey Krumsick



Central Kitsap School District's Mission is to equip our students with knowledge and skills to succeed and prosper in an ever-changing global Society.

Our District will be an academically strong, fiscally sound, and safe, positive learning community.

Enrollment	2014-15	2015-16	2016-17
October Student Count	429	463	436
May Student Count	436	473	434

Gender (October)	2014-15	2015-16	2016-17
Male	52.0%	54.2%	54.1%
Female	48.0%	45.8%	45.9%

Race/Ethnicity (October)	2014-15	2015-16	2016-17
Hispanic / Latino of any race(s)	11.0%	9.7%	8.7%
American Indian/Alaskan Native	0.2%	0.0%	0.0%
Asian	2.8%	3.7%	2.3%
Black / African American	1.2%	1.7%	1.6%
Native Hawaiian / Other Pacific Islander	1.2%	1.3%	0.9%
White	64.6%	65.7%	64.2%
Two or More Races	19.1%	17.7%	22.2%

Special Programs (May)	2014-15	2015-16	2016-17
Free or Reduced-Price Meals	29.8%	26.2%	22.6%
Special Education	13.5%	10.8%	10.6%
Transitional Bilingual	1.6%	2.1%	3.5%
Migrant	0.0%	0.0%	0.0%
Section 504	1.6%	2.1%	2.3%
Foster Care	n/a	n/a	n/a

ELA, Math and Science (SBA or MSP)	2014-15	2015-16	2016-17
3 rd Grade ELA	67.8%	78.7%	69.6%
3 rd Grade Math	70.6%	84.8%	75.9%
4 th Grade ELA	73.6%	74.2%	84.0%
4 th Grade Math	73.6%	65.1%	73.9%
5 th Grade ELA	79.0%	72.8%	71.4%
5 th Grade Math	69.3%	67.7%	60.3%
5 th Grade Science (MSP)	80.6%	83.0%	76.1%

Other Information	2014-15	2015-16	2016-17
Chronic Absenteeism			5.1%
Suspensions and Expulsions	20	4	10

View all School Improvement Plans (SIP) at www.ckschools.org

Improvement goal: ELA

Goal 1 (K): Brownsville will decrease the number of Kindergarteners in the Intensive range for Letter Naming Fluency (LNF) on DIBELS from 39 students in the Fall to 19 students in the Spring Benchmark 2018.

Goal 2 (1): Brownsville will decrease the number of First graders in the Intensive range for Whole Words Read (NWF-WWR) on DIBELS from 20 students in the Fall to 10 students in the Spring Benchmark.

Goal 3 (2): Brownsville will increase the number of Second graders on the STAR assessment from 54 students meeting or exceeding standard on the Fall benchmark to 60 students meeting or exceeding standard on the Spring Benchmark.

Goal 3 (intermediate): By the end of the 2017-18 school year, Brownsville will increase the percentage of third through fifth grade students meeting or exceeding standard of students as measured by the SBA.

- Third grade will increase from 70% to 75%
- Fourth grade will increase from 84% to 89%
- Fifth grade will increase from 71% to 75%

Goal 4 (Reducing specific, identified gaps): By the end of the 2017-18 school year, Brownsville will increase the percentage of third through fifth grade boys meeting standard as measured by the SBA.

- Third grade will increase from 66% to 75%
- Fourth grade will maintain 86% of boys meeting standard
- Fifth grade will increase from 58% to 75%

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS What
Targeted skills based interventions during small groups for Level 1 & 2 <i>-share strategies at conferences that parents can use at home</i>	All year	Classroom teacher, LAP staff & Special Education staff	Data processing as a team-watch other schools process data, learn about the PLC process, dig deeper into Journeys Intervention options	DIBELS & Star Data
Analyze the Level 1 & 2 services for time within the master schedule	Complete by end of January	Principal, Learning Specialist, LAP staff & Special Education staff	Time devoted to analyzing data as a team	Report findings to staff and adjust schedules accordingly

Begin the use of Focus Folders to track students' progress in Grade 1	All year	Classroom teacher, LAP staff & Special Education staff	Time devoted to analyzing data as a team	Minutes of team meeting
Stress use of Academic Vocabulary across all content areas in grades.	All Year	All Staff	Book study on Marzano's <i>Building Academic Vocabulary</i> or <i>Teaching the Critical Vocabulary of the Common Core</i>	Trends in walkthrough data on agreed upon academic vocabulary words and strategies Using Journey's Vocabulary strategies with the agreed upon academic vocabulary words

Improvement goal: Math

Goal 1 (all kids): By the end of the 2017-18 school year, Brownsville will increase the percentage of third through fifth grade students meeting or exceeding standard of students in Problem Solving and Modeling/Data Analysis as measured by the SBA.

- Third grade will increase from 40% to 45%
- Fourth grade will increase from 31% to 36%
- Fifth grade will increase from 29% to 34%

Goal 2 (Reducing specific, identified gaps):

By the end of the 2017-2018 school year, Brownsville will increase the percentage of *students with disabilities* meeting or exceeding standards in math as measured by the SBA.

- Third grade will increase from 37% to 42%
- Fourth grade will increase from 19% to 24%
- Fifth grade will increase from 16% to 21%

Goal 3 (Reducing specific, identified gaps):

By the end of the 2017-2018 school year, Brownsville will increase the percentage of *English Language students* meeting or exceeding standards in math as measured by the SBA.

- Third grade will increase from 40% to 45%
- Fourth grade will increase from 11% to 16%
- Fifth grade will increase from 20% to 25%

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>School wide problem solving strategies implemented; primarily the SOLVE strategy</p>	<p>Fall 2017 - Spring 2018</p>	<p>All staff</p>	<p>Think Tank in small groups with volunteers</p> <p>Problem Solvers- practicing open ended problems applying mathematic skills.</p> <p>School wide Academic Vocabulary- professional development time will be given to identify the high yield academic words that can be used in all content areas. A plan for implementation will be created and monitored.</p>	<p>Formative assessment data will be collected and reviewed by teachers.</p> <p>Pre- and post- assessments focusing on problem solving strategies will be given and monitored.</p> <p>Formative data collected on the use of academic language in problem solving observations.</p>
<p>Implementation of small groups in math for those identified students (Students with special needs and English Language students) using the following materials: Red Bird, My Smarter Balanced Book, differentiated materials within MyMath.</p>	<p>Fall 2017- Spring 2018</p>	<p>All Staff teaching mathematics</p>	<p>Red Bird</p> <p>My Smarter Balanced Book</p> <p>Differentiated Materials within My Math</p>	<p>Track and monitor the SWD and EL students throughout the year.</p> <p>Formative data collected on grade level standards for SWD and EL students throughout the year.</p> <p>Formative data collected from small groups (skill identified by grade level teams)</p>

Improvement goal: SCIENCE

Goal 1 (all kids): By the end of the 2017-18 school year, Brownsville will have 85% of fifth grade students meeting or exceeding standard on the science Washington Comprehensive Assessment of Science (because of the new assessment, no percentage to compare to).

Goal 2 (Reducing specific, identified gaps): By the end of the 2017-18 school year, Brownsville will have 25% of fifth grade students with disabilities meeting or exceeding standard on the science Washington Comprehensive Assessment of Science (because of the new assessment, no percentage to compare to).

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Stress use of Academic Vocabulary across all content areas in grades.	All Year	All Staff	Book study on Marzano's <i>Building Academic Vocabulary</i> or <i>Teaching the Critical Vocabulary of the Common Core</i>	Trends in walkthrough data on agreed upon academic vocabulary words and strategies Using Journey's Vocabulary strategies with the agreed upon academic vocabulary words
Improve understanding of Next Generation Science Standards and the assessments that will be used to measure progress	All Year	All Staff	Professional Development NGSS and the Washington Comprehensive Assessment of Science (WCAS)	Common Formative Assessments modeled after sample problems from WCAS implemented in the integrated block classes.
Vertical agreement of Next Generation Science Standards in Grades K-5.	All Year	Integrated Teachers (3-5); sharing the information with K-2	Time to use previous unit organizers and align to the standards. Streamline the use of the science kits, EIE, Picture Perfect STEM books, Maker Space, etc.	Common Formative Assessments modeled after sample problems from WCAS implemented in the integrated block classes.

Improvement goal: DISCIPLINE

Goal 1 (all kids): Brownsville will reduce the occurrence of disrespect by students from 50 to 10 during the 2017-2018 school year.

Goal 2 (Reducing specific, identified gaps): Brownsville will reduce the occurrence of *class time disruptions by boys* from 62 to 25 during the 2017-2018 school year.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Implementation of Second Steps	All year	Classroom teachers	Second Step curriculum; time to implement lessons	Walk through data; PowerSchool data checks throughout the year to evaluate our progress
Exploring strategies that are boy “friendly” in the classroom	All year	Classroom teachers; principal	Time to research and implement strategies	PowerSchool data checks throughout the year to evaluate our progress

Improvement goal: ABSENTEEISM

Goal 1 (Reducing specific, identified gaps): By spring of 2018, Brownsville will reduce the number of *males* that are chronically absent in a school year from 14 male students to 0 male students.

Goal 2 (Reducing specific, identified gaps): By spring of 2018, Brownsville will reduce the number of students with disabilities that are chronically absent in a school year from 9 students to 0 students.

**chronically absent are students that have missed 18 or more days in a school year.*

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Work with families of identified students to improve attendance.	All year	Principal, Learning Specialist, Support Secretary	Time to meet with families	PowerSchool data pulled monthly to monitor progress on identified students