

# School Improvement Plan 2019-2020

## Brownsville Elementary School

School Leadership Team Members Parent-Community Partners	
Stacey Krumsick, Principal	Sharon Smith, LAP Para educator
Donna Stanton, Learning Specialist	Marcia Carruth, LAP/EL Para educator
Ashley Rowell, Reading Specialist	Julie Kirchner, Kindergarten Teacher

NEEDS ASSESSMENT SUMMARY
<p>The low income gap continues to be a challenge for our intermediate grades. Our current status is approximately 30% coming from outside our service and/or district area. With open enrollment being so high, the gap continues to grow with low income versus non-low income. The gap in consistently wider in math than ELA.</p> <p>English Language learners have increased in the past two years. We currently have 15 EL students in program and another 6 on watch. This has increased our need for EL para time to best address the needs of the students. This need is not only for classroom learning but forming relationships with families at registration, Open House and conferences.</p>

DATES REVIEWED SIP		
August 7, 2019	September 19, 2019	October 17, 2019

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<b>Brownsville Elementary</b>						
Student Group	ELA # Tested	ELA # Expected to Test	ELA Percent Participated	Math # Tested	Math # Expected to Test	Math Percent Participated
All Students	229	229	100.0	227	230	98.7
Asian	*					
Black-African American	*					
Hispanic-Latino	18	18	100.0	18	19	94.7
Limited English	*					
Low Income	59	59	100.0	57	60	95.0
Pacific Islander	*					
Special Education	25	25	100.0	24	26	92.3
Two or More Races	48	48	100.0	47	48	97.9
White	151	151	100.0	151	151	100.0

\*Represents 10 or less

### Central Kitsap District Communication Plan for the Importance of State Assessments 2019-2020

Timeline	Description
September – October	<ul style="list-style-type: none"> <li>○ Board study session on sub group participation rate in state assessments.</li> <li>○ Assessment calendar posted on district website.</li> <li>○ District mails out score reports and cover letter. Cover letters are in students' home language.</li> <li>○ Provide teacher talking points for conferences.</li> <li>○ Provide Parent/ Family guides in multiple languages available for conferences.</li> </ul>
November – January	<ul style="list-style-type: none"> <li>○ Send to each building for their school e-news an article on the importance of state assessments and participation.</li> <li>○ Provide a nudge letter for families who didn't participate the previous year.</li> <li>○ Provide a power point for best practices for state testing for building staff meetings.</li> </ul>
February – March	<ul style="list-style-type: none"> <li>○ Provide article on best test taking strategies for preparing for state assessments.</li> <li>○ Spring conference reminders about the importance of the upcoming state assessments.</li> <li>○ Publish and advertise the schools, grade bands and dates of student state assessments.</li> </ul>
April – May	<ul style="list-style-type: none"> <li>○ Provide onsite building support for inclusive testing environment (pencils, space, familiar staff, snacks, space for accommodations and extended time)</li> <li>○ Communicate to families and provide ample make up windows for students.</li> </ul>

## School Improvement Plan 2019-2020

### Improvement Goal: ELA

#### Goal 1:

- Kindergarten - All students will be able to recognize and produce the sound of each letter in the alphabet. Students will be able to correctly write all letters lowercase and uppercase.
- First Grade - All students in first grade will be able to move up by 6 reading levels by the end of the school year.
- Second Grade-All students will use the RACE method with basic comprehension test questions including 2 pieces of evidence from the text.
- Third, Fourth and Fifth Grade - Students will be able to respond in writing to a comprehension question following the R.A.C.E. model. They will use a rubric to check their written responses when completing classroom work and assessments. 75% will meet benchmark (3 or above) on RACE rubric.
  - In responding to a prompt:
    - 3rd: Restate the question, answer the question, and cite evidence from the text.
    - 4th: Restate the question, answer the question, cite evidence, and explain how their evidence supports their answer in their own words.
    - 5th: Restate the question, answer the question, cite evidence from the text, explain how their evidence supports their answer in their own words and form an opinion which expands on the topic.

**Goal 2:** Identified students will have the same grade level goal. Identification of the students will be through LAP, MTSS and other needs based assessments.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<b>Kindergarten</b> - Focus on the data and fluid small groups using ESGI and Journey's.	Bi-monthly assessments	Classroom teacher and LAP teacher	ESGI DIBELS, Handwriting without Tears	ESGI assessments Journey's assessments DIBELS data
<b>First Grade</b> - Focus on the data and fluid small groups using F&P running records.	Running Records done in September, December, March and June	Classroom Teacher	Fountas and Pinnell assessments; Time to administer Running Records individually	F&P assessments, LAP progress monitoring
<b>Second Grade</b> - Using a consistent rubric around RACE (restate the question, Answer the Question, Cite Text Evidence and Explain what it Means)	Baseline in October 17	Classroom Teachers	none	Reading passages in Journeys and then test comprehension with RACE method with a minimum of 2 pieces of evidence.

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<p><b>Third Grade - RACE</b> strategy</p>	<p>Throughout the year</p>	<p>Classroom teachers and Students</p>	<p>None</p>	<p>Weekly exit tickets for one component of the rubric at a time. Journeys weekly assessment prompt each trimester.</p>
<p><b>Fourth Grade- RACE</b> strategy + explaining how their evidence supports their answer in their own words.</p>	<p>Throughout the year</p>	<p>Classroom teachers and Students</p>	<p>None</p>	<p>Weekly exit tickets for one component of the rubric at a time. Journeys weekly assessment prompt each trimester.</p>
<p><b>Fifth Grade- RACE</b> strategy + explaining how their evidence supports their answer in their own words + form an opinion which expands on the topic</p>	<p>Throughout the year</p>	<p>Classroom teachers</p>	<p>None</p>	<p>Weekly exit tickets for one component of the rubric at a time. Journeys weekly assessment prompt each trimester.</p>

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### Improvement Goal: Math

#### Goal 1:

- Kindergarten - All students will be able to count to 100 by 1's and 10's. Fluently compose and decompose numbers through 5.
- First Grade - All students will be able to read, write, and count numbers to 120 starting at any given number.
- Second Grade - Students will be able to solve 10 problems with 90% accuracy three digit and two-digit addition and subtraction problems.
- All students grade 3 through 5 will be able to show their understanding of multiplication using more than one strategy to find the product.
  - Third Grade: All students will be able to show their understanding of math facts with factors of 0-12 using at least two different strategies.
  - Fourth Grade: All students will be able to show their understanding of multiplication of 2 digits by 2 digits by using at least two different strategies.
  - Fifth Grade: All students will be able to show their understanding of multiplication of 3 digits by 2 digits (and beyond) by using at least two different strategies.

**Goal 2:** Identified students will have the same grade level goal. Identification of the students will be through LAP, MTSS and other needs based assessments.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<b>Kindergarten</b> - small groups; flashcards through ESGI sent home	Throughout the year	Classroom Teachers	ESGI Jack Hartmann Videos Games Sprints Problem Solvers	Bi-monthly progress checks in ESGI
<b>First Grade</b> - small groups; differentiated curriculum	Throughout the year	Classroom Teachers & Students	120 Chart Hands on and auditory activities with daily practice	Progress checks- September, December, March, end of May
<b>Second Grade</b> - small groups; LAP supports; fluid groupings	Throughout the year	Classroom Teachers, Students, LAP teachers, Learning Specialist	None	Monthly progress monitoring starting October 15 <sup>th</sup> until mid-May.
<b>Third Grade, Fourth and Fifth Grades</b> - Math Talks, manipulatives; small groups	Throughout the year	Classroom teachers & Students	None	Monthly progress checks with formative assessments

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### Improvement Goal: Science

**Goal 1:** All 4 / 5 grade students will use the Claim, Evidence, and Reasoning format of the NGSS for written responses in Expository/Informative writing. Students will attempt to explain a natural phenomenon. They will state their claim, provide evidence from researched resources and include a justification for their reasoning.

**Goal 2:** The same goals but identified students meeting standard. Identification will be based on baseline data.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Using the CLEER (Claim, Evidence, Reasoning) strategy, students will be able to use the rubric to self-assess and improve writing in science.	Throughout the year- End date May 2020	Integration teachers in 4 <sup>th</sup> and 5 <sup>th</sup> grade	Time to plan prompts with a natural phenomenon. Time to analyze results.	Students will use the CLEER rubric monthly as embedded in everyday lessons. Teachers will use the formative data to adjust curriculum and focus based on results.

### Improvement Goal: Attendance

**Goal 1:** Continue to have 95% daily attendance rate and above as a whole school.

**Goal 2:** Kindergarten will increase their overall rate to match the school. Currently, 9 days as of 10/17/19 were over the 5% absent rate.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Communication with parents about attendance policies. Share data on the amount of days missed correlated to success in school.	Throughout the year and monitor the Kindergarten numbers	Principal Support Secretary Teachers	Current research on attendance. Current policies for sickness-when to keep a child home.	Monitoring the absences monthly, adjust the communication to target areas of deficit.

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### Improvement Goal: Discipline

**Goal 1:** Reduce the number of in school and out of school suspensions from 54 occurrences in 2018-2019 to 27 occurrences in 2019-2020 (a decrease of 50%).

**Goal 2:** Office has identified five students who were included in last year's numbers. We will reduce identified students in school and out of school suspensions from 15 occurrences in 2018-2019 to 7 occurrences in 2019-2020 (a decrease of 50%).

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Implement SWIS data system to identify areas of needs and monitor progress.	Check points 4 times a year- October, December, March and May	MTSS team	Andrea Bowman for training and analysis needs.	See timeline- 4 times a year.
Continue to reinforce, reteach and consistently implement BEAR expectations in the classroom and out of classroom areas.	Each month one of the expectations if focused on at a monthly assembly.	Staff will plan monthly assemblies.	Time	SWIS data declines in specified area.

## School Improvement Plan 2019-2020

### Improvement Goal: Physical, Emotional and Intellectual Safety

**Goal 1:** Implement, analyze and identify students of physical, emotional or intellectual needs based on Universal Screener.

**Goal 2:** Identified Tier 2 students will engage in applied interventions with a baseline assessment and post intervention assessment to measure success.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Administer Universal Screener three times a year to identify internal and external behavior students.	Throughout the school year	Principal Counselor Staff	Training provided by Andrea Bowman.	Check points 4 times a year- October, December, March and May. Analyze
Implementing and progress monitoring interventions for identified students.	Throughout the school year	MTSS team Counselor Learning Specialist Principal Classroom teacher	Training provided by Andrea Bowman and Rick Ryen	Check points 4 times a year- October, December, March and May. Analyze the data on identified students and their SWIS data.