

2011-12 School Improvement Plan:

School: Briarcrest Date: November 1, 2011
Principal: Jonathan Nesson

State Uniform Bar for **READING**:

- 88.1% of 3rd, 4th, and 5th grade students will meet standard.
- 82.5% of 6th, 7th, and 8th grade students will meet standard.
- 87.2% of 10th grade students will meet standard.

District SMART Goal for **READING**: The 2011 AYP Proficiency Index, by district and by school, for at least one of the lowest performing subgroups (American Indian, Asian/Pacific Islander, Black, Hispanic, White, Limited English, Low Income, or Special Education) will exceed the 2010 AYP Proficiency Index.

COMPONENT #1: Comprehensive Needs Assessment:

[See attached]

WAC 180-105-020 Reading and mathematics, WAC 180-16-220 Supplemental basic education program approval requirements (. . . shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous process . . .) RCW 28A.655.100 Performance goals – reporting requirements (. . . include the school level goals, student performance related to the goals, and a summary of school-level plans to achieve the goals. . .)

School MSP or HSPE Target for **READING**: During the 2010-2011 school year, all cohorts will equal or better their performance from last year, or exceed the uniform bar (whichever is higher) in Reading as measured by the MSP.

Grade 3: 88.1%

Grade 4: 88.1%

Grade 5: 88.1%

Grade 6: 82.5%

School SMART Goal for **READING**: During the 2011-2012 school year, 80% or more of students not meeting September grade level standards in their composite Reading scores (Fluency, Comprehension, Phonemic Awareness) will increase their composite scores by a minimum of 10 points.

The Human Resources Department of the Shoreline School District has documentation that all of our certificated teachers are highly qualified. Paraeducators working at Title I schoolwide buildings are highly qualified.

SMART Processes

Instructional Leadership Team Plan/Map		Resources		
Effective Methods and Instructional Strategies for All Students	Professional Development Activities	People/Team Involved	Materials Needed	Budget Required
<p>Briarcrest staff are committed to utilizing timely, targeted reading instruction with our students. Teachers use whole group lessons to introduce reading strategies, and small group instruction to reinforce and address specific needs. Response to Intervention is utilized to monitor the progress of students, and adjust the instructional program as needed.</p> <p>Whole-School programs and instructional strategies:</p> <ul style="list-style-type: none"> • Phonics instruction (K-5) • Academic vocabulary program (K-6) • Interactive Read-Alouds (K-6) • Reading Counts (1-6) • GLAD (K-6) <p>Programs for reinforcement and practice:</p> <ul style="list-style-type: none"> • Achieve 3000 (5&6) • Linguistic Remedies (K-2) • Homogenous novel groups (3-6) <p>Programs that address individual needs:</p> <ul style="list-style-type: none"> • Extended day kindergarten (K) • Phonics block (2) 	<ul style="list-style-type: none"> • Academic vocabulary with Sue McAllister • Training with phonics curriculum • Training for Achieve 3000 • GLAD training/workshops • Daily 5 training/workshops • CORE training/workshops • Linguistic Remedies training/workshops • Interactive Read Alouds 	<p>Current staff</p> <p>Sue McAllister</p> <p>Ellen Kaje/GLAD trainers</p> <p>Laura Rogan</p> <p>Community/Parent Volunteers</p>	<p>Academic vocabulary workbooks</p> <p>Literacy Place</p> <p>Linguistic Remedies cards</p> <p>More lower level (copper/pink) RC books</p> <p>Interactive read aloud books</p>	<p>Building funds</p>

<ul style="list-style-type: none"> • Daily 5/Cafe (K-3) • ERI: Early Reading Intervention (K, ELL) 				
Assessment Plan	Professional Development Activities	People/Team Involved	Materials Needed	Budget Required
<p>- Progress Monitoring to inform targeted instruction</p> <p>-Intervention Coordination Meetings for all classroom teachers with academic specialists coordinating instruction and curriculum</p> <p>-Team Meetings using universal screening data (DIBELS/SRI/CORE) to discuss instruction/ intervention</p> <p>QRI Assessments for students who indicate need on Universal Screening</p>	<ul style="list-style-type: none"> • Intervention Coordination • Data Analysis • CORE Training 	<ul style="list-style-type: none"> -All grade level teams -Principal -Psychologist -SLP -Title, resource, ELL specialists -District Instructional Staff 	<ul style="list-style-type: none"> -CORE materials/resources -DIBELS materials/resources 	<ul style="list-style-type: none"> Building Funds Title I Part A Award
Provide Assistance to Students Experiencing Difficulty	Professional Development Activities	People/Team Involved	Materials Needed	Budget Required
<ul style="list-style-type: none"> • Read Naturally (1-6) • Comprehension Toolkit (1-6 Title) • Text Talk (K-6 Title) • Read 180 (5-6 ELL) • GLAD strategies (K-6) • Vocabulary front-loading (K-6 ELL) • Achieve 3000 (5-6) • Phonics groups (2-3) • Read Well (1-5 SpEd, Title) • Six-Minute Solution (3, Title) • ERI: Early Reading Intervention (K, Title, ELL) • Differentiation: Varied targets for 	<ul style="list-style-type: none"> • GLAD training/workshops • Academic vocabulary training • Intervention program training • Linguistic Remedies training 	<ul style="list-style-type: none"> • Sue McAllister • Community /Parent Volunteers • Ellen Kaje/GLAD trainers • Current staff Laura Rogan 	<ul style="list-style-type: none"> Academic vocabulary workbooks Linguistic Remedies cards Novel sets 	<ul style="list-style-type: none"> building funds

<p>students working on the same materials/concepts</p> <ul style="list-style-type: none"> • Level 3 and 4 monitoring by ELL • Imagine Learning English (ELL K-6) 				
<p>Strategies to Increase Parent Involvement (Optional for schools that are not Title I)</p>	<p>Professional Development Activities</p>	<p>People/Team Involved</p>	<p>Materials Needed</p>	<p>Budget Required</p>
<p>Enrichment</p> <ul style="list-style-type: none"> • Computer lab for community • Global Reading Challenge (4-5) <p>Informational</p> <ul style="list-style-type: none"> *News Briefs * Curriculum night * Play and Learn * Resource Center for Parents <p>Community Connections</p> <ul style="list-style-type: none"> • Open Library • WatchDOGS • Homework Night • Preschool Reading Program 	<p>Julie Kang- parent outreach strategies. -Family Advocate and School Nurse -District Math TOSA</p>	<p>All Staff Family Advocate Principal ELL teacher District support (Julie Kang, Ellen Kaje)</p>	<p>Variety of specific resources for each event, class, committee or strategy</p>	<p>Building budget Title Parent involvement funds</p>

2011-12 School Improvement Plan:

School: Briarcrest Elementary

Date: November 1, 2011

Principal: Jonathan Nesson

State Uniform Bar for **MATH**:

- 79.0% of 3rd, 4th, and 5th grade students will meet standard.
- 79.3% of 6th, 7th, and 8th grade students will meet standard.
- 81.2% of 10th grade students will meet standard.

District SMART Goal for **MATH**: The 2012 AYP Proficiency Index, by district and by school, for at least one of the lowest performing subgroups (American Indian, Asian/Pacific Islander, Black, Hispanic, White, Limited English, Low Income, or Special Education) will exceed the 2011 AYP Proficiency Index.

COMPONENT #1: Comprehensive Needs Assessment:

[See attached.]

WAC 180-105-020 Reading and mathematics, WAC 180-16-220 Supplemental basic education program approval requirements (. . . shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous process . . .) RCW 28A.655.100 Performance goals – reporting requirements (. . . include the school level goals, student performance related to the goals, and a summary of school-level plans to achieve the goals. . .)

School MSP or HSPE Target for **READING**: During the 2011-2012 school year, all cohorts will equal or better their performance from last year, or exceed the uniform bar (whichever is higher) in Reading as measured by the MSP.

Grade 3: 79.0%

Grade 4: 79.0%

Grade 5: 79.0%

Grade 6: 79.3%

School SMART Goal for MATH: Students not meeting September grade level standards in their composite Math scores (MSP, EasyCBM, and Math Fact Fluency) will increase their composite scores by a minimum of 10 points (and a target composite score of 80 points or higher).

The Human Resources Department of the Shoreline School District has documentation that all of our certificated teachers are highly qualified. Paraeducators working at Title I schoolwide buildings are highly qualified.

SMART Processes				
Instructional Leadership Team Plan/Map		Resources		
Effective Methods and Instructional Strategies for All Students	Professional Development Activities	People/Team Involved	Materials Needed	Budget Required
<p>We are using our Professional Learning Communities to focus specifically on math instruction this year. Teachers are working through the PLC Cycle: they identify a key power standard each trimester, talk through problems of practice, plan a series of lessons and an assessment, share their data, and make their plan to regroup and re-teach.</p> <p>The staff is committed to the full implementation of our EnVisions curriculum. Frequent visits and assistance from Linda Smith, Math TOSA, are being scheduled throughout the year.</p> <p>Additional support is provided to students through our Response to Intervention work. We have several programs to assist students with individualized content.</p> <p>Commitment to math instruction</p>	<p>EnVisions training</p> <p>Professional Learning</p> <p>Communities development</p> <p>Academic/Math Vocabulary Instruction</p> <p>GLAD strategy trainings</p> <p>Staff meeting time focused on implementation, assessment, pacing, and alignment</p> <p>Review/develop math progress monitoring tools</p>	<p>K-6 classroom teachers</p> <p>Title, Special Education, and English Language teachers</p> <p>Principal</p> <p>Rtl facilitator</p> <p>Instructional support staff</p> <p>Teri Poff</p> <p>Linda Smith</p> <p>Sue McAllister</p>	<p>PLC protocols, agendas</p> <p>Easy CBM, computers, progress monitoring materials,</p> <p>Rocket Math</p> <p>Xtra Math website</p> <p>enVisions and CMP materials</p>	<p>Release time for Progress Monitoring</p>

SMART Processes

Instructional Leadership Team Plan/Map		Resources		
<ul style="list-style-type: none"> • Teachers will focus on Math achievement via our Professional Learning Communities • Students who are below standard in our Math assessments will be the focus of our Progress Monitoring teams • Regular math fact fluency monitoring <p>Fidelity to EnVisions Curriculum</p> <ul style="list-style-type: none"> • Students will receive at least 45-60 minutes in K/1, 75-90 minutes in 2-6 of math instruction each day • EnVisions program taught as prescribed • Students will be taught problem-solving strategies to help them successfully answer a problem as well as communicate their thinking. <p>Individualized math support</p> <ul style="list-style-type: none"> • Extended Day Kindergarten program • IXL on-line curriculum 		Ellen Kaje		
Assessment Plan	Professional Development Activities	People/Team Involved	Materials Needed	Budget Required
<p>Universal Screening with EasyCBM</p> <p>Progress Monitoring to inform targeted instruction</p> <p>-Intervention Coordination Meetings for all classroom teachers with academic specialists coordinating instruction and curriculum</p>	<ul style="list-style-type: none"> • Intervention Coordination • Data Analysis 	<ul style="list-style-type: none"> -All grade level teams -Principal -Psychologist -SLP -Title, resource, ELL specialists -District Instructional 	<ul style="list-style-type: none"> -EasyCBM Resources -Rocket Math 	<ul style="list-style-type: none"> Building Funds Title I Part A Award

SMART Processes

Instructional Leadership Team Plan/Map		Resources		
<p>-PLC Meetings using universal screening data (EasyCBM, Math Fact Fluency) to discuss instruction/intervention</p>		Staff		
Provide Assistance to Students Experiencing Difficulty	Professional Development Activities	People/Team Involved	Materials Needed	Budget Required
<ul style="list-style-type: none"> • FOCUS Math for students needing Tier 3/Remediation • Small group intervention provided by classroom teacher • Classroom support provided by paraeducators 	<ul style="list-style-type: none"> • Training on FOCUS math • Training on Intervention components of EnVision curriculum 	<p>Classroom Teachers</p> <p>SpEd, ELL teachers</p> <p>Paraeducators</p> <p>Linda Smith</p>	<p>FOCUS Math</p>	<p>SpEd funds</p> <p>High Impact/Inclusion</p>
Strategies to Increase Parent Involvement (Optional for schools that are not Title I)	Professional Development Activities	People/Team Involved	Materials Needed	Budget Required
<p>Enrichment</p> <ul style="list-style-type: none"> • Math Olympiad • Computer lab for community <p>Informational</p> <ul style="list-style-type: none"> *News Briefs * Curriculum night * Play and Learn * Resource Center for Parents <p>Community Connections</p>	<ul style="list-style-type: none"> • Julie Kang- parent outreach strategies • Family Advocate and School Nurse • District Math TOSA 	<p>All Staff</p> <p>Family Advocate</p> <p>Principal</p> <p>ELL teacher</p> <p>District support (Julie Kang, Ellen Kaje)</p>	<p>Variety of specific resources for each event, class, committee or strategy</p>	<p>Building budget</p> <p>Title Parent involvement funds</p>

SMART Processes

Instructional Leadership Team Plan/Map		Resources		
<ul style="list-style-type: none">• Open Library• WatchDOGS• Homework Night <p>Parent Education</p> <ul style="list-style-type: none">* First Grade math night* Envisions Math Night* Guest speaker @ PTA meetings				

2010-11 School Improvement Goal Evaluations: Briarcrest

Reading

<p>School MSP or HSPE Target for 2010-11: During the 2009-2010 school year, all cohorts will equal or better their performance from last year, or exceed the uniform bar (whichever is higher) in Reading as measured by the MSP.</p> <p>Grade 3: 88.1% Grade 4: 88.1% Grade 5: 88.1% Grade 6: 82.5%</p>	<p>Met goal? Y or N</p> <p style="text-align: center;">N</p>
<p>Comments: Actual performance on 2010-2011 MSP:</p> <p>Grade 3: 82.0% Grade 4: 59.7% Grade 5: 71.1% Grade 6: 78.8%</p>	
<p>School SMART goal for 2010-11: During the 2010-2011 school year, 80% or more of students not meeting September grade level standards in their composite Reading scores (Fluency, Comprehension, Phonemic Awareness) will increase their composite scores by a minimum of 10 points.</p>	<p>Met goal? Y or N</p>
<p>Comments:</p> <p>Grade K: 57/57 (100%) met goal Grade 1: 26/26 (100%) met goal Grade 2: 24/24 (100%) met goal Grade 3: 28/31 (90%) met goal Grade 4: 34/38 (89%) met goal Grade 5: 33/39 (85%) met goal Grade 6: 10/16 (63%) met goal</p>	<p style="text-align: center;">K - 5: Y</p> <p style="text-align: center;">6: N</p>

Math

<p>School MSP or HSPE Target for 2010-11: During the 2010-2011 school year, all cohorts will equal or better their performance from last year, or exceed the uniform bar (whichever is higher) in Reading as measured by the MSP.</p> <p>Grade 3: 58% Grade 4: 58% Grade 5: 71% Grade 6: 62%</p>	<p>Met goal? Y or N</p> <p>3 & 6 - Y</p> <p>4 & 5 - N</p>
<p>Comments: Actual performance on 2010-2011 MSP:</p> <p>Grade 3: 60.7% Grade 4: 53.2% Grade 5: 59.7% Grade 6: 75.0%</p>	
<p>School SMART goal for 2010-11: During the 2010-2011 school year, 80% or more of students not meeting September grade level standards in their composite Math scores (MSP, EasyCBM, and Math Fact Fluency) will increase their composite scores by a minimum of 10 points</p>	<p>Met goal? Y or N</p>
<p>Comments:</p> <p>Grade K: 57/57 (100%) met goal Grade 1: 49/52 (94%) met goal Grade 2: 25/25 (100%) met goal Grade 3: 26/31 (84%) met goal Grade 4: 39/49 (80%) met goal Grade 5: 35/43 (81%) met goal Grade 6: 13/18 (72%) met goal</p>	<p>K - 5: Y</p> <p>6: N</p>