



Shoreline School District 2021-2022 School Improvement Plan

School: Briarcrest

Principal: Derek Dalasta

Date: 10/29/2021

DISTRICT MISSION

The mission of the Shoreline School District is to provide a collaborative learning community which engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible citizens.

VISION FOR STUDENT LEARNERS

Shoreline School District will support **all students** in becoming...

- Persistent
- Effective Communicators
- Growth Oriented
- Critical Thinkers
- Empathetic
- Creative
- Global Citizens
- Knowledgeable
- Collaborative

SHARED BELIEFS

All students can achieve

All students can grow to reach their academic and personal excellence.

Equitable access to rigorous learning is essential

All students will be provided with equitable instruction, access to innovative programs, and necessary supports for success.

Diversity makes our community stronger

We view diversity as an asset. Fostering an environment of dignity and respect, all individuals, opinions, and contributions are valued.

Curiosity sparks creativity and innovation

Students will be encouraged to generate questions, explore topics of interest, and engage in inquiry to develop new ideas and novel ways of thinking.

Respect, empathy, and collaboration are at the core of community

Students will broaden their perspectives by seeking to understand the perspectives and experiences of others to enable them to work collaboratively. Students will understand their role and responsibilities in our local and global community.



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INSTRUCTIONAL STRATEGIC DIRECTIONS

We will design and implement systems of learning that honor individual student goals and dreams, while building college and career readiness in an environment that supports social, emotional, and physical well being.

1. Support a **culture of ongoing learning and growth.**
2. Embrace **equity and diversity.**
3. **Know our students** and meet their social, emotional, and academic needs.
4. Foster students' ability to develop **academic, life, and career skills.**
5. Teach in ways that are **relevant, engaging, innovative, student-driven, and rigorous.**

2021-2022 DISTRICT STRATEGIC FOCUS

Staff and Student Well-being (K-12)

Equitable Literacy Practices & Systems (K-5)

Equitable Grading Practices (6-12)

KEY ORGANIZATIONAL DRIVERS

The Organizational Drivers are used to intentionally develop supports and structures needed to create a comprehensive school improvement model.

Teaching and Learning

ISD #5. "Teach in ways that are relevant, engaging, innovative, student driven and rigorous." Knowledgeable, skilled staff use multiple approaches to teaching, learning and matching service with need. All students are actively engaged in challenging and relevant learning.

Professional Learning

ISD #1 "Support a culture on ongoing learning and growth." Plan and provide professional learning designed to increase educator effectiveness through the development of the knowledge, skills, practices and dispositions needed to help all students perform at a high level.

Leadership and Organization

Developing capacity and opportunity for staff to be engaged in meaningful leadership. Creating purposeful intentional structures to support student success and reflect best practices.

Culture and Community

A building's culture dictates its collective personality. Create and sustain an atmosphere and system that is inviting, safe, inclusive, and supportive and encourages risk taking.



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Section #1: School Vision / Mission

Our Mission

Through our core values of respect, equity, and integrity, Briarcrest Elementary School nurtures the whole child by establishing strong family connections and instilling a growth mindset, cultivating high academic success.

Our Vision

Nurturing the Whole Child

At Briarcrest Elementary, we honor, respect, and nurture the whole child. Our students learn to be respectful, empathetic, and compassionate citizens. Students and staff have a deep sense of integrity and show kindness towards all. Through a lens of equity, we monitor our actions and decision-making, embracing the diversity of our population.

Establishing Strong Family Connections

We believe that our students, their families, and the Briarcrest community are truly the heart of our school. We welcome families into school, developing a deep sense of school pride among all of our community members. We utilize two way communication between our staff, students, and families and develop mutually supportive relationships.

Instilling a Growth Mindset

At Briarcrest, all students, staff, and community members believe in their ability to learn and grow. Students and staff value mistake-making and perseverance as they take on the challenges of learning and growth. Through collaboration and a positive attitude, our staff members model and teach a growth mindset.

Cultivating High Academic Success

Briarcrest staff members create learning environments where students are challenged and engaged. Staff members hold high expectations for their own learning, collaborating with each other to create a cohesive, inclusive school for all students. Staff members foster a deep joy for learning in students, and hold high expectations for both themselves and their students as learners.



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Section 2A: Review of School Data from 2020-2021

Data & Information –Performance Indicators & Participation Information (provided by the district – located in Appendix)

**** Secondary will have specific data

****Elementary will have specific data

Section 2B: Review of School Information from 2020-2021

School Narrative Information - (provided by the school - may place data tables in appendix to help with formatting)

Briarcrest is a K-5 elementary school with a diverse, dedicated, and impassioned community of students, staff, and families. Our staff works collaboratively to help our students grow academically, socially, and emotionally.

There are clear foci and priorities shared amongst our community stakeholders and in alignment with the greater scope of district and state education priorities. Upon reviewing the specific goals, priorities, strategies, actions, and activities below, our school's focus on the following priorities are clear:

- Equitable literacy practices K-5
- Social and emotional learning
- Student and staff well-being
- Equitable outcomes for all students

Our staff carefully prepared for the return to full-time in-person learning this fall (September of 2021) after the lengthy school closure due to the pandemic. We are using some of the expertise gained from last year's learning models (increased technology skills, increased emphasis on home/school connections, increased alignment in instructional practices, etc.) to provide a safe and positive learning environment for all students. In addition, we have always closely adhered to all state and district health guidelines in order to keep our students safe.



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The 2021-2022 school year marks the fifth year in which Briarcrest has provided a Dual Language Spanish/English program with an emphasis on bilingualism/biliteracy, high academic achievement in both languages, and sociocultural competence. We currently have 124 students being served in all grade levels K-5 in our Dual Language program. In K-2, our Dual Language students are served in an 80/20 model in which 80% of their classroom instruction is in Spanish, and 20% in English, while our 3rd- 5th graders are in a 50/50 model with half of classroom instruction in each language. For the previous two years (19-20 and 20-21), we received an OSPI grant of \$30,000 to support our Dual Language program; this year (the fall of 2021), Shoreline was awarded a similar two-year \$70,000 grant. Spanish-language books were purchased for the classroom and library, and Spanish/English signage and murals were created by an artist, with all of our students participating. Part of the grant will also be used for professional development, including all staff new to the program over the last two years will attend the La Cosecha conference in New Mexico facilitated by Dual Language Education of New Mexico, one of the nation's preeminent Dual Language consortiums.

Section 3: Reflection of 2020-2021

These strengths and challenges are based on:

- Student achievement data
- Program data
- Perception data gathered in formal surveys, meetings, and conferences
- Perception data gathered from informal conversations with staff members, community members, and students



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School Strengths

- Acceptance and appreciation of our diverse community
- Attendance for 2019-2020: 96% of our students are here at least 90% of the time (up from 92% in 2018-19)
- Strong diversity among our staff: 13 certificated educators of color and 4 classified staff of color
- Strong linguistic diversity among our staff: 19 multilingual staff members
- Positive trend in our SBA achievement scores (no data from last two years)
- No out-of-school suspensions for three years
- Student, Staff, and Families have an overwhelmingly positive perception of the school based on the EES Survey data from the past four years. In addition, a positive trend of decreasing the disproportionality in response rate for the EES survey among families identifying as part of the Hispanic/Latino federal race designation (from 9% underrepresented in 2019-2020 to 5% underrepresented in 2020-2021) while simultaneously decreasing the overrepresentation of families identifying as part of the White federal race designation in response rate (from 8% overrepresented in 2019-2020 to 5% overrepresented in 2020-2021).
- Student Growth Percentile scores on the SBA are highest for students in the race designation of *Black/African American* for ELA and Math (81.0 and 72.0 respectively)

School Challenges / Gaps

- Building more chances for deeper social and academic integration between the Dual Language Program and the students/families of students who are not in that program.
- Achievement/Opportunity gaps remain large, especially for students in the race designation of *Hispanic/Latino of any race(s)* and *Asian* for ELA and Math. And for students in the race designation of *Black/African American* for Math.
- Overcoming the challenge of families feeling disconnected to the school and to other families because they are not physically allowed to be in the building or have large community-building events in person at school.



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Section 4: School Plan for Improvement in 2021-2022

Teaching and Learning Improvement Goals

Priority Goals (Teaching & Learning)	Connection to Instructional Strategic Plan	Strategy / Actions / Activities to Achieve the Goal	Indicators of Growth / Evidence of Success
<p>This year's goal To increase our collective efficacy in using equitable literacy practices, social emotional learning, and a strengths-based approach to make it so race is not a predictor of success at Briarcrest.</p> <p>This year's foci Equitable Literacy Practices Social Emotional Learning Equitable outcomes Strengths-based approach</p>	<ol style="list-style-type: none"> 1. Support a culture of ongoing learning and growth 2. Embraces equity and diversity 3. Know our students and meet their social, emotional and academic needs 4. Foster students' ability to develop academic, life and career skills 5. Teach in ways that are relevant, engaging, innovative, student driven, and rigorous 	<p>K-5 Literacy Utilize culturally relevant practices aligning with our equitable literary practices.</p> <p>Aligning our literary practices with the district goal of reducing overrepresentation of Latinx students in Title/LAP & Special Education services. For example, systematic approach to phonics- explicit instruction at the MTSS Tiers, I and II.</p> <p>Use of visuals and other scaffolds during instruction</p> <p>Completion of Shoreline's Race and Equity 101 modules for all staff members</p>	<p>Student Achievement Data</p> <ul style="list-style-type: none"> ● SWIS data ● DIBELS screener reading scores (phonemic awareness, phonics, fluency, vocabulary, comprehension) ● iReady reading data (3rd-5th) ● SBA ELA data (3rd-5th) <p>Program Data</p> <ul style="list-style-type: none"> ● Notes and agenda from Data Meetings at regular intervals throughout the year ● Community Circle slide decks with the monthly integrated family engagement connection and BLM at Schools guiding principle connection



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Social Emotional Learning (SEL)

Implement community circles in classrooms with a school-wide:

- SEL focus
- PBIS focus
- Family Engagement focus
- Black Lives Matter at School Guiding Principle focus

SEL focus on classroom and school routines and procedures (in regards to the lengthy school closure)

Use of visuals and other scaffolds during instruction

Continuously examine our practices and analyze how they are serving those pushed furthest from educational justice, including conducting a systematic Race & Equity audit.

- Equity Team Agenda and Meeting Notes
- Attendance logs and the agendas of our early release Wednesday professional learning sessions

Perception Data

- Teacher survey on Community Circle implementation
- EES Survey Data



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Equity Team to develop regular lessons (e.g. monthly) with an explicit equity focus for each grade band

Section 4: School Plan for Improvement in 2021-2022

Leadership & Organization Improvement Goals

Priority Goals (Leadership & Organization)	Connection to Instructional Strategic Plan	Strategy / Actions / Activities to Achieve the Goal	Indicators of Growth / Evidence of Success
<p>This year's goal Increase the efficacy of Teacher collaboration for all staff, centered around the shared goal of improving educational outcomes for all students.</p> <p>This year's foci Equitable Literacy Practices Social Emotional Learning Equitable outcomes Strengths-based approach</p>	<p>1. Support a culture of ongoing learning and growth</p> <p>5. Teach in ways that are relevant, engaging, innovative, student driven, and rigorous</p>	<p>Schedule regular team collaboration time (PLC) with the goal of improving student achievement through more engaging and culturally responsive activities, lesson designs, and feedback</p> <p>Implement an ILT (Instructional Leadership Team) to guide staff professional development</p>	<p>Student Achievement Data</p> <ul style="list-style-type: none"> ● iReady reading data (3rd-5th) ● DIBELS screener data (K-2) ● WAKids data (KG) ● SBA Math & ELA data (3rd-5th) <p>Program Data</p> <ul style="list-style-type: none"> ● Meeting Schedule indicating PLC time & agenda ● Student Growth Goal documents



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		<p>Data meetings to support academic progress for all students</p> <p>Create a culture of growth mindset in our whole school</p> <p>Completion of Equity Audit and work on continuing strengths and improving areas for growth</p> <p>Prioritize staff and students well-being, especially concerning COVID induced trauma.</p>	<ul style="list-style-type: none"> • Notes and agenda from Data Meetings at regular intervals throughout the year • Equity Audit process <p>Perception Data</p> <ul style="list-style-type: none"> • EES Survey Data • Equity Audit results
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Section 4: School Plan for Improvement in 2021-2022

Professional Learning Improvement Goals

Priority Goals (Professional Learning)	Connection to Instructional Strategic Plan	Strategy / Actions / Activities to Achieve the Goal	Indicators of Growth / Evidence of Success
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This year's goal

Direct our professional learning to improve equitable teaching practices with an emphasis on:

- Foundational literacy skills K-5
- Social Emotional Learning

This year's foci

Equitable Literacy Practices
 Social Emotional Learning
 Equitable outcomes
 Strengths-based approach

1. Support a culture of ongoing learning and growth
2. Embraces equity and diversity
3. Know our students and meet their social, emotional and academic needs
4. Foster students' ability to develop academic, life and career skills
5. Teach in ways that are relevant, engaging, innovative, student driven, and rigorous

- School-wide social emotional learning with community circles
- *Trauma Informed/Restorative Practices training*
- Year-long foundational Literacy skills trainings on early release Wednesdays
- School-wide data meetings to improve teaching practices with a lens for MLL students
- Systematic screening for weaknesses associated with dyslexia
- *Create Tier 1 interventions*
- *Book Study*
- Race and Equity 101 training for all staff

Student Achievement Data

- iReady reading data (3rd-5th)
- DIBELS screener data (K-2)
- SBA Math & ELA data (3rd-5th)
- Student Growth Goal data

Program Data

- Attendance logs and the agendas of our early release Wednesday professional learning sessions
- Data Meeting structure, agenda, and notes
- Slide decks from staff meetings and building professional learning regarding SEL and building foundational literacy skills

Perception Data

- EES Survey Data
- Teacher survey on Community Circle implementation



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			<ul style="list-style-type: none"> Teacher survey on the effectiveness of Early Release Wednesday District Learning days
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Culture & Community

Priority Goals (Culture & Community)	Connection to Instructional Strategic Plan	Strategy / Actions / Activities to Achieve the Goal	Indicators of Growth / Evidence of Success
<p>This year's goal Create and maintain an inclusive, strength-based and supportive school environment for our students and families with an emphasis on students pushed furthest from educational justice.</p> <p>Foster collaborative partnerships with all families to</p>	<ol style="list-style-type: none"> Support a culture of ongoing learning and growth Embraces equity and diversity Know our students and meet their social, emotional and academic needs 	<p>School-wide social emotional learning with community circles</p> <p>Utilize family engagement strategies that connect all families to school making sure to use a strength-based approach and language</p> <p>Connect with all families to give positive feedback via phone calls, personal letters, email, Parent Square, etc.</p>	<p>Student Achievement Data</p> <ul style="list-style-type: none"> iReady reading data (3rd-5th) DIBELS screener data (K-2) SBA Math & ELA data (3rd-5th) Student Growth Goal data <p>Program Data</p> <ul style="list-style-type: none"> ParentSquare usage, demographic, and interaction data



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promote student engagement and achievement.

This year's foci

- Equitable Literacy Practices
- Social Emotional Learning
- Equitable outcomes
- Strengths-based approach

Family-facilitated groups when possible

Participate and encourage Culture Awareness Month activities

Provide interpreters and/or use Language Line for conferences and meetings

PBIS systems:

- Postcards mailed home from teacher
- Weekly announcement videos sent to entire community
- Weekly PBIS Shout-Out Videos sent to all families highlighting individual students and our school-wide PBIS expectations
- Regular school-wide celebrations for meeting PAWS positive behavior goals

- Teacher-generated data from personal calls and communication to families with positive messages
- Cafecitos group schedule
- Weekly Posts/emails to the whole school community containing a "Friday announcement" video and "Shout Out" recognitions from each class.
- PAWS reinforcers around the school and photos of regular PAWS celebrations (spirit days, etc.)

Perception Data

- EES Survey Data
- Personal Responses from Families on Parent Square
- Teacher survey on Community Circle implementation specifically about the *Family Engagement* component



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- Reinforce P.A.W.S. throughout interactions

Section 5: Title School Information

Mission

See Section 1 of this School Improvement Plan document

Vision

See Section 1 of this School Improvement Plan document

Plan Component #1: Needs Assessment

- ***Procedures to Support Comprehensive Plan***

The comprehensive needs assessment directs a building to collect and analyze student data. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place their instructional emphasis on strategies that improve achievement for learners struggling to meet standard on state assessments. The needs assessment identifies the strengths and weaknesses that impact student performance, as well as the needs of the entire program. Each school must take a formal look at itself and describe its demographics, level of student achievement, parent involvement, atmosphere, and staffing. The needs assessment provides outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used within this process. Support documentation should include 1) a detailed analysis of all student subgroups; and 2) an examination of student, teacher, and school community strengths and needs. The needs assessment must include both district and building priorities and concerns, as well as the strengths and

See Sections 2 & 3 of this School Improvement Plan document



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weaknesses of the school's Title I, Part A program.

Plan Component #2: Schoolwide Reform Strategies

- Procedures to Support Schoolwide Reform Strategies***

Schoolwide programs need to have a schoolwide focus. This means the reform strategies employed under the schoolwide plan should benefit the entire school and ensure all students receive a well-rounded education rather than target one, specific group of learners. Ways to ensure that the schoolwide plan maintains a comprehensive level of focus include: targeting a range of subjects, such as literacy, science, and mathematics; working to improve transitions between grades and/or schools; enriching and accelerating curriculum; and realigning curriculum both horizontally and vertically from grade to grade. The schoolwide plan should include specific ways in which the school plans to accomplish each level of reform, including what staff it will hire, what professional development strategies it will use, and what it hopes will be accomplished throughout the school as a whole. Methods and instructional strategies should be used to strengthen the academic program for all students, and the plan should demonstrate how the school will increase the amount and quality of learning through specific programs, activities, and provide a well-rounded education.

Teachers actively participate in Professional Learning Communities, meeting regularly with each other to define essential standards, plan instruction, and collaborate around data and interventions. Teachers receive professional development through a variety of local and regional offerings. All staff have access to an Instructional Coach, who will assist in organizing and providing building-wide professional development over the course of the year. Our Building Advisory Council and Equity Team will be guiding and leading professional development efforts directly related to our School Improvement Plan.

Plan Component #3: Activities to Ensure Mastery

- Procedures to Support Your Activities to Ensure Mastery***

Under a schoolwide plan, students who experience difficulty mastering the proficient or advanced levels of academic achievement standards should be provided with effective and timely assistance. This means that while the

Teachers are actively engaged in Professional Learning Communities to ensure student mastery of essential standards. They meet bi-weekly in their teams to review essential standards, articulate instructional plans, agree upon assessments, collect and



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schoolwide plan is meant to upgrade the entire school and its ability to educate, the plan also recognizes that different students have different needs and that the most at-risk students may require greater assistance in remaining or getting back on track. This means that schoolwide plans should address specific strategies for students in danger of dropping out or falling behind on mastery of a key skill. Both academic and non-academic needs are allowed to be met. This gives the school significant flexibility in meeting student achievement needs by allowing the school to employ a range of strategies, including counseling and mental health support, college and career readiness, tiered behavioral support, and preschool transition assistance as well as professional development for staff and intensive academic assistance to students.

analyze data, and implement interventions. Student achievement will also be monitored this year in Reading and Math using the iReady assessment system. After data is collected, teachers will meet to analyze the progress that students have made, and work together to ensure that each student is making positive growth over the course of the year. In addition, students in K-2 will be screened for weaknesses associated with dyslexia using the DIBELS assessment. The school also has a Tier 2/3 Team that meets weekly to review student supports.

Plan Component #4: Coordination and Integration

- Procedures to Support Your Coordination and Integration of Services***

The schoolwide plan should discuss the coordination and integration of federal, state, and local services and programs, as well as the coordination and integration of funds used at the school site.

This section of the schoolwide plan should discuss the coordination and integration of federal, state, and local services and programs as well as the coordination and integration of funds used at the school site. This means the schoolwide plan must outline the ways in which funds are going to be consolidated, as well as how the funds will be used to meet the specific intents and purposes of each program. The goal is to ensure that funds from Title I, Part A and other federal education programs are being used to help the school meet the statutory requirements of the programs, and in this portion of the plan, the school must name the specific state, local, and other federal programs that will be consolidated under the schoolwide plan.

Our Title, LAP, Resource Room, and ELL staff work closely with classroom teachers on coordinating and integrating services directly related to our goals. School staff work in coordination with district program managers on funding plans and budget needs.



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Please refer to the OSPI Bulletin on combining funds in a schoolwide.