



SHORELINE SCHOOL DISTRICT

2015-2016 School Improvement Plan: LITERACY

School: Briarcrest Elementary

Date: 10/1/2015

Principal: Jonathan Nesson

- District Target for Smarter Balanced Assessment:** Shoreline Public Schools will increase the percent of students meeting or exceeding state standards on the Smarter Balanced Assessment for English Language Arts by 5 percent over the 2015 results. For subgroups of students performing lower than the district average, Shoreline Public Schools will close the gap by at least 5 percent.

School Comprehensive Needs Assessment:

Title I Schools – In your Comprehensive Needs Assessment, please include 1) your school demographics including race and income levels; and 2) your achievement data broken down by race and income levels. Please include DIBELS (elementary), SRI, and SBAC data.

Race/Ethnicity

Hispanic / Latino of any race(s)	78	17.6%
American Indian / Alaskan Native	1	0.2%
Asian	60	13.5%
Black / African American	56	12.6%
Native Hawaiian / Other Pacific Islander	1	0.2%
White	202	45.6%
Two or More Races	45	10.2%

Special Programs

Free or Reduced-Price Meals	190	43.4%
Special Education	34	7.8%
Transitional Bilingual	67	15.3%
Migrant	0	0.0%
Section 504	10	2.3%
Foster Care	2	0.5%

Adequate Yearly Progress Results - SBAC

Student Group	Met Proficiency Goal (100%)		Met Participation Goal	
	ELA	Math	ELA	Math
All	No	No	Yes	Yes
American Indian / Alaskan Native	N<Required	N<Required	N<Required	N<Required
Asian	Yes	No	Yes	Yes
Native Hawaiian / Other Pacific Islander	N/A	N/A	N/A	N/A
Black / African American	No	No	Yes	Yes
Hispanic / Latino of any race(s)	No	No	Yes	Yes
White	No	No	Yes	Yes
Two or More Races	N<Required	N<Required	Yes	Yes
Limited English	No	No	No	Yes
Special Education	N<Required	N<Required	N<Required	N<Required
Low Income	No	No	Yes	Yes

SBAC Results

Grade	ELA	Math
3 rd	58.6	62.6
4 th	70.0	70.0
5 th	81.3	63.1
6 th	87.6	78.1
School Average	74.4	68.0
State Average	54.5	51.0
2014-2015 Difference	19.9	16.9
2013-2014 Difference	9.8	14.2
Change in Difference	+10.1	+2.8

DIBELS

Grade	% Intensive	% Strategic	% Core
K	16	24	60
1	25	8	67
2	16	7	77
3	11	9	80
4	8	11	71
5	21	5	74
6	4	6	90

SRI			
Grade	% Intensive	% Strategic	% Core
3	13	17	70
4	13	21	66
5	11	20	69
6	7	15	78

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 Target for Smarter Balanced Assessment:** Briarcrest will increase the percent of students meeting or exceeding state standards by cohort on the Smarter Balanced Assessment in Literacy by 5 percent over the 2015 results. For subgroups of students performing lower than the district average, Briarcrest will close the gap by at least 5 percent.

School Student Growth Goal for Common Core State Standards in Literacy: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts, and can specifically identify key details in order to analyze within or across texts.

Action Plan for All Students (including professional development,)	Responsibility	Timeline	Evidence of Effectiveness/Student Growth Measures (assessment decisions)	Resources Required
PLC teams using PLC cycles to collaborate on the instruction and monitoring of key reading skills	K-6 Staff	November - June	Artifacts from PLC cycles and meetings	Templates, recording forms, data sheets, etc.
Full implementation of Superkids, Wonders, and SpringBoard in classroom setting as part of a 90 minute literacy commitment	K-6 Staff	September - June	Graphic organizers - Venn Diagrams, Sequence charts, reports, essays, Weekly/Unit Tests, Embedded assessments	Wonders/ SpringBoard materials
Content-area reading, utilizing key comprehension strategies to compare/contrast/discuss texts	K-6 Staff	September - June	Utilize similar/same assessment or rubric created by teachers for Literacy curriculum	Achieve 3000, Science texts in kits, classroom

				magazines, core curriculum materials, Comprehension Toolkit
Action Plan for Closing the Gap and helping identified Subgroups of students who are experiencing difficulty (including professional development, Title I, LAP and ELL)	Responsibility	Timeline	Evidence of Effectiveness/Student Growth Measures (assessment decisions)	Resources Required
30-40 minute intervention periods to work on specific skill development	Title/LAP teachers, paraeducators with regular communication between specialists and classroom teachers--work together	November-June	Formative assessments, with occasional summative assessments, as needed	Appropriately leveled texts, common assessments; summaries/needs from classroom teachers shared with specialists
Guided reading groups within the classroom	K-6 Staff, support by Title/LAP teachers	November-June	Formative assessments	Appropriately leveled texts and coaching when needed or requested
ELL support focused on language syntax and grammar; work on phonemes and vocabulary (basic and academic vocabulary)	ELL teacher, paraeducators	November-June	Formative assessments	Frames for Fluency, appropriately leveled texts
GLAD strategies	K-6 Staff, ELL teacher	September-June	Formative assessments	GLAD training and materials
Differentiation of assignments, reading materials (based on determined reading levels)	K-6 Staff	September-June	Accommodations based on student needs	Classroom curriculum

Action Plan for Transition from Early Childhood to Kindergarten (Required of Title I Schools)	Responsibility	Timeline	Evidence of Effectiveness	Resources Required
Kindergarten Jump Start Program	Kindergarten Staff	August	Pre/Post assessments, initial kindergarten assessments	Funds for teachers, materials, support
Community Preschool Library Visits - happen each month on Mondays. Families and community daycare providers are encouraged to bring their young children to school to listen to stories and check out books from our library.	Librarian	September - June	Family surveys, participation data	Books, craft supplies, time allocation
WaKIDS Screening & Parent Conferences	Kindergarten Staff	September - October	Parent participation	WaKIDS training, iPads, time/support for screening
Action Plan to Increase Parent Involvement (Required of Title I Schools)	Responsibility	Timeline	Evidence of Effectiveness	Resources Required
Our School Improvement Plan was shared at a Parent/Teacher Association meeting, and endorsed by the group.	Principal	October	Increased family engagement	Meeting, SIP drafts
Cafecitos - a monthly meeting time with our Spanish-speaking families, hosted by our principal, ELL teacher, and Family Advocate. We talk about school issues, resources for children/families, and how to support their child's learning.	Principal, ELL Teacher, Family Advocate	September - June	Increased engagement of Spanish-speaking families	Meeting space, planning time, refreshments
WatchDOGS Volunteer Program - brings in dads, uncles, grandpas, etc. who assist children in the classroom with various subjects, including reading.	Principal, Certificated Staff	October - June	Increased family engagement	Launch event, shirts, schedules, coordination

Federal programs such as Title I and state programs such as TBIP and LAP provide supplemental support to eligible students in coordination with and in addition to local program funds. Instruction is provided by highly qualified teachers and para-educators, and parents at Title I schools are notified each year of their right to know about the qualifications of the staff at their school. Shoreline ensures that all teachers meet highly qualified requirements as part of our posting and hiring process.



SHORELINE SCHOOL DISTRICT

2015-2016 School Improvement Plan: MATH

School: Briarcrest Elementary

Date: 10/1/2015

Principal: Jonathan Nesson

- District Target for Smarter Balanced Assessment:** Shoreline Public Schools will increase the percent of students meeting or exceeding state standards on the Smarter Balanced Assessment in Math by 5 percent over the 2015 results. For subgroups of students performing lower than the district average, Shoreline Public Schools will close the gap by at least 5 percent.

School Comprehensive Needs Assessment:

Title I Schools – In your Comprehensive Needs Assessment, please include 1) your school demographics including race and income levels; and 2) your achievement data broken down by race and income levels. Please include easyCBM (elementary), Star Math (secondary), and SBAC data.

Race/Ethnicity

Hispanic / Latino of any race(s)	78	17.6%
American Indian / Alaskan Native	1	0.2%
Asian	60	13.5%
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Asian	Yes	No	Yes	Yes
Native Hawaiian / Other Pacific Islander	N/A	N/A	N/A	N/A
Black / African American	No	No	Yes	Yes
Hispanic / Latino of any race(s)	No	No	Yes	Yes
White	No	No	Yes	Yes
Two or More Races	N<Required	N<Required	Yes	Yes
Limited English	No	No	No	Yes
Special Education	N<Required	N<Required	N<Required	N<Required
Low Income	No	No	Yes	Yes

SBAC Results

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EasyCBM

Grade	% Intensive	% Strategic	% Core
Kindergarten	18	34	59
1 st	18	37	45
2 nd	7	32	61
3 rd	10	25	65
4 th	4	32	64
5 th	11	32	57

6 th	4	27	69
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School Student Growth Goal for Common Core State Standards in Math: Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.

Action Plan for All Students (including professional development)	Responsibility	Timeline	Evidence of Effectiveness/Student Growth Measures (assessment decisions)	Resources Required
Students will be taught problem-solving strategies to help them successfully answer a problem, as well as communicate their thinking.	K-6 Staff	September – June	EnVisions Unit Tests, EasyCBM Progress Monitoring, SBAC	EnVisions Curriculum, EasyCBM, CCSS
Students will receive at least 45-60 minutes in K/1, 75-90 minutes in 2-6 of math instruction each day. Sessions will include guided and independent practice, and are formatively assessed through Quick Checks and teacher observations. Student discourse is emphasized through the Problem-Based Interactive Learning, and throughout the lesson.	K-6 Staff	September – June	EnVisions Unit Tests	EnVisions Curriculum

Action Plan for Closing the Gap and helping identified Subgroups of students who are experiencing difficulty (including professional development, Title I, LAP and ELL)	Responsibility	Timeline	Evidence of Effectiveness/Student Growth Measures (assessment decisions)	Resources Required
Based on formative assessment, teacher observations, and PLC/Quick Checks, small group intervention is provided by the classroom teacher to students who are struggling with concepts. They are supported by para-educators who help to monitor the classroom.	Certificated staff, para-educators	October – June	Unit Tests, EasyCBM Benchmarks and Progress Monitoring	EnVisions Intervention Materials
Students needing intensive math support as part of their Individualized Education Program are provided additional instruction through the FOCUS math program.	Certificated staff, Resource Room teacher	September – June	Progress towards IEP Goals, Unit Tests, EasyCBM Benchmarks and Progress Monitoring	FOCUS math, curriculum materials
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how to support their child's learning.				refreshments
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