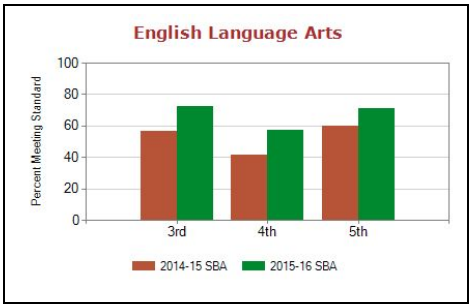
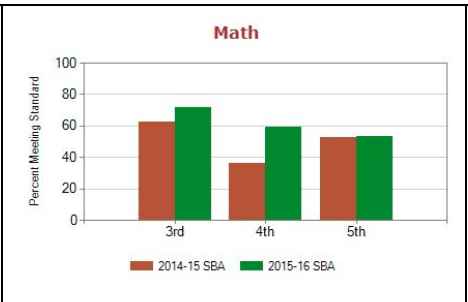
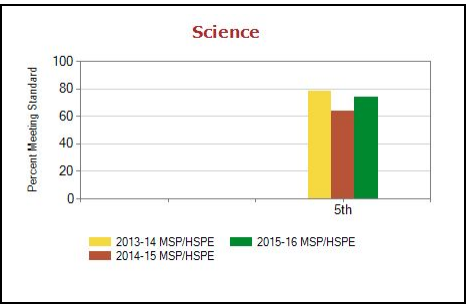
LP Brown Elementary School Improvement Plan
2016 - 2017

Enrollment	336
Free/Reduced Lunch	59.5%
Special Services	18.2%
English Language Learners	5.7%
Unexcused Absence Rate	0.6%
Suspensions	31

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:







Communication Goals:

- 100% of classroom teachers will send weekly or monthly communication to families via newsletters or web-based applications, or maintain an updated classroom website.
- Each month, the Eagle newsletter to families will contain an article about our Title I program and a parent's role in their child's education.

Achievement Goals:

ELA:
K: First Sound Fluency will increase from 17% of students at core to 70% by January 31, 2017. 80% of students will master all 40 kindergarten high frequency words from Wonders by June 2017.
1: Increase the number of continuously enrolled first grade students achieving benchmark (30 words) on the DIBELS "Whole Words Read" assessment from 9% to 70% by June 2017.
2: 80% of all students will meet end of year Wonders oral reading fluency goal, and all students will meet anticipated growth on Spring MAP test.
3: 80% of 3rd grade students will meet 3rd grade reading standards as measured by common formative assessments, DRAs and anecdotal records.
4: 80% of 4th grade students will demonstrate anticipated growth as measured by spring MAP tests.
5: 90% of 5th grade students will demonstrate expected growth as measured by spring MAP tests (spring to spring comparison).

ELA SPED	**ELA POVERTY**
100 % of students with an IEP in reading will show growth as measured by WonderWorks mid unit and unit assessments.	Students living in poverty will be within 5% of their peers as it relates to the goals listed above.

MATH:
All grades will use unit assessments as part of the Bridges math curriculum. At each grade, students take a pre-test before a unit of study, and conclude by taking a post assessment. Teachers will measure the growth between these two measures.
The goal is as follows:

- 100% of students in grades K-5 will show growth between unit pre and post assessments, with 80% of students considered to be a proficient level on the unit post assessments.

Additionally,
1: 80% of students will demonstrate fluency for addition and subtraction within 10 on a fact fluency assessment by May 2017.
5: 90% of 5th grade students will demonstrate expected growth as measured by spring MAP math tests (spring to spring comparison).

MATH SPED	MATH POVERTY
100 % of students with an IEP in math will show growth within each Bridges as measured by pre and post unit assessments.	Students living in poverty will be within 5% of their peers as relates to the goals listed above.

SCIENCE:
K: 80% of students will ask questions and make observations when presented with investigations.
1: 80% of students will ask and answer questions about key details in a science text or presentation as measured by teacher checklists/observations by January 2017.
2: 80% of students will ask and answer questions pertaining to each FOSS Kit, describing details and key ideas.
3: 80% of students will have firm understanding of science kits and scientific processes as measured by FOSS kit assessments.
4: 100% of 4th grade students will participate in the school science fair and work on at least two inquiry projects.
5: 90% of students will participate in the school science fair and 80% of students will have a firm understanding of science kits and processes as measured by FOSS kit assessments, or teacher created assessments.

SCIENCE SPED	SCIENCE POVERTY
Fifth grade students with an IEP will score within 15% of their peers as measured by the MSP science exam.	Students living in poverty will be within 5% of their peers as it relates to the goals listed above.

Professional Growth Goal:

- PLCs formed in grade level teams will meet weekly, devoted to reviewing student achievement data, sharing strategies, developing formative assessments and developing an instructional plan. Minutes will be generated for each PLC meeting, and shared with key school staff.
- 100% of staff will attend 80% of the professional development sessions offered by the district or building.

Safety Goal:

- 100% of staff and will wear an identification badge on a daily basis.
- All visitors will enter at office, check in, and wear a visitor sticker.
- Substitute folders will be provided to all substitutes and will include the current safety plan and map.
- Staff will conduct monthly safety drills, at increasingly inconvenient times to practice procedures.
- Staff will conduct an annual review of safety procedures.

PBIS:

- PBIS committee will analyze, and present to staff, student behavior data on a monthly basis for the purpose of celebration and to identify areas of concern; leading to goal setting for all staff.
- Tier 1 program implementation will raise from 80% in spring 2016 to 90% in spring 2017 as measured by the Tiered Fidelity Inventory (TFI).
- Tier 2 program implementation will raise from 81% in spring 2016 to 90% in spring 2017 as measured by the Tiered Fidelity Inventory (TFI).

STRENGTHS:

- Knowledgeable, highly qualified staff
- PLC initiative gaining momentum, and in phase of refinement
- Flexible, committed staff
- Overwhelmingly positive attitudes among staff – it's a great place to work!!
- Supportive community
- Title I math and reading support
- Strong, shared leadership
- Special Education services
- PBIS system has transformed the atmosphere – calm and purposeful hallways and classrooms. We have entered into Tier 2 PBIS interventions, complete with Behavior Tech on staff.
- Student involvement in PBIS (Eagle Ambassadors)
- Student voice and participation in celebrations, assemblies and events
- Staff commitment to our mission: "To ensure high levels of learning for all students"

OPPORTUNITIES FOR SCHOOL GROWTH:

- Time to collaborate
- Start time – late start school
- Elements of our parent community less involved than we wish
- New ELA curriculum (learning to implement)
- Student demographics – many come to school with increased emotional and relational needs