

OLYMPIA SCHOOL DISTRICT
SCHOOL IMPROVEMENT PLAN (S.I.P.)
2007-2008

SCHOOL: L.P. Brown Elementary

INTRODUCTION:

L.P. Brown Elementary School is a distinctive learning community located in the Northwest corner of the Olympia School District. Originally built in 1965, Brown serves approximately 300 K-5 students. This neighborhood school works to provide a nurturing, safe and exciting learning environment for its students. It enjoys a beautiful, recently remodeled building; a spacious wooded campus and has a long history of academic excellence and community involvement.

The Brown community is highly involved in the education of every child. Developing breadth and depth throughout the curriculum is an ongoing focus for staff. Enrichment activities regularly funded through the PTA, (Parent Teacher Association), help staff extend the curriculum for all students. Art, Science, Music and PE continue to be targeted enrichment areas for the 2007-08 school year. PTA monies have also been dedicated for the continuation of technology programs, Olympia Junior Programs, the Science Fair, the Art Show, the Artist In Residence programs and assemblies. Social activities and character education round out our commitment to developing a learning environment where students' overall academic achievement and social growth are the emphasis.

The Brown staff is skilled and takes seriously the challenge of providing meaningful learning opportunities for all students. Brown students perform very well on a variety of district assessments including the state WASL. Our student population is comprised of approximately 80% Caucasian and 20% other ethnicities, with 30% having access to the free and reduced lunch program. Three specialized programs are housed at the site. They include the district's elementary ASD (Autism Spectrum Disorders) program for children with Autism, the Infant/Toddler Program which serves birth to 3 developmentally delayed children and the LEARN program which serves students with significant delays in academic, functional life skills or social interaction skills. Currently, 13% of Brown students receive services through the district's Special Education program and about 7% of our students are served in the district's PATS or gifted program. Special Ed. services are delivered using a combination of pull out and inclusion support. A Student Support Team and Multi-disciplinary Team work with staff to provide on-going resources for any student or family need.

GOAL 1: READING - By spring of 2008, 80% of the L.P. Brown 4th graders will meet/exceed Reading Standards on the Washington Assessment of Student Learning.

Action Plans

- ◆ Continue to evaluate delivery of Reading curriculum.
- ◆ Implement the Daily 5 as a framework for instruction of Reading.
- ◆ Implement instructional strategies that target skills and concepts outlined in the GLE's and consistently use pre/post instructional assessments (DIBELS, MAPS, Harcourt unit assessments) to provide focus for on-going instructional decisions K-5.
- ◆ Provide students with 60-90 minutes of daily reading instruction as reflected in best practices.
- ◆ Promote self-directed reading through building wide implementation of the Web Accelerated Program, all school reading activities, Family Reading Night, and reading celebrations.
- ◆ Provide and document RTI (Response to Intervention) to support students experiencing difficulty learning to read (Level I and Level 2 on WASL), including but not limited to staff collaboration with the Student Support Team, as well as instructional intervention programs such as Read Well, FastForWord, AR, peer tutoring, and 1:1 student specific interventions.

GOAL 2: WRITING - By the spring of 2008, 75% of the L.P. Brown 4th grade students will meet/exceed Writing Standards on the Washington Assessment of Student Learning.

Action Plans

- ◆ Staff will continue work started in 05-06 to refine their understanding and instructional skill with Writing, using 6-Trait Writing, Step Up to Writing and Writing in the Content area.
- ◆ Continue to evaluate delivery of the Writing curriculum. Staff will use informal assessment data, WASL data and state GLE's to develop building wide writing prompts to be given to students at least 3 times per year. Staff will score and keep for on-going monitoring of individual/building growth and progress in the areas of the 6 traits as well as genre.
- ◆ Using building wide prompts, each classroom teacher will identify one (1) high, medium and low writing sample from his/her class by the 1st reporting period, one (1) set by the second, and one (1) set at the end of year. All samples will be evaluated by grade level teams using the 6+1Trait Rubric, and results will be monitored for growth and progress as well as instructional decisions.
- ◆ Promote student self-directed writing using common, school wide vocabulary, graphic organizers and editing marks at every grade level.

GOAL 3: MATH - By spring of 2008, 80% of Brown's 4th graders will meet or exceed standards in Math on the WASL.

Action Plans *Math is the building focus for 2007-08 SY*

- ◆ Continue to evaluate delivery of Math curriculum. Examine data, implement grade level district developed Mathematics Curriculum Guide, assessments and instructional strategies supportive of the GLE's. Consistently use pre/post instructional assessments to provide focus for on-going instructional decisions K-5.
- ◆ Provide RTI (Response to Intervention) support for identified groups of students (Special Ed, Level 2 and Level 1 students on the WASL.)
- ◆ Provide staff development training "in house", which focuses on current, research based programs/practices which help to provide intervention or extension activities to support all students in Math. (ie supplemental materials focused on mathematical concepts encouraging vertical and horizontal growth.)
- ◆ Provide extension activities to support students performing above grade level on district and state formal assessments.

GOAL 4: SCIENCE - By spring of 2008, 65% of Brown's 5th graders will meet or exceed standards in Science on the WASL.

Action Plans

- ◆ Continue to evaluate delivery of Foss Science curriculum. Examine materials, GLE's, building data and instructional strategies (based on current data) that help to effectively sequence skills and concepts K-5. Consistently use pre/post instructional assessments to provide focus for on-going instructional decisions K-5.
- ◆ Staff will use district collaboration days to establish grade level spiraling scientific procedures, which can be used school wide.
- ◆ Staff will identify critical Math Trailblazer Labs that focus and enhance the acquisition of scientific concepts being taught during Science instruction.
- ◆ Staff will review/implement supplemental materials that will reinforce scientific vocabulary, and provide intervention or extension activities to support all students in the area of Science.

WORK TO BE DONE IN AREAS IMPORTANT TO OUR SCHOOL

SAFE AND INCLUSIVE SCHOOL:

L.P. Brown will maintain a safe and nurturing environment conducive to student learning.

Key Activities:

- a. All staff will focus on maintaining a warm and welcoming environment.
- b. An assembly committee will help to implement monthly school-wide assembly programs to promote community, school pride and recognize positive social and academic effort and achievement.
- c. The safety committee will continue monthly safety meetings to ensure a physically safe and clean environment, which is essential for student learning.
- d. All staff will help create a respectful environment which addresses individual student's behavioral, emotional and social strengths through appropriate modeling, character training, anti-bullying/harassment, personal safety training, counselor interventions, Lunch Buddies and other school wide activities.

TARGETED ASSISTANCE:

L.P. Brown will continue to use diagnostic assessments for academic areas (i.e. MAPS, DIBELS, etc.) and the appropriate supplemental or intensive research based instructional materials/strategies to move “below grade level” students along the continuum to “at or above” grade level standards. (i.e. 1:1 tutoring, small group intensive interventions or software programs to develop higher degrees of skill and understanding)

Key Activities:

- a. Staff will provide parents with assessment data by the first conference period.
- b. Staff grade level teams will identify “at risk” students, and map a plan for them to implement and share with families.
- c. Staff will be provided an updated/ongoing record of progress toward a math goal or area of focus at regular intervals depending on skill level.
- d. Staff will develop math activities that promote mathematical thinking and communication.

TECHNOLOGY IMPLEMENTATION:

L.P. Brown will continue to seek opportunities to increase staffs' skill and competency with technology at the Tier 2 level. Additionally we will participate in activities to support the integration of technology into the basic curriculum.

Key Activities

- a. Continue to build on a successful start of the "Teacher of Teachers" program from district tech grant.
- b. Work with district staff to successfully implement the building transition from MACs to PC's. Ensure every staff member is trained in the use of all new technology and equipment for the purpose of building capacity in all students.
- c. Review/identify basic "grade level" tech expectations from access to proficient.
- d. Work with district to support staff and student progress using technology from Tier I to Tier 3
- e. Work with the district to implement, support and bridge district/school overall tech plans

PARENT/COMMUNITY INVOLVEMENT ACTIVITIES TO IMPROVE STUDENT LEARNING:

Brown staff will develop a partnership with our community to collaboratively provide programs and activities that support academic achievement and social growth.

Key Activities:

- a. Staff will provide on-going communication with parents and guardians through monthly school/PTA blended newsletters, regular classroom newsletters or other written communication, e-mail and the Brown web site.
- b. Staff, in conjunction with PTA, will conduct activities and building social events throughout the school year that showcase student work and promote the home school connection.
- c. Staff will provide specific, yearly "parent/family nights" to strengthen the understanding of curriculum through the power of family interaction. (Curriculum Night, Reading Night, Math Night etc.)
- d. Refine the school volunteer training program for identified parent and community volunteers.
- e. Continue to build on the resources of students from SPSCC, Evergreen and St. Martin's, through work study, observation/practicum and pre-service student teaching experiences.

