

School Improvement Plan
Narrative Overview

Browns Point Elementary School

PROGRESS TOWARD 2010-2011 GOALS

Mission statement:

Educate, Encourage, Empower

We envision a school ...

- That will provide a safe, supportive and collaborative environment for our students, families, community and staff members,
- Where students achieve or exceed academic expectations, and
- Where students will be independent, productive and successful citizens.

Overview of neighborhood, organizational overview

Browns Point Elementary School was established in 1918 with twenty-two students. Currently there are 520 students attending our school located in a community of single family homes, duplexes, and very few apartment complexes. Browns Point is a point of land in Pierce County, Washington, bordered by Tacoma on the east and Puget Sound on all other sides. The Tacoma neighborhood immediately adjacent to Browns Point is also referred to locally as "Browns Point" although it is also often referred to as Northeast Tacoma.

Identify strengths and weakness of current core academic program

Our students' progress in the area of Reading, as measured by the Measurement of Student Progress (MSP), demonstrated overall that all three grade levels (3, 4, and 5) students made Adequate Yearly Progress in this area.

Our third grader students scored 94.0% on the 2011 Spring MSP Test which represents a 10.5% increase in 2011. Math score for third graders in 2011 was 84.5% creating a 3.3% decrease when compared with their 2010 MSP score of 87.7%.

Grade 3	Reading	Math
2011	94.0%	84.5%
2010	86.0%	87.7%

Our fourth graders met standard in reading with 72.3% reflecting a 7.7% decrease when compared with the MSP 2010 Reading Scores. Math MSP 2011 Scores grew by 0.1% during the same time frame. Writing scores reported a significant decrease of 18.3% for 2011. This is an area of focus for staff who will review student writing areas in need of strengthening.

Grade Level 4	Reading	Math	Writing
MSP 2010-2011	72.3%	66.3%	66.3%
MSP 2009-2010	80.0%	66.2%	84.6%

Our fifth graders scored 80.7% and 93.3% in 2008-2009 creating 4.4 differences in the students' 2010 MSP. While our students are strong we are concerned with the current indicators of growth on the MSP and need to do in-depth studies focusing on the data areas in need of improvement. We will thoroughly examine and compare our subgroups in need of improvement in the areas of reading and math.

Grade Level 5	Reading	Math	Science
MSP 2010-2011	76.3%	71.3%	68.8%
MSP 2009-2010	80.7%	79.5%	44.6%

In the area of Mathematics, our third and fifth graders have consistently higher scores than our fourth graders. Our student's performance as measured by the 2010 MSP met our established targets. This school year we will focus on mathematics and the discrepancies between third and fifth grades MSP scores versus fourth graders, along with the support across our school district and within our school in order to effectively address the concerns in this area is needed if we are to see a significant increase in the level of student performance in mathematics as measured throughout the school year with formative assessments and in a summative manner on the 2011 MSP.

Fourth grade writing scores remain consistently high, meeting AYP, although the WASL 2009 and MSP 2010 writing scores show a difference of 10.1%. We will compare released and analysis items for both tests. Fifth grade science scores for the past five years show inconsistencies from a high of 66.7% on the 2009 WASL to a low of 44.6% on the 2010 MSP

Achievement

WASL Scores: 2006-2009 - MSP Scores: 2010-2011

Grade 3	2007	2008	2009	2010	2011
Reading	90.0	86.2	93.8	86.0	94.0
Mathematics	90.0	85.1	86.2	87.7	84.5

Grade 4	2007	2008	2009	2010	2011
Reading	88.2	88.3	90.7	80.0	73.3
Mathematics	60.5	66.7	64.0	66.2	67.4
Writing	80.3	88.3	94.7	84.6	68.6

Grade 5	2007	2008	2009	2010	2011
Reading	87.0	82.4	93.3	80.7	76.3
Mathematics	84.4	70.3	81.7	79.5	71.3
Science	57.1	47.3	66.7	44.6	68.8

Unexcused absence rate (2009-2010): 0.2% - Unexcused absence rate (2010-2011): 0.4%
 Free/reduced-priced meals (May 2010): 16% - Free/reduced-priced meals (Oct. 2011): 24.0%

OVERVIEW OF SCHOOL IMPROVEMENT 2010-11

Continuous Improvement Process and Stakeholder Participation

The content of this plan represents the ongoing work and goals established within our school for the 2010-2011 year. The goals and strategies in this plan represent and are influenced by the ongoing work of our staff members within grade level teams and as a part of whole-staff work sessions; including early morning and after school professional development meetings. The specifics of our attached Action Plan set forth our school-wide reform efforts and are a result of our staff's review of student assessment data, the prioritization of staff and team goals, and the articulation of specific next steps in our work toward student achievement. One change that we are piloting this year is creating 4th and 5th grade math and reading specialist teachers who are exceptionally competent in teaching these subjects. We believe that this change will have a positive impact on our students reaching standard in these areas. The establishment of goal and focus areas for our school's work is also established in partnership with our SCDM and/or SIP team of which includes parent representation. Our PTA's focus on supporting learning at the classroom level, with classroom volunteers working as tutors, ongoing Spanish language classes held before school four days per week, the support of the arts as well as opportunities to work with various families through programs such as the Reflections Art Program, Right 2 Read Program offered twice weekly via senior citizens who tutor reading phonics and comprehension for struggling readers, grades 1, 2, 3. This ongoing process influences our work and the establishment of our goals.

The school-wide data from the 2011 MSP indicates scores meeting AYP across all three grade levels as tested on the MSP Reading performance. This data matches the progress as measured in our primary classrooms using district and classroom-based assessments. Our students' performance on the Reading portion of the 2011 MSP indicates that our students made adequate yearly progress in grades 3-5. Our work in this area continues have teachers coming together to review student work and reviewing ongoing informal and formative assessments to make instructional decisions that support student learning in the classrooms and layers of intervention that are provided through our LRC reading program. (See action plan for specific intervention strategies.)

In the area of Mathematics all grade levels are meeting AYP but there are students at-risk in each grade level that needs support. Our instructional focus in this area will be the implementation of our new math program as we work to increase the level of academic success in mathematics. The District's support of this work with the infusion of math coaches, ongoing professional development for teachers combined with our school's weekly grade level collaboration sessions and the development of intervention and enrichment plans to respond to student achievement will all contribute to the work designed to significantly and positively influence our students' achievement. (See School Improvement Plan for specific intervention strategies.)

Attendance

(Average daily attendance K-5)

2008-09	2009-10	2010-11
96.46%	95.74%	95.44%

Strategies to enhance school attendance

Most of our absences are due to illness or doctor/dentist appointments, but we also have a larger than expected number of absences due to family trips i.e. vacations, and trips of opportunities. We will continue to remind parents of the importance of having their children in school through our building and classroom newsletters. We call the homes of all absent children on the day of their absence if there has been no prior notice given by a parent.

Planning for Transitions (between grade levels and grades)

Research tells us that students who struggle with school are most likely to “fall through the cracks” when transitioning from one grade to the next. Knowing this, as part of our counselor’s guidance activities, she visits 5th grade classrooms to talk to students about middle school expectations which occurs after winter vacation and later in the spring middle school counselors come to our school to develop their 6th grade schedules. Towards the end of the year 5th and 6th grade teachers meet to discuss students who have exceptional learning needs. Our 5th graders will spend time prior to the end of the current year at the middle school they will be attending where they will meet teachers, and get acquainted with their new school and in general get a feeling for their new school. Summer activities are planned by the sending and receiving schools for students to help enhance their transition to middle school.

Our Special Education Department (SPED) includes a Therapeutic Learning Center (TLC), Learning Resource Services (LRC), Title I or Learning Assistance Program (LAP), and Adjustment Classroom departments of Browns Point and the receiving middle school review each student’s IEP and discusses expectations, concerns, and best practices that work with the individual students.

Characteristics of High Performing Schools

Browns Point believes that its core purpose is student learning which involves school, parents, guardians, and community. Fair and equitable treatment of students, cultural competence and culturally responsive teaching is a must. We work to create shared emphasis in vision and specific goals. We analyze our assessment data; state, district, and school, in order to identify and implement programs and learning activities that provide evaluation data to direct and sustain student academic growth. Effective leadership is vital in maintaining focus on **each** student’s learning. Browns Point staff members are active participants who believe the academic purpose of school is high quality student achievement. High expectations are a must for each student. Browns Point continues to work on creating an environment where each student will meet the content and performance standards. High performing schools must have high performing collaborative teachers. Our staff continues to grow in collaborative practices such as data analysis to set goals and objectives, identifying activities and programs that support the academic growth of our diverse learners. At the heart of the learning is a well designed school improvement plan that must be a living document used to set goals and guide efforts to sustain continuous improvement.

All Browns Point staff members are learning more about the critical importance of eliminating achievement gaps and changing the way we think and work with data collections. Staffs are currently entering their second year of Professional Learning Communities focused around Formative Assessments to help inform instructional decisions and support student learning. Our engagement in students’

education, means academic, physical, social-emotional and cultural support of our students, and assuring smooth transitions for students' from one academic level to the next.

1. A clear and shared focus
2. High standards and expectations for all students
3. Effective school leadership
4. High levels of collaboration and communication
5. Curriculum, instruction and assessments aligned with state standards
6. Frequent monitoring of learning & teaching
7. Focused professional development
8. A supportive learning environment
9. High levels of family and community involvement

Professional Development Opportunities

A great deal of the staff's learning at Browns Point is a result of our teachers coming together around student work and learning from each other as they constantly seek to improve their practice. Professional Learning communities within the district will provide support around our focus area of math. Our SCDM leads the work of the individual building Math, Reading, Climate Committees and principal will continue to lead the work in implementing the elements of the 5 Dimensions of Teaching and Learning ensuring the appropriate use of Learning Targets and Student Engagement. Our focus for this year is improving instruction in math and student engagement.

Highly Qualified Teachers

100% of Browns Point teachers were listed as highly qualified according to OSPI for the 2009-2010 school year. We have one National Board Certificate teacher on staff, one completing her ProCert and another is close completing her ProCert. Teachers meet regularly as grade levels and across grade level and are members of the math, reading, or climate committees. Teachers regularly share, teach, review with their colleagues. Ongoing training throughout the year occurs at the district level, in our building, collaborative with other schools, and through PLC's or Professional Learning Communities which offers teachers opportunities to discuss, compare, and learn from each other.

Recognition of Non-Academic Learning

At Browns Point Elementary, we believe in educating the whole child! This belief is demonstrated by a strong emphasis on creating a focused, structured, and nurturing environment. We look for opportunities to recognize and promote non-academic learning with a particular focus on integrating the arts throughout the curriculum. Students are provided opportunities to explore the arts through drama, visual arts, music and movement. Children are offered alternative and enrichment experiences such as an indoor game room as a recess alternative, and before school band and orchestra explorations. Our PTA sponsors *Spanish Classes before school*, *Reflections*, a program focused on art, *In-Touch with Art*, *Walk-A-Thons*, *Help A Student*, *Young Authors*, *Right2Read*, a tutoring program that provides one on one reading support, and a national program entitled *Rachel's Challenge* that focuses on kindness and compassion, and the building of a collaborative work culture.

Safe and Supportive Learning Environment

The Browns Point Elementary School staff is purposeful and intentional in its work to create a safe and supportive environment. Built upon the three school-wide expectations of Respect, Responsibility, and Safety, our staff believes in the direct instruction, modeling, and ongoing practice of expected behaviors and attitudes for learning within our school. Having adopted the Compassionate Schools and Champs programs consistency exists across all classrooms and grade levels in this area and there is a pervasive attitude that all Browns Point students belong to all Browns Point adults. A no-tolerance approach to behaviors that violate safety and respect is combined with a supportive safety net through our Solution Room Specialist as well as a comprehensive counseling program for whole groups, small groups, and individual students. Working together, we actively and explicitly promote a safe and supportive learning environment for all students.

Technology

Browns Point Elementary continues to lack up-to-date technology such as SMART Boards but we use the building technology available in a variety of ways to enhance student learning. Technology within the classroom includes regular access to our computer lab, Computers on Wheels (COWS) and computers in every classroom, the daily use of document camera/LCD projector bundles, and opportunities for word processing; internet research for project-based learning is in all classrooms.

Parent, Family and Community Involvement

We believe strongly in the power of parent and family involvement in our school and have worked hard over the years to have developed a strong parent involvement component into our school program. We are fortunate to enjoy a rich and intentional support from our PTA as they funnel their energies and resources directly back to students and learning. Beyond working with families, we regularly seek out ways to partner with our greater community through such strategies as mentors from the neighborhood church, an annual food drive to support our families in need during the holidays, Goodwill clothing drive, back to school supply donations, noontime barbeques twice yearly, Veterans' Day presentations, and a variety of PTA programs such as Holiday Craft Night, Pattison's West Roller Skating nights, In Touch With Art.

Coordination of Fiscal Services

Our building funds are limited as we do not qualify for Title I type programs but we have been able to utilize some LAP funds for our struggling students in math interventions by offering teacher tutors before and after school program.

All Students Learn

Our teachers participate in building and district wide staff professional development, university offerings, and conferences. We utilize monthly early morning time slot allocated via the TEA contract for professional development opportunities, teachers ...train the trainer model, increase opportunities for teachers to have more common planning times and training in best strategies to improve culturally competent teaching.

The principal and SCDM team disaggregate all demographic information relative to academic achievement (test scores, attendance/tardy rate, retention rates, grade to grade passage, etc

Special programs at Browns Point

At Browns Point Elementary School, we have a number of special programs, which include:

- LRC – the Learning Resource Center provides special education services for qualified students.
- SCDM – the School-Centered Decision-Making program involves staff members and parents/guardians in the decision-making process of effectively managing our school.
- JAWS – this program works to meet the needs of our large number of highly capable students.
- SAIL – gifted program for students
- TLC – the Therapeutic Learning Center provides special education classroom support to students who sometimes find the challenges of the regular classroom to be too much and/or find the need for a more individualized academic environment.
- ADJUSTMENT CLASSROOM (K-5) - students with disabilities to enable them to access the curriculum, achieve curriculum outcomes and participate in school life
- Right2Read – this PTA-sponsored program provides individual literacy tutoring by Tacoma community volunteers for many first, second and third graders.
- After school tutorial sessions
- Rachel's Challenge – Kind and Compassionate Schools – PTA sponsored
- The Kids Full and Half Marathon – PTA sponsored
- Books for Birthdays - PTA sponsored
- In Touch With Art - PTA sponsored
- Meet the Author
- Reflections Art Program District/State - PTA sponsored
- Camp Seymour
- Boo Hoo Breakfasts for incoming kindergarten-parents - PTA sponsored
- Spelling Bee - PTA sponsored
- Young Authors
- Carnival - PTA sponsored
- Help A Student/Family/Community
- Field Day
- Golden Acorn Awards
- Family Craft Night - PTA sponsored
- Watch D.O.G.S. - PTA sponsored
- Memory Books
- Walk-A-Thon – or - Dance-A-Thon - PTA sponsored
- Beluga Spirit Wear - PTA sponsored