

# BROWNSVILLE ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## SCHOOL LEADERSHIP TEAM MEMBERS & PARENT-COMMUNITY PARTNERS

October 6, 2022 In attendance: Kathy Brockett, Emily Brown, Rob Cole, Celinda Elvik, Heidi Erickson, Suzy Gesell, Eric Graden, Mindy Halstead, Katelyn Jutilla, Nicole King, Julie Kirchner, Ashley Kirk, Marty Krafcik, Maria LaPorte, Lisa Macht, Mike Marcotte, Brittany Moore, Kyle Niekamp, Crystal Olp, Angie Peters, Ashley Rowell, Beth Schuyten, Donna Stanton, Roxann Stewart, Jacque Story, Rick Vandenhole, Kristen Walker, Brooke Whitney, Nicole Yeager, Stacey Krumsick

October 13th, 2022 In attendance: Donna Stanton, Maria Goodwin, Stephanie Weis

## NEEDS ASSESSMENT SUMMARY

### Strengths:

- All ethnicities are above the state average
  - significantly higher in math-Hispanic (+26%), Two or more races (+29%)
  - significantly higher in science- Two or More Races (+38%)
- Above the state average
  - Math-low income (+17%), Students with disabilities (+12%)
  - Science-low income (+15%), Students with disability (+7%)

### Challenges:

- Reading continues to be a challenge for our low income students (-3%) and students with a disability (-19%) when compared to the state average.

## DATES REVIEWED & REVISED PLAN

Brownsville has Checkpoints throughout the year for data to be entered and shared with each other. This years Checkpoints are:

- Baseline October 31
- Checkpoint #1 November 17
- Checkpoint #2 January 26
- Checkpoint #3 March 2
- Checkpoint #4 June 1

## BROWNSVILLE ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

### Demographics

<b>Ethnicity</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
<b>All Students</b>	469	411	432
<b>American Indian/Alaskan Native</b>	*	*	*
<b>Asian</b>	3%	3%	3%
<b>Black/ African American</b>	1%	1%	1%
<b>Hispanic/ Latino of any race(s)</b>	11%	9%	11%
<b>Native Hawaiian/ Other Pacific Islander</b>	1%	.5%	1%
<b>Two or More Races</b>	20%	21%	18%
<b>White</b>	64%	65%	66%

<b>Student Group</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
<b>All Students</b>	469	411	432
<b>English Language Learners</b>	3%	3%	2%
<b>Highly Capable</b>	12%	9%	8%
<b>Low-Income</b>	8%	23%	26%
<b>Military Parent</b>	14%	9%	12%
<b>Mobile</b>	1%	8%	3%
<b>Section 504</b>	2%	2%	1%
<b>Students with Disabilities</b>	10%	11%	11%
*Suppressed or Not Available			

## BROWNSVILLE ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

### Student Performance (Met Standard on SBA)

Ethnicity	English Language Arts			Math			Science		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
WA State	59%	60%	51%	50%	49%	38%	*	*	43%
All Students	76%	76%	59%	74%	69%	65%	*	*	70%
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black/ African American	*	*	*	*	*	*	*	*	*
Hispanic/ Latino of any race(s)	62%	50%	56%	62%	53%	64%	*	*	*
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*	*	*
Two or More Races	69%	71%	60%	65%	58%	67%	*	*	81%
White	79%	82%	60%	79%	76%	66%	*	*	65%

\*Suppressed or Not Available

## BROWNSVILLE ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

Student Group	English Language Arts			Math			Science		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
WA State	59%	60%	51%	50%	49%	38%	*	*	43%
All Students	76%	76%	59%	74%	69%	65%	*	*	70%
Female	77%	76%	62%	70%	71%	62%	*	*	73%
Male	75%	77%	57%	78%	68%	68%	*	*	67%
English Language Learners	*	*	*	*	*	*	*	*	*
Section 504	*	*	*	*	*	*	*	*	*
Low-Income	60%	61%	47%	49%	48%	55%	*	*	58%
Military Parent	*	79%	71%	*	71%	71%	*	*	
Students with Disabilities	41%	36%	32%	36%	35%	50%	*	*	50%

\*Suppressed or Not Available

\*\*Source: WA State Report Card

## BROWNSVILLE ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

### Central Kitsap District Communication Plan for the Importance of State Assessments 2022-2023

Timeline	Description
September – October	<ul style="list-style-type: none"> <li>● Board study session on sub group participation rate in state assessments.</li> <li>● Assessment calendar posted on the district website.</li> <li>● District notifies that score reports are in PowerSchool. Cover letters are in students’ home language.</li> <li>● Provide teacher talking points for conferences.</li> <li>● Provide Parent/ Family guides in multiple languages available for conferences.</li> </ul>
November – January	<ul style="list-style-type: none"> <li>● Board Study Session on Fall SBA results.</li> <li>● Send to each building for their school e-news an article on the importance of state assessments and participation.</li> <li>● Provide a nudge letter for families who didn’t participate the previous year.</li> <li>● Provide a powerpoint for best practices for state testing for building staff meetings.</li> </ul>
February – March	<ul style="list-style-type: none"> <li>● Provide an article on best test taking strategies for preparing for state assessments.</li> <li>● Spring conference reminders about the importance of the upcoming state assessments.</li> <li>● Publish and advertise the schools, grade bands and dates of student state assessments.</li> </ul>
April – May	<ul style="list-style-type: none"> <li>● Provide onsite building support for an inclusive testing environment (pencils, space, familiar staff, snacks, space for accommodations and extended time)</li> <li>● Communicate to families and provide ample make up windows for students.</li> </ul>

Brownsville has Checkpoints throughout the year for data to be entered and shared with each other. This years Checkpoints are:

- Baseline October 31
- Checkpoint #1 November 17
- Checkpoint #2 January 26
- Checkpoint #3 March 2
- Checkpoint #4 June 1

# BROWNSVILLE ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## IMPROVEMENT GOAL: ELA

### **GOAL 1 (All Students):**

#### **Kindergarten-**

All students will be able to recognize and produce the sound of each letter in the alphabet. Students will be able to correctly write all letters lowercase and uppercase. At the fall benchmark, first sound fluency was 72%.

#### **First Grade-**

80 % of students will increase their whole words read by 10 words by the end of the year. At the fall benchmark, the average on whole words read was 8.9. This has 31.5% of students meeting benchmark.

#### **Second Grade-**

All students will be able to answer basic text-based comprehension questions at 80% accuracy or higher. Students will use complete sentences, answer the question, and use evidence from the text to support their answer.

#### **Third Grade through Fifth Grade-**

Students will be able to respond in writing to a comprehension question following the R.A.C.E. model. They will use a rubric to check their written responses when completing classroom work and assessments. 75% will meet benchmark (3 or above) on RACE rubric. The baseline data will be determined by the December 15th SIP review.

o In responding to a prompt:

- 3rd: Restate the question, answer the question, and cite evidence from the text.
- 4th: Restate the question, answer the question, cite evidence, and explain how their evidence supports their answer in their own words.
- 5th: Restate the question, answer the question, cite evidence from the text, explain how their evidence supports their answer in their own words and form an opinion which expands on the topic.

### **GOAL 2 (Reducing specific, identified gaps):**

For each goal above, students not making the goal are identified at each Checkpoint. These students have interventions within the classroom, volunteers and LAP support to help them reach the grade level goal.

## BROWNSVILLE ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<ul style="list-style-type: none"> <li>• <i>What strategies are you using to achieve the goal</i></li> <li>• <a href="#"><i>Include family engagement strategies</i></a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>When will this activity begin and end</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Who will provide the leadership for this activity</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What are the resources that will be used to accomplish this activity</i></li> <li>• <i>How will staff acquire the necessary skills and attitudes to implement this activity</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</i></li> </ul>
<p><b>Kindergarten</b>-Focus on the data and fluid small groups using ESGI and Journey's.</p>	Bi-monthly assessments	Classroom teacher and LAP teacher	ESGI Acadience, Handwriting without Tears	ESGI assessments Journey's assessments Acadience data
<p><b>First Grade</b>-Focus on the data and fluid small groups using whole words read.</p>	Acadience through each trimester	Classroom Teacher / LAP	Acadience-Whole words read. Practice nonsense words. Time to administer.	Acadience assessments, LAP progress monitoring STAR
<p><b>Second Grade</b>- Using a consistent rubric around RACE (restate the question, Answer the Question, Cite Text Evidence and Explain what it Means)</p>	Baseline in October 17	Classroom Teachers	none	Reading passages in Journeys and then test comprehension with answering the question, complete sentences, and information from the text to support their answer
<p><b>Third Grade</b>- -RACE strategy  -Readers are Leaders</p>	-Throughout the year  -Throughout the year	-Classroom teachers and Students  -4 identified students per 3rd grade classroom	None  Readers are Leaders volunteers and training provided by the district.	Weekly exit tickets for one component of the rubric at a time. Journeys weekly assessment prompt each trimester.

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<p><b>Fourth Grade-</b> RACE strategy + explaining how their evidence supports their answer in their own words.</p>	<p>Throughout the year</p>	<p>Classroom teachers and Students</p>	<p>None</p>	<p>Weekly exit tickets for one component of the rubric at a time. Journeys weekly assessment prompt each trimester.</p>
<p><b>Fifth Grade-</b> RACE strategy + explaining how their evidence supports their answer in their own words + form an opinion which expands on the topic</p>	<p>Throughout the year</p>	<p>Classroom teachers</p>	<p>None</p>	<p>Weekly exit tickets for one component of the rubric at a time. Journeys weekly assessment prompt each trimester.</p>
<p><b>Imagine Learning</b></p>	<p>ongoing</p>	<p>Classroom teachers in partnership with parents</p>	<p>Imagine Learning</p>	<p>Progress monitoring with the program</p>

# BROWNSVILLE ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## IMPROVEMENT GOAL: MATH

### **GOAL 1 (All Students):**

#### **Kindergarten-**

All students will be able to count to 100 by 1's and 10's. Fluently compose and decompose numbers through 5.

#### **First Grade-**

All students will be able to read, write, and count numbers to 120 starting at any given number.

#### **Second Grade-**

Students will be able to solve 10 problems with 90% accuracy with two-digit addition and subtraction problems.

#### **Third Grade-**

All students will be able to show their understanding of math facts with factors of 0-12 using one strategies.

#### **Fourth Grade-**

All students will be able to show their understanding of multiplication of 2 digits by 2 digits by using one strategy.

#### **Fifth-**

All students will be able to show their understanding of multiplication of 3 digits by 2 digits (and beyond) by using one strategy.

### **GOAL 2 (Reducing specific, identified gaps):**

For each goal above, students not making the goal are identified at each Checkpoint. These students have interventions within the classroom & volunteers to help them reach the grade level goal.

## BROWNSVILLE ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<ul style="list-style-type: none"> <li>• <i>What strategies are you using to achieve the goal</i></li> <li>• <a href="#"><u>Include family engagement strategies</u></a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>When will this activity begin and end</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Who will provide the leadership for this activity</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What are the resources that will be used to accomplish this activity</i></li> <li>• <i>How will staff acquire the necessary skills and attitudes to implement this activity</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</i></li> </ul>
<b>Kindergarten</b> - small groups; flashcards through ESGI sent home	Throughout the year	Classroom Teachers	ESGI Jack Hartmann Videos Games Sprints Problem Solvers	Bi-monthly progress checks in ESGI
<b>First Grade</b> - small groups; differentiated curriculum	Throughout the year	Classroom Teachers & Students	120 Chart Hands on and auditory activities with daily practice	Progress checks- November, January, March, & June STAR
<b>Second Grade</b> - small groups; LAP supports; fluid groupings	Throughout the year	Classroom Teachers, Students, LAP teachers, Student Support Specialist	None	Monthly progress monitoring starting October 15 <sup>th</sup> until mid-May.  STAR
<b>Third Grade, Fourth and Fifth Grades</b> - Math Talks, manipulatives; small groups	Throughout the year	Classroom teachers & Students	None	Monthly progress checks with formative assessments STAR SBA Interims
<b>Volunteer small groups</b>	ongoing	Stacey Krumsick + volunteers	Various materials to re-teach concepts <ul style="list-style-type: none"> <li>• focus on vocabulary</li> <li>• re-teach concepts</li> </ul>	Progress checks- November, January, March, & June

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## IMPROVEMENT GOAL: SCIENCE

### Goal 1 (all kids):

- **Goal 1:** All 4/5 grade students will use the Claim, Evidence, and Reasoning format of the NGSS for written responses in Expository/Informative writing. Students will attempt to explain a natural phenomenon. They will state their claim, provide evidence from researched resources and include a justification for their reasoning. Baseline data will be collected by October 31st.
- **Goal 2:** The same goals but identified students meeting standards. Identification will be based on baseline data. Students not meeting the standard will be identified by October 31st.

### Goal 2 (Reducing specific, identified gaps):

For each goal above, students not making the goal are identified at each Checkpoint. These students have interventions within the classroom & volunteers to help them reach the grade level goal.

<b>IMPROVEMENT STRATEGY</b> <ul style="list-style-type: none"> <li>● <i>What strategies are you using to achieve the goal</i></li> <li>● <i><a href="#">Include family engagement strategies</a></i></li> </ul>	<b>TIMELINE</b> <ul style="list-style-type: none"> <li>● <i>When will this activity begin and end</i></li> </ul>	<b>WHO IS RESPONSIBLE</b> <ul style="list-style-type: none"> <li>● <i>Who will provide the leadership for this activity</i></li> </ul>	<b>RESOURCES &amp; PROFESSIONAL DEVELOPMENT NEEDED</b> <ul style="list-style-type: none"> <li>● <i>What are the resources that will be used to accomplish this activity</i></li> <li>● <i>How will staff acquire the necessary skills and attitudes to implement this activity</i></li> </ul>	<b>MONITORING PROGRESS</b> <ul style="list-style-type: none"> <li>● <i>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</i></li> </ul>
Using the CLEAR (Claim, Evidence, Reasoning) strategy, students will be able to use the rubric to self-assess and improve writing in science.	Throughout the year- End date May 2020	Integration teachers in 4 <sup>th</sup> and 5 <sup>th</sup> grade	Time to plan prompts with a natural phenomenon. Time to analyze results.	Students will use the CLEAR rubric monthly as embedded in everyday lessons. Teachers will use the formative data to adjust curriculum and focus based on results.

# BROWNSVILLE ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## IMPROVEMENT GOAL: ATTENDANCE

**GOAL 1 (All Students):** We will continue to encourage high levels of student attendance in spite of mandates related to COVID and student quarantine. We are striving for less than 10% absenteeism rates (which is a student missing more than 10% of the school year). On October 1, we were at 85%. This was our lowest absentee rate to date.

**GOAL 2 (Reducing specific, identified gaps):**

Identified students exceeding 10% absent rates will work on an attendance plan to include check in/check out with office staff. These students will be monitored weekly.

<b>IMPROVEMENT STRATEGY</b> <ul style="list-style-type: none"> <li>What strategies are you using to achieve the goal</li> <li><a href="#">Include family engagement strategies</a></li> </ul>	<b>TIMELINE</b> <ul style="list-style-type: none"> <li>When will this activity begin and end</li> </ul>	<b>WHO IS RESPONSIBLE</b> <ul style="list-style-type: none"> <li>Who will provide the leadership for this activity</li> </ul>	<b>RESOURCES &amp; PROFESSIONAL DEVELOPMENT NEEDED</b> <ul style="list-style-type: none"> <li>What are the resources that will be used to accomplish this activity</li> <li>How will staff acquire the necessary skills and attitudes to implement this activity</li> </ul>	<b>MONITORING PROGRESS</b> <ul style="list-style-type: none"> <li>What ongoing <i>FORMATIVE</i> or <i>SUMMATIVE</i> evidence will be gathered to show this activity is making a difference in student outcomes</li> </ul>
<ul style="list-style-type: none"> <li>We will make regular attendance calls to families to engage with families who struggle with absenteeism. This will increase to home visits as needed.</li> <li>We will use the counselors to reach out to families to offer supports and remove barriers for attendance.</li> <li>Increasing use of Language Link to make more meaningful connections to EL families.</li> </ul>	<ul style="list-style-type: none"> <li>This will begin starting the first day of school.</li> <li>Teachers will address concerns at conferences as needed.</li> <li>At the trimester the Truancy Team will review students who are “at risk” related to attendance (that is NOT related to Covid quarantine)</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers will communicate concerns to families as needed</li> <li>MTSS team will monitor this data</li> <li>Building Truancy Lead will work directly with “at risk families”</li> </ul>		<ul style="list-style-type: none"> <li>MTSS team will use Panorama to monitor students who are “at risk” due to absenteeism</li> </ul>

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## IMPROVEMENT GOAL: SAFE AND SUPPORTIVE SCHOOL

**GOAL 1 (All Students):** BR will implement SEcond Step for all students to expand their social emotional skills related to communication, friendship building and problem solving. Staff will teach Lessons 1-20 throughout the school year with additional support of the digital resources that were added in the 22-23 school year.

**GOAL 2 (Reducing specific, identified gaps):** The Tier 1 SEL team (Krumsick, Stanton, & Graden) will identify students based on teacher nomination with students of concern. These identified students will be placed in counseling groups with specific goals identified such as: friendships.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<ul style="list-style-type: none"> <li>What strategies are you using to achieve the goal</li> <li><a href="#">Include family engagement strategies</a></li> </ul>	<ul style="list-style-type: none"> <li>When will this activity begin and end</li> </ul>	<ul style="list-style-type: none"> <li>Who will provide the leadership for this activity</li> </ul>	<ul style="list-style-type: none"> <li>What are the resources that will be used to accomplish this activity</li> <li>How will staff acquire the necessary skills and attitudes to implement this activity</li> </ul>	<ul style="list-style-type: none"> <li>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</li> </ul>
<ul style="list-style-type: none"> <li>We will implement the Second Step Digital Resources this school year.</li> <li>We will use the parent memo's and social media to push out information related to Social/Emotional Learning &amp; Second Step Resources</li> <li>100% of students will participate in class meetings for the purpose of building</li> </ul>	<p>Teachers will implement weekly Second Step Lessons with their students</p> <p>Class meetings will occur in every classroom at least once a week.</p> <p>Trimester 1 will continue to focus on relationship building and classroom community.</p>	<ul style="list-style-type: none"> <li>Classroom teachers will teach these lessons</li> <li>Counselor is teaching all Bullying/Harassment/Intimidation lessons</li> <li>Counselor will provide as needed support for teachers for the instructional components of the resource</li> <li>Counselors will help with as needed problem solving</li> </ul>	<p>The school counselor will assist in providing professional development for staff on the digital resources related to Second Step</p> <p>Parent letters from the curriculum sent out to parents before the units are being taught.</p> <p>Teachers will share and reflect on their own class meetings with grade level teams.</p>	<p>Counselor will monitor usage with the principal.</p> <p>SWIS</p> <p>Panorama</p>

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<p>relationships, problem solving and positive classroom culture.</p>		<p>lessons related to specific class needs.</p>	<p>The resources are updated by grade level and student needs.</p> <p>Teachers will share and reflect on their own class meeting with grade level teams.</p>	
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