

Consolidated School Improvement Plan

Title I Part A, Schoolwide, Title I and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, OSSI School Improvement, and WAC 180-16-220. All schools in WA State are required to have a school improvement plan.

LP Brown Elementary School has a Schoolwide Title 1 Program. Items specific to Targeted Assistance Programs for Title 1 have been deleted from this template.

Building Data	
1a. Building: LP Brown Elementary School.	1g. Grade Span: Kindergarten through 5th Grade School Type: Elementary School
1b. Principal: Sean Shaughnessy	1h. Building Enrollment: 318 Students as of October 2023
1c. District: Olympia School District	1i. F/R Percentage: 65% Free and Reduced Price Lunches
1d. Board Approval Date: Pending Review	1j. Special Education Percentage: 17% Students eligible for special education services.
1e. Plan Date: October 2023	1k. Multilingual Percentage: 4%

School Leadership Team Members and Parent-Community Partners	
Please list by (Name, Title/Role)	
Sean Shaughnessy, Principal	Carolyn Balderston, 4th Grade Teacher
Sherri Russell, Kindergarten Teacher	Julie Mickelson, 5th Grade Teacher
Nate Boyer, 1st Grade Teacher	Devin Alexander, Reading Specialist
Sue Geiger, 2nd Grade Teacher	Taryn Tessneer, School Counselor
Amanda Whitehouse, 3rd Grade Teacher	Callie Jones, Dean of Students
Emily Ranney, 4th Grade Teacher	Lauren Lowe, PTO President



Vision and Mission Statement

Vision: An engaged and compassionate school community with high academic and social expectations for ALL students, regardless of their backgrounds.

Mission: Students, staff, and caregivers create a respectful, inclusive culture where all students grow academically and actively contribute to the diverse learning community.

We Value:

- Learning in a safe, engaging, and connected environment
- Supporting the needs of individual learners within a school community that is dedicated to achievement and citizenship
- Advocating for anti-racism by identifying and confronting personal and systemic bias
- Embracing a growth mindset to experience learning as a purposeful, lifelong activity
- Developing students' emotional intelligence and self-advocacy within a diverse community

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your CNA to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?
 - Overall, for all subgroups, achievement levels continue to be lower than expected. When broken down by race (using the WSIF framework), students who identify as white have relatively high performance rates (compared to other subgroups) and stronger attendance rates. Growth scores for this subgroup are lower than expected. For students who identify as low income, 2 or more races, or hispanic, achievement and growth are lower than expected. For students who qualify for free and reduced price lunches and those who are eligible for special education services, attendance is a factor in poor performance of the subgroup. Not only do we have low achievement and growth in those subgroups, but we also have really low attendance scores.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.
 - Our team has hypothesized that we need to work on achievement from a variety of different perspectives. Sense of Belonging is an important ingredient to learning. We need to continue to improve our school-wide sense of belonging and continue to implement evidence based practices for increasing achievement rates. We believe that increasing a sense of belonging and improving engagement strategies in our classrooms will help student attendance rates.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population (Do not include identifiable information!).
 - a. What strengths do they possess?
 - This student comes to our school with a magnetic energy. She is energetic and curious and loves to learn new things. She makes new friends and likes to be at school for the social element of life.

 - b. What challenges do they face?
 - This student comes to school with a variety of adverse childhood experiences (ACEs). She comes from a single adult household. The adult in the home works long hours to try and keep the lights on at home. This student comes to school with the 3 million word gap, having not been read to or talked to a lot in her upbringing.

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c. What are some important relationships in their life?

- She develops close relationships with other students. She also has close relationships with at least one adult in the school building. Her closest relationship is with her family though. She fiercely defends her home and the family around her.

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?
 - Our long-term vision at LP Brown emphasizes individualized instruction for our students, where small group instruction happens in the general education classroom. We also strive to produce project based learning opportunities for our students, built upon their cultural backgrounds, that include experiential learning opportunities for all grade levels. An inclusionary practices approach to teaching and learning will help all of our students feel like they belong. If we build units of study that consider the cultural backgrounds of our students, students will be more engaged and connected to their learning experiences, resulting in increases in achievement across the board.
2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?
 - All school staff receive 3 full days of training within the first month of the school year. These trainings provided a foundation for inclusionary practices and helped to define our MTSS system in the building for both behavior and academic support. Staff development needs have been identified through whole staff and building leadership team meetings. This year, the staff will receive ongoing support and professional development related to creating small group or center based learning opportunities in their classroom. They will also receive specific instruction related to lesson and unit planning around essential state standards. In our building (and district) we are moving away from using a specific curriculum with fidelity. We are learning, once again, how to use standards to drive our instruction. This move away from curriculum with fidelity will help us use research based or evidence based practices in our classrooms.
 - This year, for the first time, we have eliminated our pull-out intervention program for reading and math. All of the Tier I and Tier II supports are being provided in the general education classroom. The professional development series is designed to help support classroom teachers with learning how to provide direct instruction services to students requiring assistance. This professional development plan will benefit students by providing direct instruction in a small group setting in the classroom setting. It will ensure they are receiving intervention support from the most highly skilled and trained professionals in the building at all times.
3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

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- The most powerful effect coming from professional development so far this year centers around positive behavior support and morning meetings. The purpose of this training at the beginning of the year was to solidify MTSS behavior systems and help improve student's sense of belonging in the school. Based upon our Fall Panorama survey results, sense of belonging amongst students has increased 8 points. When asked, "How much respect do other students in your school give you," we experienced a 14 point gain. When asked, "How much do you feel like you belong in your school," we experienced a 9 point gain. These results are statistically significant and show the professional development around MTSS systems can have a profound effect on a school system when all of the adults are working together to fully implement a program.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
 - We are a school-wide PBIS school. We have modified our school wide expectations and positive reinforcement system to align directly with our counseling program in the building. All classroom teachers are teaching social skills through every week of the school year. They use the Second Step and Zones of Regulation curriculum to teach all students in the school. The counseling and behavior support program are directly aligned with classroom instruction. The area that we are working on this year is related to school-wide fidelity and getting every adult in the building to interact with our behavior and SEL systems in exactly the same way so that students experience the same approach from all adults, no matter where they are in the building.
 - All students and staff work within a Multi-Tiered System of Supports (MTSS). At the beginning of the year, benchmark assessments are implemented in reading and math to get a sense for achievement levels across the building. From our benchmark assessment, we select groups of students from each grade level to administer more specialized assessments to get a better sense for the kinds of intervention support that students might need. All classroom teachers implement instructional strategies in their classrooms for all Tier 1 and Tier 2 students. Progress monitoring happens in the general education program as part of core instruction. When students experience a lack of progress in the Tier I or Tier II program, they are referred to the student support team for further problem solving
 - Progress monitoring data will be collected on a bi-weekly, or monthly schedule for students requiring strategic and intensive levels of support. Teachers meet in professional learning community groups one time per month to review data and make programmatic changes to help students experience stronger progress.
2. How did your school identify these areas of strengths and improvement?
 - We use the Panorama Survey data, along with data collected around office discipline referrals to make decisions about what areas to improve each year.
 - According to WSIF reports, we have two student groups that require specific attention. Students eligible for free and reduced price lunches and students who are eligible for and receive specially designed instruction are the two subgroups who experience poor attendance, low

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achievement, and low growth. In the classroom setting, we have identified our students who require targeted support and are providing instruction related to skill deficits every day. For our students eligible for special education services, we have intentionally built the specially designed instruction schedule into our master schedule. This allows these students to receive specially designed instruction in a resource room setting without missing core instruction time. In the resource room setting, we are using the same evidence based practices that we are using in the targeted assistance program in the general education setting.

3. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.

- We employ a systems driven approach in the school with everything we do. This helps to provide continuity and consistency for our students, no matter where they are.
- Our schoolwide program is directly aligned with our core instructional program. In the core program, teachers have identified essential standards. They are using district curricula to teach these essential standards. In the targeted assistance program, teachers are providing the targeted assistance. They are able to use data from the core program to identify specific skills students have to develop. They work every day in a small group format in the classroom to deliver targeted assistance to students in the general education classroom.
- In the building, we have one intervention teacher position that helps to keep student data organized. Each year, she is able to take data from the previous year and organize it into new spreadsheets based upon the new classroom configurations. She meets with grade level teams to review benchmark and progress monitoring data on a regular basis. Additionally, our student support team tracks data from year to year. Students who were in the SST process the previous year will begin the year with SST supports the following year with the new classroom teacher.

4. What areas have you identified as areas of the strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?

- In regards to community involvement, we do a really good job of getting families to the school for special events. Each year, we hold a literacy night and STEAM night for families. These events are very well-attended. Over 80% of our school is in attendance for these events. One area that we need to continue to grow is in regards to regular family involvement. This year, we have two initiatives we are building to help promote regular family involvement. One time per month, we will have a parent lunch/recess with your child. Additionally, we will build a reading buddy program so that parents can come in and read with children in our school on a regular basis. Both of these events will hopefully help improve regular parent attendance in our school.
- The reading buddy program directly aligns with our targeted assistance practices. Students will be pulled into the reading buddy program when they become eligible for targeted assistance. We will use reading fluency progress monitoring data to monitor the effectiveness of the intervention.
- As our parent involvement strategies are directly aligned to our targeted assistance program, we will be able to use the same progress

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monitoring tools we use in the targeted assistance program to evaluate parent engagement programs.

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based on the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the [OSSI SY 2023–2024 School Improvement Plan Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

* Please use the following guidance to support your reform goals and strategies: [Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior](#).

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Needs Assessment Summary

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

According to the Washington State Report Card and WSIF data, LP Brown Elementary School is experiencing academic challenges in reading and math (both overall achievement and growth) according to SBA results and our district MAP assessments. Of particular concern are students who identify as low income and those who are eligible for special education services. Within these subgroups, overall achievement, growth, and attendance rates are problematic. Our school-wide plan will be designed to improve attendance rates through increasing belonging across our school. We will also work to implement instructional strategies in the classroom where classroom teachers are at the forefront of Tier 1 and Tier II instructional routines. We strive to create an inclusive educational model where all students feel like they belong and achieve at high levels.

SY 2023-2026 SMARTIE Goal #1:

Each spring, 2023-2026, all students (K-5) will report an increase in their feelings of sense of belonging and self-efficacy in the end-of-year student survey compared to their beginning-of-year benchmark. This will be measured by an increase in positive responses to the Panorama survey in the categories of Sense of Belonging (70% to 85%) and Self-Efficacy (57% to 85%) and through at least 80% of students meeting their individual student growth goals on the MAP assessments in reading and math.

OSD Student Outcome(s): What OSD Student Outcomes are tied to this SMARTIE goal? Student Outcomes 1, 3, and 4

Activities	Measures	Timeframe	Lead	Resources
Activity 1 Morning Meetings in all classrooms K-5, every day	Panorama Data Reduction in office discipline referrals Attendance Data for regularly attending school	2 times per year Behavior data reviewed weekly Attendance data reviewed weekly	Classroom Teachers	All staff training during building LID Days. Second Step Curriculum Zones of Regulation Curriculum
Activity 2	Teachers working	Progress on planning	Classroom Teachers	All staff training during

Culturally responsive units of study for increased engagement and rigor	collaboratively during weekly PLC meetings to complete units of study	template (varies by grade) monitored weekly		building LID Days Self-Directed staff development plan to teach unit/lesson planning. Access to state standards and essential standards documents.
Activity 3 Attendance Intervention	Weekly Attendance Data from Skyward	Data reviewed 2 times per month	MTSS attendance team	Weekly attendance letters generated through Skyward Family attendance intervention planning template for attendance contracts with families
1. Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				

<p>SY 2023-2026 SMARTIE Goal #2: Each Spring, 2023-26, the number of students who are meeting their growth goals using the Measure of Academic Performance Assessment (MAP) in reading, will increase. Students from low-income backgrounds will improve from 39% to 80%, students eligible for special education will improve from 50% to 80%, and students who identify as African American will improve from 27% to 80% on meeting their individual student growth goals.</p>				
<p><u>OSD Student Outcome(s)</u>: What OSD Student Outcomes are tied to this SMARTIE goal? Student Outcomes 2, 5, and 6.</p>				
Activities	Measures	Timeframe	Lead	Resources
Activity 1 University of Florida Literacy Institute	Universal phonics screener K-2	3 times per year	Classroom Teachers	UFLI teaching materials

<p>Foundations Decoding Program implemented in Core, intervention, and special education classroom K-5</p>	<p>Phonics screener progress monitoring for LAP eligible students</p> <p>UFLI progress monitoring</p> <p>MAP assessment in reading (K-5)</p>	<p>1 time per month</p> <p>1 time per week K-2</p> <p>3 times per year</p>	<p>Reading Specialist</p>	<p>phonics screener</p> <p>MAP Assessment materials</p> <p>UFLI progress monitoring materials</p> <p>Access to reading specialist to interpret scores and shift instructional plans for students</p>
<p>Activity 2 Peer Assisted Learning Strategies Used in 3-5 classrooms for fluency and comprehension building.</p>	<p>Fluency based progress monitoring in 3-5 classrooms</p> <p>MAP Assessments in all classrooms K-5</p>	<p>Monthly</p> <p>Quarterly</p>	<p>Classroom Teachers</p> <p>Reading Specialist</p>	<p>PALS instructional manuals and materials</p> <p>Ongoing professional development led by building intervention teachers.</p> <p>Wonders Fluency progress monitoring materials</p>
<p>Activity 3 Small group, targeted instruction in general education classrooms.</p> <p>This is designed as an</p>	<p>MAP assessment in reading</p> <p>Fluency or phonics based progress monitoring in</p>	<p>3 times per year</p> <p>Monthly</p>	<p>Classroom Teachers</p> <p>Reading Specialist</p>	<p>Staff development related to creating reading centers</p> <p>Progress monitoring tools</p> <p>Access to reading specialist to help design centers and</p>

inclusive practice rather than a traditional skill based pull out model	3-5 classrooms			evaluate student progress
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. \$4,000 in building inservice money to pay subs for teachers to observe each other				
SY 2023–2026 SMARTIE Goal #3: Each Spring, 2023-26, the number of students who are meeting their growth goals using the Measure of Academic Performance Assessment (MAP) in math, will increase. Students from low-income backgrounds will improve from 39% to 80%, students eligible for special education will improve from 30% to 80%, and students who identify as African American will improve from 18% to 80% on meeting their individual student growth goals.				
OSD Student Outcome(s): What OSD Student Outcomes are tied to this SMARTIE goal? Student Outcomes 2, 5, 6				
Activities	Measures	Timeframe	Lead	Resources
Activity 1 Small group, targeted instruction in general education classrooms. This is designed as an inclusive practice rather than a traditional skill based pull out model	MAP assessment in math Bridges checkpoint and Unit Assessments	3 times per year Bi-Weekly and/or monthly	Classroom Teachers Reading Specialist	Staff development related to creating math centers Progress monitoring tools from Bridges curriculum Access to reading specialist to help design centers and evaluate student progress
Activity 2 Professional math consultant to work with grade level teams to review existing data and create high yield center-based instructional	Progress monitoring tools in Bridges MAP assessment in math	Bi-Weekly and/or monthly 3 times per year	Classroom Teachers Reading Specialist	Release time for teachers to work with consultant Money to purchase manipulatives and materials for high yield instructional routines

routines for teachers to use with students				
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1.	\$12,000 for professional development out of District Title I Professional Development Account			
2.	Up to \$12,000 for roving subs out of Building Inservice Account			

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2023–24)

THIS REPORT WILL BE ADDED ONCE IT IS AVAILABLE.

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Click or tap here to enter text.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of	Click or tap here to enter text.

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2023–24)

THIS REPORT WILL BE ADDED ONCE IT IS AVAILABLE.

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	instructional technology.	
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i> Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.