

School Improvement Plan

Clear Creek Elementary | 2017-18

Principal: Toby Tebo



Central Kitsap School District's Mission is to equip our students with knowledge and skills to succeed and prosper in an ever-changing global Society.

Our District will be an academically strong, fiscally sound, and safe, positive learning community.

Enrollment	2014-15	2015-16	2016-17
October Student Count	553	558	496
May Student Count	542	558	507

Gender (October)	2014-15	2015-16	2016-17
Male	55.0%	56.5%	52.8%
Female	45.0%	43.5%	47.2%

Race/Ethnicity (October)	2014-15	2015-16	2016-17
Hispanic / Latino of any race(s)	18.4%	20.1%	19.2%
American Indian/Alaskan Native	0.2%	0.0%	0.8%
Asian	3.8%	3.2%	2.6%
Black / African American	4.2%	3.4%	3.6%
Native Hawaiian / Other Pacific Islander	0.7%	0.9%	0.2%
White	62.0%	60.2%	60.7%
Two or More Races	10.7%	12.2%	12.9%

Special Programs (May)	2014-15	2015-16	2016-17
Free or Reduced-Price Meals	46.1%	44.3%	45.8%
Special Education	18.5%	17.7%	19.3%
Transitional Bilingual	3.7%	4.5%	3.2%
Migrant	0.0%	0.0%	0.0%
Section 504	2.4%	2.5%	4.1%
Foster Care	n/a	n/a	n/a

ELA, Math and Science (SBA or MSP)	2014-15	2015-16	2016-17
3 rd Grade ELA	46.9%	56.7%	57.9%
3 rd Grade Math	50.6%	55.5%	64.3%
4 th Grade ELA	48.5%	51.1%	50.6%
4 th Grade Math	52.2%	46.4%	46.9%
5 th Grade ELA	58.0%	54.2%	56.0%
5 th Grade Math	43.5%	51.8%	45.6%
5 th Grade Science (MSP)	62.2%	63.8%	51.8%

Other Information	2014-15	2015-16	2016-17
Chronic Absenteeism			6.5%
Suspensions and Expulsions	38	50	3

View all School Improvement Plans (SIP) at www.ckschools.org

Improvement goal: ELA

Goals 1 (All Students)

Primary Goal

- By the end of the 2017-18 school year, at least 75% of all students in grades K-2 will demonstrate benchmark proficiency on DIBELS (Grades K-2) and STAR Reading (Grades 1-2).

Intermediate Goal

- By the end of the 2017-18 school year, students in grades 3-5 will demonstrate at least 60% proficiency (Level 3 or 4) on the SBA. (3rd Grade currently 59%, goal 65%; 4th Grade currently 51%, goal 60%; 5th Grade currently 58%, goal 65%).

Goal 2 (Reducing specific, identified gaps):

- By the end of the 2017-18 school year, eliminate the achievement gap for FRL Students, as measured by the SBA (current gap of 6% in 3rd Grade; current gap of 9% in 4th Grade, no gap in 5th Grade)

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>Create Grade Level/Jobs Alike PLC System Establish PLC Teams that use Journeys-based common assessment results to make instructional decisions</p> <p>Create grade level/building reading instructional model aligned with Journeys</p> <p>Create grade level/building writing instructional model that is explicitly taught K-5</p>	Sept - June	<ul style="list-style-type: none">● Grade Level Teams● Jobs Alike Teams● Principal	<ul style="list-style-type: none">● PLC Background PD● Development/ Usage of Common Assessments to analyze data● Explicit/ Predictable Scheduling of PLC Thurs	<ul style="list-style-type: none">● Usage of Common/ Formative Assessments

<p>Establish strong system of classroom and Title I interventions Utilize District Intervention Programs</p> <p>Establish rich, classroom-based small group interventions</p> <p>Look at data wall as a Title I/Classroom Team at least once a trimester and readjust interventions</p> <p>Collaboration between Title Staff and Teachers to ensure that interventions match classroom instruction and support</p> <p>Use tools such as Google Fluency Tutor and other technology tools to support interventions</p>	<p>Sept - June</p>	<ul style="list-style-type: none"> ● Classroom Teachers ● Grade Level Teams ● Title I Team ● Learning Specialist ● Principal 	<ul style="list-style-type: none"> ● Accurate DIBELS, STAR, and other data to establish student performance ● Reading Mastery, Corrective Reading, Write-In Reader and other District Intervention Program ● Google Fluency Tutor and other technology resources to target student intervention 	<ul style="list-style-type: none"> ● Progress monitoring data
<p>Increase family engagement within ELA...Possible strategies may include Family Literacy Nights</p> <p>Communication on website about best strategies to support struggling readers</p> <p>Title I Night</p> <p>Free books for birthdays and other methods of getting print in student hands</p> <p>Promote and host Ready for K Program</p>	<p>Sept - June</p>	<ul style="list-style-type: none"> ● Classroom Teachers ● Title I Staff ● Office Staff ● Ready for K Team 	<ul style="list-style-type: none"> ● Website ● Models for Literacy Night ● Food ● Books and other sources of print ● Ready for K Program 	<ul style="list-style-type: none"> ● Parent survey data ● Anecdotal information

Improvement goal: MATH**Goal 1 (All Students)****Primary Goal**

- By Spring of 2018, at least 75% of All Students in K-2 will demonstrate benchmark proficiency on Fact/Computational Fluency (Grades K-2) and STAR Math (Grades 1-2).

Intermediate Goal

- By the end of the 2017-18 school year, at least 55% of students in grades 4-5 will demonstrate proficiency (Level 3 or 4) on the SBA. (4th Grade currently 46.9%, goal 55%; 5th grade currently 45.6%, goal 55%)
- By the end of the 2017-2018 school year, 70% of students in grade 3 will demonstrate proficiency (Level 3 or 4) on the SBA. (currently 64.3%, goal 70%)

Goal 2 (Reducing specific, identified gaps):

- By the end of the 2017-18 school year, eliminate or decrease by 10% the achievement gap for FRL Students, as measured on the SBA (no gap in 3rd Grade, current gap of 14% in 4th Grade, current gap of 6% in 5th Grade)

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>Systematic Focus/Goal Setting on Math Fact/Computational Fluency</p> <p>Develop and use school-wide expectations for fact/computational fluency</p> <p>Develop and use trimester benchmark assessments for each grade level for fact /computational fluency</p> <p>Building-wide system for fact/computation goal setting</p> <p>Utilize technology for pre-assessment, practice, and tracking of progress</p>	Oct - June	<ul style="list-style-type: none"> ● Classroom Teachers 	<ul style="list-style-type: none"> ● Building-developed fact / computational fluency expectations ● Set of trimester benchmarks ● Xtra Math or other digital practice / monitoring tools 	<ul style="list-style-type: none"> ● Progress monitoring fact /computational fluency data

<p>Implement MyMath Curriculum (Including Redbird) with integrity Develop building-wide math instruction plan for minutes and structure of math instructional period</p> <p>Periodic PD for Redbird</p> <p>Utilize Math District Coordinator to help provide assistance for adoption and implementation</p> <p>Use of PLC Collaboration time to reflect on common math assessments and provide interventions</p> <p>Work with support staff to provide math interventions aligned with the curriculum</p>	<p>Sept - June</p>	<ul style="list-style-type: none"> ● Classroom Teachers ● Math District Coordinator ● PLC Teams ● Intervention Staff 	<ul style="list-style-type: none"> ● MyMath Curriculum ● Redbird ● Support materials 	<ul style="list-style-type: none"> ● MyMath common assessments ● Redbird progress
<p>Increase family engagement with mathematics...Possible strategies may include MyMath Parent Night with introduction of materials and Redbird</p> <p>Title I Math Night</p> <p>Communicate on website, publications about fact /computational goal setting and system</p>	<p>Sept - June</p>	<ul style="list-style-type: none"> ● All Staff ● ORCA SDT ● Principal 	<ul style="list-style-type: none"> ● Math Night formats, games, materials ● Support materials for My Math 	<ul style="list-style-type: none"> ● Parent survey data ● Anecdotal information

Encourage parents to reinforce goal setting				
Share practice strategies and tools for boosting fact/computational skill				

<p>Improvement goal: SCIENCE</p> <p>Goal 1 (All Students):</p> <ul style="list-style-type: none"> By the end of the 2017-18 school year, 65% of 5th grade students will demonstrate proficiency on the Science MSP (currently 53%, goal 65%) <p>Goal 2 (Reducing specific, identified gaps):</p> <ul style="list-style-type: none"> By the end of the 2017-18 school year, eliminate the achievement gap between Female/Male Students on the Science MSP (current gap of 8% lower proficiency for 5th grade female vs male students)

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>Vertical Alignment of Instructional Materials in Science/Engineering</p> <p>Through PLC collaboration, establish a system of units vertically throughout K-5</p> <p>Multiple PD opportunities in regards to Next Generation Science Standards</p> <p>Provide training for teachers to effectively utilize District Science /Engineering Resources (Kits, EIE, Mystery Science, Science A-Z)</p>	Sept - June	<ul style="list-style-type: none"> Classroom Teachers PLC Teams District STEM Specialist 	<ul style="list-style-type: none"> System of supporting material development for science kits Curriculum access to District Kits, EIE, Mystery Science, Science A-Z 	<ul style="list-style-type: none"> Creation of vertical alignment document Increased science instruction

<p>Expansion of STEM Offerings in the School More systematic approach to utilizing one-to-one technology within the classroom</p> <p>Choice-driven system of PD to move Google Classroom into full implementation within the classroom</p> <p>Develop at least 2 science-based after school clubs</p> <p>Hour of Code in the library and the beginning of teaching coding with students</p>	<p>Sept - June</p>	<ul style="list-style-type: none"> ● Classroom Teachers ● Google Guides ● District Future Ready Coach ● Librarian ● Club Advisors 	<ul style="list-style-type: none"> ● Materials for science clubs ● Hour of Code Curriculum 	<ul style="list-style-type: none"> ● Increased usage of Google Classroom for instruction ● Establishment of clubs ● Functional PD System
<p>Increase family engagement with science...Possible strategies may include Hold first STEM Night at the school with showcased student work and hands-on booths/activities</p> <p>Hold building-wide engineering challenges</p>	<p>Sept - June</p>	<ul style="list-style-type: none"> ● All Staff 	<ul style="list-style-type: none"> ● Engineering challenges ● STEM Night formats and resources 	<ul style="list-style-type: none"> ● Hold STEM Night event

<p>Improvement goal: DISCIPLINE</p> <p>Goal 1 (All Students):</p> <ul style="list-style-type: none"> ● By Spring 2018, decrease discipline referrals by 30% (From over 250 to 175) <p>Goal 2 (Reducing specific, identified gaps):</p> <ul style="list-style-type: none"> ● Decrease the frequency of male vs. female discipline referrals by 20% (gap is currently 80% more for male vs. female students)

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>Establish Systematic PBIS Creation of building-wide expectations displayed on posters throughout the building</p> <p>Reinforcement system including Outstanding Orcas, Orcas of the Month, Orca Managers, and weekly classroom ORCA Recognition</p> <p>Development of Tier II Interventions within the classroom</p> <p>Teach Second Steps Curriculum K-5</p>	Sept - June	<ul style="list-style-type: none"> All Staff 	<ul style="list-style-type: none"> Behavior Posters ORCA reinforcement materials Tier II Ideas Second Steps Curriculum 	<ul style="list-style-type: none"> Decrease in the frequency of office referrals
<p>Increase family engagement/ awareness of discipline...Possible strategies may include Have parent ORCA Nights with information about Second Steps</p> <p>Share resources about 2nd Steps, our acronym, and other ORCA tools we are using to get positive results</p> <p>Reinforce Outstanding ORCAs at home by communicating the achievement with parents</p>	Sept- June	<ul style="list-style-type: none"> All Staff 	<ul style="list-style-type: none"> Models for ORCA Nights Resources to provide ORCA reinforcement information 	<ul style="list-style-type: none"> Decrease in the frequency of office referrals Parent survey data

Improvement goal: ABSENTEEISM

Goal 1 (all kids):

- Decrease the number of students with 10% or more absences (18 or more absences) from 58 students to less than 30 students.

Goal 2 (Reducing specific, identified gaps):

- Decrease the frequency of chronic absenteeism (10 or more absences = ½ month of school) rates of students in military families by at least half.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>School Attendance Response System Set of letters/calls to parents for levels of 5, 10, and 15 absences and 10 and 20 tardies</p> <p>System of verifying absences that are not approved</p> <p>Use of Truancy Board for chronic unverified absences</p>	Sept - June	<ul style="list-style-type: none"> ● Office Staff ● Principal ● Truancy Board 	<ul style="list-style-type: none"> ● Letters for each level of absenteeism 	<ul style="list-style-type: none"> ● Increased levels of attendance
<p>Increase family engagement/ awareness of discipline...Possible strategies may include “Coffee meetings” and other parent venues for reviewing attendance policies and the benefits of attending school</p> <p>Use of communication tools (website, newsletters, school events) to share attendance policies</p>	Sept - June	<ul style="list-style-type: none"> ● Office Staff ● Principal 	<ul style="list-style-type: none"> ● Coffee meeting formats ● Food ● Resources with attendance information 	<ul style="list-style-type: none"> ● Increased levels of attendance ● Parent survey data