

# School Improvement Plan

## John D. 'Bud' Hawk Elementary at Jackson Park | 2017-18

Principal: Chris Visserman



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	510	513	489
May Student Count	528	536	480

Gender (October)	2014-15	2015-16	2016-17
Male	50.4%	51.3%	50.9%
Female	49.6%	48.7%	49.1%

Race/Ethnicity (October)	2014-15	2015-16	2016-17
Hispanic / Latino of any race(s)	14.7%	14.6%	15.7%
American Indian/Alaskan Native	1.0%	0.8%	1.0%
Asian	3.1%	1.9%	2.0%
Black / African American	6.5%	7.8%	7.6%
Native Hawaiian / Other Pacific Islander	0.2%	0.4%	0.8%
White	59.4%	57.1%	55.0%
Two or More Races	15.1%	17.3%	17.8%

Special Programs (May)	2014-15	2015-16	2016-17
Free or Reduced-Price Meals	45.3%	39.0%	38.5%
Special Education	15.9%	13.6%	14.0%
Transitional Bilingual	2.9%	2.1%	4.4%
Migrant	0.0%	0.0%	0.0%
Section 504	2.3%	2.2%	2.1%
Foster Care	n/a	n/a	n/a

ELA, Math and Science (SBA or MSP)	2014-15	2015-16	2016-17
3 <sup>rd</sup> Grade ELA	44.4%	52.3%	56.7%
3 <sup>rd</sup> Grade Math	43.6%	62.7%	60.4%
4 <sup>th</sup> Grade ELA	48.4%	56.4%	54.6%
4 <sup>th</sup> Grade Math	54.5%	53.2%	54.6%
5 <sup>th</sup> Grade ELA	53.8%	54.1%	55.5%
5 <sup>th</sup> Grade Math	41.2%	44.4%	49.2%
5 <sup>th</sup> Grade Science (MSP)	57.5%	52.7%	54.8%

Other Information	2014-15	2015-16	2016-17
Chronic Absenteeism			7.8%
Suspensions and Expulsions	48	29	0

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**Improvement goal: MATH****Goal 1:** 95% of third, fourth, and fifth grade students will meet or exceed the math standard on the SBA state assessment.**Goal 2:** To close the achievement gap in math between free/reduced and non-free/reduced students to less than 5% as measured by the SBA state assessment for third, fourth, and fifth grade students.**Goal 3:** 70% of first grade students and 80% of second grade students will demonstrate grade level proficiency based on the end of year STAR math assessment.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>Implementation of district adopted “My Math” curriculum.</p> <p>Use of “Redbird” software to support differentiated learning for students.</p> <p>Math fact fluency exercises and lessons based on grade level expectations. (John Woodward).</p> <p>Regular PLC collaboration amongst grade level team teachers to discuss formative data and student specific interventions.</p> <p>Family Math Night</p> <p>Math centers and math games like Math Fundamentals) to reinforce the concepts.</p> <p>Increase opportunities for intentional collaboration opportunities between special ed team and classroom teachers</p> <p>Along with regular parent communication, teachers will engage students in academic goal setting. Collaboration with parents at October parent-teacher conferences.</p>	Ongoing	<p>Classroom teachers</p> <p>Classified staff</p> <p>Principal</p> <p>Parent volunteers.</p>	<p>Ongoing training/professional development to support program implementation. District training and also time for PLC grade level collaboration.</p> <p>“MyMath” curriculum and use of instructional strategies to differentiate instruction so that all learners meet or exceed benchmark targets.</p> <p>Title para-educators and AmeriCorps providing re and pre-teaching lessons.</p> <p>Collaboration and ongoing professional development to support teachers and the use of the “MyMath” core program and interventions.</p> <p>Development and use of a variety of instructional tools to support students’ math fact fluency. (Electronic and other)</p>	<p>“MyMath” program assessments</p> <p>SBA state assessment</p> <p>Interim assessments for grades 3-5.</p> <p>STAR assessment</p> <p>Explore the effectiveness of using “Redbird” as a formative assessment tool.</p>

**Improvement goal: SCIENCE****Goal 1:** 95% of fifth grade students will meet or exceed the science standard as measured by the Science Comprehensive Assessment.**Goal 2:** To close the achievement gap in Science between free/reduced and non-free/reduced students to less than 5% as measured by the Science Comprehensive assessment.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>Staff will participate in the NGSS Elementary Science video workshop provided by OSPI and AWSP.</p> <p>Engage staff in analysis of current practices within our school building to support students' learning of NGSS and the Framework for K-12 Science Education.</p> <p>"Makerspace" opportunities for students.</p> <p>Provide for students to attend various field trips - outdoor education</p> <p>STEAM week camp/activities at school with culminating activity.</p> <p>Implementation of K-5 Engineering Kits</p> <p>Coding Club: Ideas (Code.org, 3D printing club, and/or Lego WeDo 2.0)</p>	<p>Ongoing</p> <p>90-minute training followed by ongoing PLC team collaboration and learning.</p> <p>*Ongoing</p> <p>Daily visits by students to library for independent discovery time.</p> <p>*MS Club opportunities offered 1-2 times a year after school.</p>	<p>Principal</p> <p>Teaching staff</p> <p>Teacher-Librarian</p> <p>Classroom teachers</p> <p>District Science Specialist</p>	<p>OSPI/AWSP NGSS science video workshop.</p> <p>Early release time for PLC collaboration by grade level teams.</p> <p>Collaboration with district science specialist, Jeff Friers.</p> <p>Pacific Science Center Workshops</p> <p>District STEM grant \$\$</p>	<p>Classroom based science assessments</p> <p>SBA assessment</p>

**Improvement goal: DISCIPLINE**

**Goal 1:** To provide a learning environment for students that results in zero suspensions or expulsions for our students.

**Goal 2:** To ensure that the ongoing discipline data (office referrals, problem solving, time outs, etc.) reflects similar distribution when compared to our overall student population (FRL, Race, SPED, Gender etc.).

**Goal 3:** To increase the awareness of and implementation of a multi-tiered system of support for students.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>Implementation of PBIS systems School-wide. (Year one)</p> <p>Collaboration with district special education department to expand our RTI processes and procedures as part of a multi-tiered system of supports for students.</p> <p>Teachers will intentionally build a classroom culture that values and builds on contributions from students of all backgrounds.</p> <p>Collaboration with district special education department to refine our RTI processes and procedures as part of a multi tiered system of supports for students.</p> <p>Monthly assemblies with emphasis on PBIS (music, skits, make it fun and memorable/meaningful).</p>	<p>Ongoing</p>	<p>Classroom teachers</p> <p>Para-educators</p> <p>Literacy teacher</p> <p>Learning specialist</p> <p>ELA Teacher leaders</p> <p>Principal</p> <p>Students</p>	<p>Various building funding sources (behavior budget etc.) to support professional development, materials, and direct support of students.</p> <p>“Second Step” Social/Emotional Learning curriculum and materials.</p> <p>PBIS committee meets two times per month.</p> <p>Collaboration with Kelly Scheese, the US Navy School liaison. Explore learning opportunities for parents provided by Fleet and Family Readiness.</p> <p>Training and consultation from Dr. Greg Benner.</p>	<p>Implementation of “SWIS” behavior data tracking software.</p> <p>“Power School” Incident Recording</p> <p>Regular debrief and feedback from teachers/staff with regards to specific incidents and the frequency of disruptive behavior.</p> <p>Monitoring of behavior data by PBIS committee to identify “Hot Spots”.</p>

<p>“Second Step” social skills Curriculum taught grades K-5 Incorporate “Second Step” elements within the assemblies and during the morning announcements to reinforce classroom lessons.</p> <p>Collaboration amongst all staff to develop a curriculum map specifically for bullying reduction lessons and re-teaching. Keep attendance and ensure all students understand expectations and strategies.</p> <p>Yearly student/staff/parents survey information to determine perception of safety, HIB, etc.</p> <p>Daily communication between classroom teachers and specialists, playground/lunchroom staff.</p> <p>US Navy, “With You all the Way” assembly to support military students and their social emotional learning.</p> <p>“Watch Dog” Dads of Great Students parent involvement Program</p> <p>Support from “Problem Solving” para-educator to support social emotional learning.</p>	<p>January 2018</p> <p>October-June</p>		<p>“Watch Dog” Program fee \$600</p> <p>Building funds to pay for 2 hrs. per day of para-educator support.</p>	
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