

# School Improvement Plan

## Woodlands Elementary | 2017-18

Principal: Amy Archuleta



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	449	445	371
May Student Count	462	459	387

Gender (October)	2014-15	2015-16	2016-17
Male	50.6%	52.8%	53.1%
Female	49.4%	47.2%	46.9%

Race/Ethnicity (October)	2014-15	2015-16	2016-17
Hispanic / Latino of any race(s)	15.1%	17.8%	17.3%
American Indian/Alaskan Native	0.4%	0.2%	0.8%
Asian	7.6%	7.0%	6.7%
Black / African American	3.3%	4.0%	4.6%
Native Hawaiian / Other Pacific Islander	2.0%	3.1%	2.2%
White	49.9%	48.8%	49.4%
Two or More Races	21.6%	19.1%	19.4%

Special Programs (May)	2014-15	2015-16	2016-17
Free or Reduced-Price Meals	58.7%	51.9%	47.0%
Special Education	22.9%	22.2%	25.1%
Transitional Bilingual	5.0%	5.0%	4.7%
Migrant	0.2%	0.0%	0.0%
Section 504	0.9%	1.7%	1.3%
Foster Care	2.2%	n/a	n/a

ELA, Math and Science (SBA or MSP)	2014-15	2015-16	2016-17
3 <sup>rd</sup> Grade ELA	29.3%	66.1%	58.0%
3 <sup>rd</sup> Grade Math	41.3%	50.0%	58.0%
4 <sup>th</sup> Grade ELA	42.6%	51.5%	58.7%
4 <sup>th</sup> Grade Math	27.8%	46.9%	52.3%
5 <sup>th</sup> Grade ELA	63.0%	63.2%	63.3%
5 <sup>th</sup> Grade Math	32.3%	55.8%	60.0%
5 <sup>th</sup> Grade Science (MSP)	59.0%	72.0%	76.6%

Other Information	2014-15	2015-16	2016-17
Chronic Absenteeism			8.0%
Suspensions and Expulsions	57	38	27

View all School Improvement Plans (SIP) at [www.ckschools.org](http://www.ckschools.org)

**Improvement goal: ELA**

Goal 1 (all kids):

Primary Goal:

- By June, 2018 the number of Kindergarteners who receive Tier 3 intervention will decrease by 20%.

Intermediate Goal:

- At the end of the school year 2017-2018, the percentage of 3-5 graders meeting or exceeding standard will increase by 6% as measured by STAR test scores and Smarter Balanced test scores.

Goal 2 (Reducing specific, identified gaps):

- Increase by 12% the percentage of low income students meeting or exceeding standard as measured by Smarter Balanced.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
School wide letter boot camp	All year	All staff	Letter cards, morning announcements	DIBELS progress monitoring
Consistent curriculum	All year	All staff	Journeys, SIPPS	DIBELS, STAR
Established interventions	Oct - June	Primary /Intermediate Staff - Reading intervention teachers, Resource Room staff, EL Staff	SIPPS, Journeys II	DIBELS, STAR
Reading Consultant assistance	All year	Tina Pelletier	Funding for hiring Tina and release time for teachers to meet with her	DIBELS, STAR
Strong Parent connection at Kindergarten so families can be informed/involved	All year	Kindergarten Staff	Parent Letters, Class Dojo	DIBELS, STAR
Woodlands Reads incentive to read program	Spring	Teacher Librarian	School wide student incentives	DIBELS, STAR, Woodlands Reads participation
ELA Family Night	Once yearly	ELA committee	Ongoing awareness of parent engagement best practices	DIBELS, STAR, family night participation
Weekly Library stories/lessons	All year	Liz Roberts	Schedule	

Student goal setting and tracking	All	Classroom teachers	Example data folders used, training on where to start and what to track	Students will see their progress on classroom assessments on their goal tracking sheets for math and reading
PLC- Intentional grade level data analysis and planning	All	Classroom teachers/intervention teachers	Common assessments, common time and space to work, working planning template	Common assessments will show if students are achieving the agreed upon essential learnings.

**Improvement goal: MATH**

Goal 1 (all kids):

Primary Goal:

- Increase the number of students meeting or exceeding standard on STAR in grades 1-2 by 5%.

Intermediate Goal:

- Grades 3-5 will increase the percentage of students meeting or exceeding standard as measured on STAR and Smarter Balanced testing by 10%

Goal 2 (Reducing specific, identified gaps):

- We will reduce the achievement gap between low income students and non-low income students in grades 3-5 on the SBA math by 10% in Spring 2018.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Primary- <ul style="list-style-type: none"> <li>• My Math Curriculum taught with fidelity</li> <li>• Small math groups in class</li> <li>• Math intervention pull out support</li> <li>• Math newsletters/resources sent to parents</li> <li>• Online math supplemental programs</li> </ul>	All year	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Para support</li> <li>• Learning Specialist</li> <li>• Special Education teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Math Curriculum Specialist</li> <li>• My Math website</li> <li>• Redbird website</li> <li>• Redbird training</li> <li>• My Math training</li> <li>• PLC time</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly STAR testing</li> <li>• Chapter tests</li> <li>• Check My Progress in My Math</li> <li>• Daily Lessons- Classroom work</li> <li>• Redbird data tracking</li> </ul>

Intermediate- <ul style="list-style-type: none"> <li>• Math intervention support</li> <li>• Grade 3- WIN time</li> <li>• Redbird/Splash Math use within the classroom</li> <li>• Small group stations</li> </ul> <ul style="list-style-type: none"> <li>• Communication through Google Classroom or newsletters with resources for at home</li> </ul> <ul style="list-style-type: none"> <li>• Math Family night</li> </ul>	All Year	<ul style="list-style-type: none"> <li>• General Education teacher</li> <li>• Resource room teacher</li> <li>• Support staff (math intervention paraprofessional)</li> </ul>	<ul style="list-style-type: none"> <li>• My Math curriculum</li> <li>• Red Bird curriculum component</li> <li>• Connecting Math Concepts</li> <li>• Training on My Math and Redbird</li> <li>• PLC time</li> </ul>	<ul style="list-style-type: none"> <li>• My Math formative assessments</li> <li>• Monthly STAR testing</li> <li>• Redbird data tracking</li> <li>• Monitoring student self-assessment</li> <li>• Observation of student work and progress</li> </ul>
	All Year	<ul style="list-style-type: none"> <li>• General Education teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Future Ready Coaching Support</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly STAR testing</li> <li>• Classroom based assessments</li> </ul>
	October	<ul style="list-style-type: none"> <li>• Math committee</li> </ul>	<ul style="list-style-type: none"> <li>• Family engagement funds</li> </ul>	<ul style="list-style-type: none"> <li>• Family participation</li> </ul>

**Improvement goal: SCIENCE**

Goal 1 (all kids):

- 80% of students will meet or exceed the standard according to Washington Comprehensive Assessment of Science.

Goal 2 (Reducing specific, identified gaps):

- The percentage of free and reduced lunch students meeting benchmark on the WCAS will increase by 10% (from 63% to 73%)

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Family Hands On Science night event	January	Science committee	Continued training on effective parent engagement activities	Classroom projects Performance tasks Quizzes
Use the NGSS to guide instruction	September to June	Classroom teachers	Jeff Friers Science A to Z Camp Colman Outdoor Education instructor visit	Classroom projects Performance tasks Quizzes

Pacific Science Center yearly visit for all students	January	All classroom teachers	PTA Funds	Classroom projects Performance tasks Quizzes
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<p><b>Improvement goal: DISCIPLINE</b></p> <p>Goal 1 (all kids):</p> <ul style="list-style-type: none"> <li>By the end of 2017-18, we will reduce discipline referrals from the playground by 10% as compared to 2016-17</li> </ul> <p>Goal 2 (Reducing specific, identified gaps):</p> <ul style="list-style-type: none"> <li>By the end of 2017-18, we will reduce the number of male suspensions by 10% as compared to 2016-17</li> </ul>
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IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Playground supervisors visit classrooms	Oct-Dec	Principal, classroom teachers	PBIS workshops and out-of-building trainings; online resources including PlayWorks.org; on the job training of recess supervisors, Systemic Active Supervision DVD	Monthly SWIS reports
Clarification of common playground rules and expectations	Oct-Dec	SDMT		
Review grade level recess times to avoid overcrowded playground	October	Principal		
Peer mediators	Feb-June	PBIS leadership team		
Restorative justice practices	Dec-June	Principal, learning specialist		
Lunch bunch for teaching prosocial recess behaviors	Oct - June	LAP-funded discipline Para educator		
Provide new recess activities, especially for older students, on an ongoing basis (game of the month)	Monthly beginning in November	PE teacher, PBIS leadership team		
Incorporate recess staff into Tier I PBIS supports	Oct - June	Principal, Learning Specialist		
Watch DOGS program	Oct- June	Principal, Ken Allen		

**Improvement goal: ABSENTEEISM**

Goal 1 (all kids):

- All students at school unless they are actively ill.
- No more than 15 students with 15 or more absences.
- Decrease student absenteeism from 30 students to 25 students (17%) in a school year.
- Reduce by 30%
- Reduce by one third the number of chronically absent students.

Goal 2 (Reducing specific, identified gaps):

- Reduce our chronically absent students from 30 to 20 students.

We need to break out students into tiers: tier 3 (chronically absent); tier 2 (many absences); and tier 1 (no or few absences).

<b>IMPROVEMENT STRATEGY</b>	<b>TIMELINE</b>	<b>WHO IS RESPONSIBLE?</b>	<b>RESOURCES &amp; PROFESSIONAL DEVELOPMENT NEEDED</b>	<b>MONITORING PROGRESS</b>
Check in with families to see why students are chronically absent.  Home visits for families that don't reliably answer phone calls. (Find out why students are absent.)  On-time rewards and responsibilities for students at risk of chronic absenteeism  Perfect Attendance awards program  Regular meetings between principal and office staff to identify students who are chronically absent.	Academic school year.	Office staff, administrators, teachers, students, and parents.    Office staff   Principal and office staff	The person making parent/family contact needs to be personable, respectful, and articulate.    Facilitator, a place, activities, and funds to purchase tokens or food.   Printed awards	Ongoing PowerSchool data regarding absenteeism.