

School Improvement Plan 2019-2020

Emerald Heights Elementary School

School Leadership Team Members Parent-Community Partners	
Lyle Burbidge, Principal	Diane Wohler, PE teacher
Lori D'Arienzo, Learning Specialist	Sara Goerke, Para Educator
Auriann Roberts, 3 rd grade teacher	Kela Quichocho, Parent/PTA Rep.
Jennifer Giles, 4 th grade teacher	Brian Morris, Lead Custodian
Jaelyn Colley, 1 st grade teacher	Danean Slate, Office Manager
Michelle Rider, 1 st grade teacher	

NEEDS ASSESSMENT SUMMARY
<p>After careful analysis of our school's data, we have learned that we have some improvement to do in the identified areas in our school improvement plan. We will be implementing some strategies and interactions to improve student academic performance, staff, student and community perception of leadership and social emotional coping skills of our students.</p> <p>While our reading and math interventions are supporting our students during the day, pull outs create missed instruction for students. We feel that if we can minimize those pull out by doing more before school interventions, the overall student academic performance will improve. Leadership change mid-year affected the CEE data in terms of staff and community perceptions of positive leadership. With consistent leadership established, this perception will improve.</p>

DATES REVIEWED SIP		
8/7/2019	10/17/2019	

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Student Group	ELA # Tested	ELA # Expected to Test	ELA Percent Participated	Math # Tested	Math # Expected to Test	Math Percent Participated
All Students	238	239	99.6	239	240	99.6
Asian	15	15	100.0	15	15	100.0
Black-African American	*					
Hispanic-Latino	34	34	100.0	34	34	100.0
Limited English	12	12	100.0	13	13	100.0
Low Income	77	77	100.0	77	77	100.0
Pacific Islander	*					
Special Education	27	27	100.0	28	28	100.0
Two or More Races	44	44	100.0	45	45	100.0
White	131	132	99.2	131	132	99.2

*Represents 10 or less

Central Kitsap District Communication Plan for the Importance of State Assessments 2019-2020

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

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Improvement Goal: ELA

Goal 1 (All kids):

Primary:

85% of students will be at benchmark for grade level standards in reading by May 2019 using the DIBELS Composite Score.

Intermediate:

85% of students will be at benchmark for grade level standards by May 2019 using the STAR Reading Screening Report.

Benchmark data will be collected in September, January and April

Goal 2 (Reducing specific, identified gaps):

Primary and Intermediate:

The achievement gap between low income and non-low income students meeting standard as measured by STAR and DIBELS will be 10% or less.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
The Journeys Reading Program will be used to provide on-grade level whole group instruction to all students	Sept. - June	Classroom Teachers	<ul style="list-style-type: none"> ● Focus Wall Charts ● Sound Spelling Cards ● Vocabulary Cards ● Word Walls ● Journeys Grade Level Books 	Journeys Weekly Assessments Journeys Unit Assessments
Tier 1 Support Small Group Instruction will be used to support differentiated instruction based upon skill groups to target specific needs	Sept. - June 10-20 minutes per group	Classroom Teachers	<ul style="list-style-type: none"> ● Reading Intervention Teacher ● ELA TOT's 	Teacher Formative Assessments Exit Slips
Tier 2 Support Interventions from the Journeys program will be used to support students who are below grade level standards	Sept. - June 45 minutes	Reading Intervention Teacher Para educators	<ul style="list-style-type: none"> ● Explicit instruction in Phonics ● Write in Readers 	DIBELS DAZE Formative Assessments

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IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>Tier 3 Support</p> <p>Interventions from researched based reading programs will be used to support students who are significantly below grade level standards</p>	<p>Sept. - June</p> <p>30-45 minutes</p>	<p>Special Education Teacher</p> <p>Reading Intervention Teacher</p> <p>Para educators</p>	<p>Reading Mastery</p> <p>Corrective Reading</p> <p>District Trainings on Reading Interventions</p>	<p>DIBELS</p> <p>DAZE</p> <p>Formative Assessments</p> <p>Program Assessments</p>
<p>Explicit instruction in vocabulary words</p>	<p>Sept.-June</p>	<p>Classroom Teachers</p> <p>Reading Interventionist</p> <p>Para educators</p>	<p>Sound Spelling Cards</p> <p>Vocabulary Cards</p> <p>Word Walls</p> <p>Framer Vocabulary Model</p> <p>Patricia Moore - ESD</p>	<p>Journeys Weekly Assessments</p> <p>Journeys Unit Assessments</p>
<p>All reading interventions will be done in the Reading Team Room. Lesson plans will be provided along with training each week. Groups will be flexible based upon weekly assessment data.</p>	<p>Sept.-June</p> <p>Daily 20 minute meeting 9:10-9:30</p>	<p>Reading Intervention Teacher</p> <p>Special Education Teacher</p>	<p>The Reading Intervention Teacher will lead daily meetings to provide lesson plans and the training to support those plans.</p>	<p>DIBELS</p> <p>Formative Assessments</p>
<p>Journeys Performance Tasks will be used to intentionally teach writing</p>	<p>Sept. - June</p>	<p>Classroom Teachers</p>	<p>Journeys Performance Assessment</p> <p>Teacher's Guide</p> <p>ELA TOT</p>	<p>Formative Assessments</p>
<p>SBA Interim Assessments will be used to help teach and assess students' progress toward grade level standards</p>	<p>Sept.-June</p>	<p>Classroom Teachers</p> <p>Learning Specialist</p> <p>Principal</p>	<p>SBA TIDE Website</p>	<p>SBA Interim Assessments</p>

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IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Independent reading will be supported through the Accelerated Reader Program	Sept.-June	Classroom Teachers Teacher-Librarian	Accelerated Reader Subscription Renaissance Learning Library Books Chromebooks	Accelerated Reader Quizzes STAR
Early Release Time will be used to support grade level meetings to use the PLC model to focus on the four critical questions by using data to monitor student progress	Sept.-June	Classroom Teachers Reading Interventionist Special Education Teacher Learning Specialist Principal	Reading Data Wall	DIBELS STAR Performance Assessments SBA Interim Assessments
Student engagement strategies including culturally responsive engagement strategies will be intentionally used so that all students are learning	Sept.-June	Classroom Teachers	Dr. Hollie's Work CEL 5D Chromebooks FLIPS	STAR DIBELS SBA
Opportunities will be provided to engage families in their student's learning experiences	Aug.-June	Teachers Para educators Learning Specialist Principal	Back-to-School Hour Open House Parent Conferences First Grade Reading Night LAP Kinder Reading Night (PFE) Concerts Book Fair Accelerated Reader Reports Classroom Newsletters Daily Planners Field Trips Volunteers Family BBQ	Participation Level

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Early Release Time will be used to support grade level meetings to use the PLC model to focus on the four critical questions by using data to monitor student progress	Sept.-June	Teachers Learning Specialist Principal	Reading Data Wall	DIBELS STAR Performance Assessments SBA Interim Assessments
Student engagement strategies including culturally responsive engagement strategies will be intentionally used so that all students are learning	Sept.-June	Classroom Teachers	CEL 5D Chromebooks FLIPS	STAR DIBELS SBA

Improvement Goal: MATH

Goal 1 (All kids):

Grades 1-5:80% of students will be at benchmark for grade level standards in math by May 2019 using the STAR Math Screening Report. Benchmark data will be collected in September, January and April.

Goal 2 (Reducing specific, identified gaps):

Grades 1-5: The achievement gap between low income and non-low income students meeting standard as measured by the STAR Math Screening Report will be 10% or less.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
The My Math Program will be used to provide on-grade level whole group instruction to all students	Sept.-June	Classroom Teachers	PLD days during the year On-line Resources Math Manipulatives	My Math Unit Tests Exit Slips STAR SBA
Implement the Redbird Math Program to provide individualized math instruction on math facts, fluency and concepts.	Oct.-June 15 min. Daily	Classroom Teachers	PLD Days ERT	Redbird Assessments STAR SBA Parent Links
Provide interventions for students significantly below grade level in math	Sept.-June	Special Education Teacher Para educators	District Math Link (Class Links) Before/After School Tutoring	STAR SBA

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IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
SBA Interim Assessments will be used to help teach and assess students' progress toward grade level standards	Sept.-June	Classroom Teachers Learning Specialist Principal	SBA TIDE Website	SBA Interim Assessments
Opportunities will be provided to engage families in their student's learning experiences	Aug.-June	Teachers Para educators Learning Specialist Principal	Back-to-School Hour Open House Parent Conferences Concerts Book Fair Redbird Math Links Classroom Newsletters Daily Planners Field Trips Volunteers Family BBQ	Participation Level

Improvement Goal: SCIENCE

Goal 1 (All kids):

K-5:85% of students will be at the grade level standard for science as measured by the kit assessments used with the science kits.

Goal 2 (Reducing specific, identified gaps):

Fifth Grade: The achievement gap between low income and non-low income students meeting standard as measured by the WCAS will be 10% or less.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Teachers will use the new Next Generation Science Standards and incorporate them into their science instruction	Sept.-June	Classroom Teachers	Jeff Friers	Science WCAS
Explicit instruction in vocabulary words	Sept.-June	Classroom Teachers	Vocabulary Cards Frayer Vocabulary Model Patricia Moore - ESD	Kit Assessments Science WCAS

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IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Engineering in Elementary Science Kits	Sept.-June	Classroom Teachers	Science Kits Jeff Friers	Kit Assessments Science WCAS
Integration of science with Journeys when possible	Sept.-June	Classroom Teachers	Jeff Friers	Formative Assessments Science WCAS
Mystery Science will be used to support classroom science instruction	Sept.-June	Classroom Teachers	PTA Grant Jeff Friers	Formative Assessments Science WCAS
A Science Showcase will be held in March for students to share a variety of science projects that are completed independently outside of school	March	Students and Parents	PTA	Monitor Participation
Student engagement strategies including culturally responsive engagement strategies will be intentionally used so that all students are learning	Sept.-June	Classroom Teachers	Dr. Hollie's Work CEL 5D Chromebooks FLIPS	Science WCAS

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Improvement Goal: DISCIPLINE

Goal 1:

Emerald Heights will create a multi-tiered system of support and interventions for social, emotional and behavioral needs over the next 3-5 years.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
A half-time counselor will be hired to support the social, emotional and behavioral needs of students	Aug.-June	Principal	Small Groups Individual Meetings Classroom Lessons	SWIS Data
A MTSS team will be created to develop proactive plans for each level of support in a school-wide multi-tiered system of support	Sept.-June	Principal	Wayne Callender Andrea Bowman	Tier 1 Supports Tier 2 Supports Tier 3 Supports
School wide behavioral expectations will be revised to have 3-5 behavioral expectations that are positively stated for all areas of the school.	Aug.-June	Principal MTSS Team	Wayne Callender Andrea Bowman Self-Assessment of PBIS Release Time ERT PLD	SWIS Data CEE Survey Data PBIS Self-Assessment Data
The SWIS system will be implemented to provide data for tracking student behaviors	Jan.-June	Principal MTSS Team	SWIS Andrea Bowman	SWIS Data
A proactive and positive approach to classroom management will be developed	Sept.-June	MTSS Team Teachers	Conscious Discipline The Zones of Regulation Wayne Callender Andrea Bowman 10 Classroom Management Practices	SWIS Data CEE Survey Data
The Students Rights and Responsibilities and the Emerald Heights Expectations will be shared with all classes	First week of school	Principal Learning Specialist	Student Rights and Responsibilities, EM Expectations Power Point	SWIS Data CEE Survey Data

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All classrooms will be taught social/emotional skills and HIB skills	Sept.-June	Classroom Teachers Learning Specialist Counselor	Second Step Kits	SWIS Data CEE Survey Data
Teachers will intentionally use strategies to build positive relationships with students and to provide ways to celebrate the cultures of all students	Sept.-June	Teachers Learning Specialist Principal	Conscious Discipline Back to School Hour Open House Classroom Cultural Activity	CEE Survey Data

Improvement Goal: ABSENTEEISM

Goal 1:

By June 2019 we will decrease the number of students with chronic absences who miss 10 percent or more of days from school from 7% to 5%.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
At the beginning of the school year the principal and learning specialist will visit each classroom and talk with students about the importance of attendance	First week of school	Principal Learning Specialist	Student Rights and Responsibilities EM Power Point	Attendance Records
On the first day of school the district attendance letter will be sent home to be signed by the parent and returned	First week of school	Principal Office Staff	District Attendance Letter	Attendance Records
The support secretary will monitor student attendance and notify the principal when a student's absences reach ten percent. A letter will be sent home informing the parents that their child has excessive absences.	Sept.-June	Support Secretary Principal	Power School Attendance Letter	Attendance Records

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IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Students who exceed the 10 percent absence rate will become a focus and have an individual school plan developed to support getting them to school	Sept.-June	Principal Learning Specialist Counselor	Power School Attendance Plan	Attendance Records
Students who do not respond to their individual plan will then be subject to the actions as laid out by the Truancy Board	Sept.-June	Principal	Truancy Board	Courts

Improvement Goal: Physical, Emotional, and Intellectual Safety

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Tier 1 Students- Second Step Core Curriculum	Sept.-June	Classroom Teachers Counselor	Learning Specialist Principal	SWIS Data
Tier 2 Students- Social Skills Group	Sept-June	Counselor	Zones of Behavior Learning Specialist Principal	SWIS Data