SILVER RIDGE ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

SCHOOL LEADERSHIP TEAM MEMBERS & PARENT-COMMUNITY PARTNERS

Shared Decision Making Team: Kaley Bergmann, Elsa Koerner, Kellie Rienks, Suzanne Rich, Betsy Smith, Tina Piper , Melissa Powers, Julie Anne Baker
Tier 1 Team: Tina Piper, Jessica Buffington, Suzanne Rich, Kim Bonsell, Aimee Spencer, Donna Giese, Catherine Townsend
Staff Participation: Melissa Smith, Amaris Doolittle, Liz Girouard, Suzanne Rich, Paul Henderson, Shannon Rust-Dickey, Aleena Smith-Shoemaker, Betsy Smith, Catherine Townsend, Bari Udell, Kaili Liikane, Koni Mohland, Jen Jennings
Parent Members: Jessica Buffington, Christina Kuske, Janice Gurry, Melissa Powers, Maria Hays, Heather Tonder, Kim Bonsell

NEEDS ASSESSMENT SUMMARY

Silver Ridge School of the Arts provides service to students in five TEAM classrooms, fifteen traditional K-5 classrooms, two special education preschool classrooms, and a Jump Start kindergarten classroom, all of which provide a rigorous academic and learning focus for all students. Our students come from a wide range of socio-economic and cultural backgrounds.

As a school of the arts, we have an arts integrated focus across all curriculum areas. Our goal is to use visual, performing and media arts to differentiate students' lessons and actively engage all students.

The Silver Ridge team is working this year to use multiple data points to determine students' strengths and needs. Staff have collected reading and math data from K-5th students via STAR and Accadience. We are able to use these assessments to identify students who need additional academic support so that all students are scaffolded and make the academic growth that will allow them to be successful.

We continue to refine our Multi-Tiered Systems of Support (MTSS) so that aligned supports can be provided for all students to meet their unique needs. Tier 2 and 3 teams meet weekly to discuss layered supports, student progress, and whether or not growth goals are being met. Teachers discuss specific students within their PLC teams with intentional collaboration allowing for targeted instruction.

In collaboration with our Tier 2 team and staff, our school counselor supports teachers in implementation of the "Second Step" curriculum and supports students with direct one-on-one and small group social emotional learning.

In a review of our current data measures, we have determined the following areas of growth:

English & Language Arts (ELA): Based on our fall 2022 Acadience Reading data, 56% of our K-5 students performed at our above benchmark. Based on our fall 2022 STAR Reading data, approximately 47% of our 2nd-5th grade students performed at or above benchmark.
Math: The STAR Math assessment identifies 64% who are at or above benchmark.
Science: Using the last State Science Assessment (2021-2022), 65% of our students met the benchmark.

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Positive Behavior Supports & Student Well-Being: All classrooms are expected to conduct Classroom Meetings. We will use this as a baseline year to collect data on student discipline concerns as well as student perception data to establish a baseline of student wellbeing data.
Attendance: Currently 94.52% of students in all grades have attended school regularly for the 2022-2023 school year. **Physical, Emotional, & Intellectual Safety:** We will use a screener tool for determining social emotional-needs. We have a full-time school counselor. Classroom staff use Second Step as the SEL curriculum. Staff are incorporating Classroom Meetings for both community building and problem-solving.

DATES REVIEWED & REVISED PLAN

We created our SIP as a staff between 9/1/22 - 10/28/22.
Our SIP was reviewed by our SDM Team between 9/29/22-10/28/22.
Our SIP was shared with key parent partners for feedback on 10/13/22.
Our SIP was turned in for review to the district on 10/28/22.
To be Reviewed on 2/2/23 and 6/8/23.

Demographics

Ethnicity	19-20	20-21	21-22
All Students	443	352	388
American Indian/Alaskan Native	0.2%	1%	1%
Asian	7%	6%	7%
Black/ African American	2%	3%	3%
Hispanic/ Latino of any race(s)	16%	17%	18%
Native Hawaiian/ Other Pacific Islander	2%	2%	2%
Two or More Races	19%	21%	20%
White	53%	50%	50%

Student Group	19-20	20-21	21-22
All Students	443	352	388
English Language Learners	3%	5%	6%
Highly Capable	9%	7%	6%
Low-Income	10%	27%	28%
Military Parent	17%	13%	19%
Mobile	4%	6%	3%
Section 504	1%	1%	1%
Students with Disabilities	14%	17%	20%

*Suppressed or Not Available

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Student Performance (Met Standard on SBA)								
	English Language Arts			**Math**			**Science**		
Ethnicity	**17-18**	**18-19**	**21-22**	**17-18**	**18-19**	**21-22**	**17-18**	**18-19**	**21-22**
WA State	59%	60%	51%	50%	49%	38%	*	*	43%
All Students	74%	76%	52%	62%	69%	44%	*	*	65%
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*
Asian	73%	79%	*	64%	86%	*	*	*	*
Black/ African American	*	*	*	*	*	*	*	*	*
Hispanic/ Latino of any race(s)	74%	63%	42%	57%	70%	36%	*	*	*
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*	*	*
Two or More Races	75%	74%	57%	61%	69%	65%	*	*	*
White	76%	79%	57%	67%	68%	41%	*	*	69%

*Suppressed or Not Available

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Student Group	English Language Arts			Math			Science		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
WA State	59%	60%	51%	50%	49%	38%	*	*	43%
All Students	74%	76%	52%	62%	69%	44%	*	*	65%
Female	78%	81%	53%	62%	68%	40%	*	*	57%
Male	70%	69%	52%	63%	70%	50%	*	*	74%
English Language Learners	*	20%	30%	*	40%	<10%	*	*	*
Section 504	60%	*	52%	50%	*	44%	*	*	64%
Low-Income	66%	64%	36%	57%	59%	35%	*	*	47%
Military Parent	61%	>90%	53%	56%	59%	41%	*	*	85%
Students with Disabilities	53%	40%	13%	53%	40%	19%	*	*	*

*Suppressed or Not Available
**Source: WA State Report Card

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Central Kitsap District Communication Plan for the Importance of State Assessments 2022-2023

Timeline	Description
September – October	- Board study session on sub group participation rate in state assessments. - Assessment calendar posted on the district website. - District notifies that score reports are in PowerSchool. 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	- Board Study Session on Fall SBA results. - 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 powerpoint for best practices for state testing for building staff meetings.
February – March	- Provide an 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	- Provide onsite building support for an 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 Students): All students who are identified as level A/level1 and level B/level 2, according to the CKSD reading pathways determined by baseline data taken in fall of 2022, will grow academically to move at least one group level (A to B and B to C) by May 2023, using the Reading Pathways assessment data expectations developed by CKSD.

GOAL 2 (Reducing specific, identified gaps): Our identified group of students is the 3rd grade group of students who are level B/level 2 students as determined by baseline data taken in fall of 2022, according to the CKSD reading pathways. Students in this group will grow academically to move at least one group level (B to C) using the Reading Pathways assessment data expectations developed by CKSD by May 2023.

IMPROVEMENT STRATEGY ● *What strategies are you using to achieve the goal* ● *Include family engagement strategies*	TIMELINE ● *When will this activity begin and end*	WHO IS RESPONSIBLE ● *Who will provide the leadership for this activity*	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED ● *What are the resources that will be used to accomplish this activity* ● *How will staff acquire the necessary skills and attitudes to implement this activity*	MONITORING PROGRESS ● *What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes*
Journeys Curriculum	Daily	Teachers	● CKSD ELA website information (essential standards and how to support) ● Reading specialist ● Principal support	● STAR/Acadience benchmark assessments ● Curricular assessments given monthly ● 3-5 SBA Interim assessments
LAP small groups (SIPPS/3rd Quest Curriculum) For Level A (and some B) students	Daily	Reading Specialist, LAP staff, teachers, and principal	● All LAP staff SIPPS trained ● Teacher interest to pilot SIPPS in classroom to allow for "double dose" ● Purchase of primary and intermediate SIPPS curriculum for classroom teacher use.	● STAR/Acadience benchmark assessments ● STAR/Acadience progress monitoring

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Heggerty Kindergarten Primary 1st Daily 2nd Grade as needed	Daily	Teachers	Heggerty Resources and reading specialist support	Phonemic awareness assessments
Imagine Learning	45-60 minutes weekly	Teachers	• Access through Classlink • Students use tracked through app. • Student use encouraged and supported	Imagine Learning progress reports
Data PLC's	Monthly	Principal and teachers	• ELA Data binders • District pathways • ERT time set aside for data sort, collaboration and plan.	• STAR/Acadience benchmark assessments • Grade level common assessments to guide PLC groups • 3-5 SBA Interim assessments
Reading Practice at Home	Daily	Families and teachers	• Teachers will support parents with tips/strategies • LAP will support students with at level texts	

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IMPROVEMENT GOAL: MATH

GOAL 1 (All Students): All Students will grow academically by one grade level (GE & Scaled Score) on STAR which means nine months or better. Each grade level will use STAR math data to monitor students at the mid-year and end of year points by May of 2023.

GOAL 2 (Reducing specific, identified gaps): Our English Language Learner students will perform within 10% of the overall student population on the SBA math assessment.

IMPROVEMENT STRATEGY ● *What strategies are you using to achieve the goal* ● *Include family engagement strategies*	TIMELINE ● *When will this activity begin and end*	WHO IS RESPONSIBLE ● *Who will provide the leadership for this activity*	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED ● *What are the resources that will be used to accomplish this activity* ● *How will staff acquire the necessary skills and attitudes to implement this activity*	MONITORING PROGRESS ● *What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes*
Daily MyMath Core instruction using Essential Standards	Daily	Classroom Teacher	CKSD Essential Standards	End of Chapter Assessments/ Daily Work /Mid-chapter assessments/STAR/ Acadience Math
Target Key Vocabulary	Daily	Classroom Teacher	● MyMath Workbook ● Math Word Walls	Chapter tests, Check My Progress, and Exit tickets
Evidence Based Targeted Tier 1 Supports	Teacher focus in PLC monthly	Principal Classroom Teacher	CKSD Math Website Fluency Practice- Xtra Math, Flash Cards Daily workbook pages Math Talks	STAR Math/Acadience Math
Redbird	30-60 minutes per week	Classroom Teacher	Redbird	Summative evidence from Redbird on individual student growth.

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IMPROVEMENT GOAL: SCIENCE

Goal 1 (all kids): All students K-5 will work on the NGSS standards at least 1 time a week. All students K-5 will be formatively/summatively assessed using NGSS aligned standards 3 times per year. Students will be assessed in all three domains (Life Science, Earth Science and Physical Science). 80% of students will score proficient (80% or higher) for each trimester assessment.

Goal 2 (Reducing specific, identified gaps): 5th graders will complete a Physical Science unit each trimester and be assessed using a classroom-based assessment. 80% of our 5th graders will meet standard all three trimesters in this specific area.

IMPROVEMENT STRATEGY ● *What strategies are you using to achieve the goal* ● *Include family engagement strategies*	TIMELINE ● *When will this activity begin and end*	WHO IS RESPONSIBLE ● *Who will provide the leadership for this activity*	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED ● *What are the resources that will be used to accomplish this activity* ● *How will staff acquire the necessary skills and attitudes to implement this activity*	MONITORING PROGRESS ● *What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes*
● Science Note Taking ● Science Talk ● Formative Worksheets ● Formative Science Kit Activities	Ongoing	Classroom Teacher	● Mystery Science/ Science A to Z Kits from District ● Teacher/Student Printouts ● Freedom to choose within the standards which lessons to teach ● Tie lessons into current curriculum ● Science Kits ● Picture Perfect Science	Summative Unit Assessments State SBA Sci (5th grade) Formative Student work (primary) Exit tickets

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IMPROVEMENT GOAL: ATTENDANCE

GOAL 1 (All Students): We will continue to encourage high levels of student attendance. We are striving for less than 10% absenteeism rates (which is a student missing no more than 10% of the school year).

GOAL 2 (Reducing specific, identified gaps): We will increase family outreach and family supports to ensure high levels of attendance in Kindergarten to establish successful student behaviors. 95% of kindergarten students will attend at least 90% of school this year.

IMPROVEMENT STRATEGY ● *What strategies are you using to achieve the goal* ● *Include family engagement strategies*	TIMELINE ● *When will this activity begin and end*	WHO IS RESPONSIBLE ● *Who will provide the leadership for this activity*	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED ● *What are the resources that will be used to accomplish this activity* ● *How will staff acquire the necessary skills and attitudes to implement this activity*	MONITORING PROGRESS ● *What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes*
We will call home daily regarding student absences	Daily	Support Secretary	Powerschool Attendance: daily and timely attendance	Powerschool reports
We will make regular attendance calls to families to engage with families who struggle with absenteeism.	At the trimester the Truancy Team will review students who are "at risk" related to attendance (that is NOT related to Covid quarantine)	MTSS team will monitor this data		Powerschool Attendance Data and Panorama
We will use the counselors to reach out to families to offer supports and remove barriers for attendance	Sept. - June as needed	Building Truancy Lead will work directly with "at risk families"		Powerschool Attendance Data
Increasing use of Language Link and translation services	Sept.-June as needed		Inform and train classroom teachers re: Interpretive	Powerschool Attendance Data

to make more meaningful connections to EL families.			services in CKSD	
We will conference with families in Oct. and teachers will share if they have attendance concerns.	October & March Conferences	Teachers	Powerschool Attendance Data	Powerschool Attendance Data
Truancy Procedure Training	October	Support secretary and Counselor		Powerschool Attendance Data

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IMPROVEMENT GOAL: SAFE AND SUPPORTIVE SCHOOL

GOAL 1 (All Students): Students will build stronger relationships with one another through the practice of Classroom Meetings. They will work to self-manage concerns related to how they treat others within the structure of the classroom meeting. Due to this being a new intervention and the closure of school last year, this year we will be collecting baseline data on our positive behavior supports and student well being.

GOAL 2 (Reducing specific, identified gaps): Students who struggle with classroom behaviors will be supported through proactive-preventative break plans to help them. We will work to reduce their disruptive/defiant behaviors by building their own self-awareness related to their emotion regulation and needs.

IMPROVEMENT STRATEGY ● *What strategies are you using to achieve the goal* ● *Include family engagement strategies*	TIMELINE ● *When will this activity begin and end*	WHO IS RESPONSIBLE ● *Who will provide the leadership for this activity*	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED ● *What are the resources that will be used to accomplish this activity* ● *How will staff acquire the necessary skills and attitudes to implement this activity*	MONITORING PROGRESS ● *What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes*
● The purpose of this program is to increase student engagement and connection at school by increasing student voice. ● 100% of students will participate in class meetings for the purpose of building peer relationships, establishing positive classroom culture and problem solving. ● We will implement the WEA Classroom Meeting structure.	● All teachers reviewed the WEA Modules for Class Meeting in August 2022 ● Class meetings will occur in every classroom at least once a week. ● Trimester 1 we will focus on relationship building ● SEL Screener Feedback	Principal will support staff throughout the year with the implementation of this program.	● We will have WEA reviews on Class Meetings and professional development created by Yelena Padish on how to implement this program.	SEL Screener Feedback

● We will use the SEL screener data to help identify students of need and provide them targeted interventions.	● Screeners will happen October/ March ● Targeted interventions will occur for 4 week cycles as individual supports or group supports.	Counselor MTSS Team		