

GREEN MOUNTAIN ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

SCHOOL LEADERSHIP TEAM MEMBERS & PARENT-COMMUNITY PARTNERS

Lezlie Agtonton -Kindergarten Teacher Jennifer Arbogast -Parent Saudy Banuelos -Fifth Grade Teacher Kelli Bower -Second Grade Teacher Siara Byers -Librarian Melissa Collins -First Grade Teacher Shane Delaney -Fourth Grade Teacher Stephanie Devey -Fourth Grade Teacher Cyndi Garber -Student Support Specialist Scott Green -Special Education Teacher	Kim Hedger -Third Grade Teacher Haylee Hunter -Third Grade Teacher Stacy Ivy -Parent David Korsak -Fifth Grade Split Teacher Maggie Lalley -Kindergarten Teacher Andrew Lancaster -PE Teacher Ginger Lancaster -Fifth Grade Teacher Amy Langholff -Second/Third Grade Teacher Scott Lincoln -Principal	Samantha Nowak -Counselor Kerri Radford -Special Education Preschool Teacher Tricia Sawyer -First Grade Teacher Lori Sherbesman -Second Grade Teacher Catherine Silvia -Speech Language Pathologist Suzanne Smith -Third Grade Teacher Julie Svenson-Garcia -Reading Specialist MaryLou Trent -Kindergarten Teacher Kelly Van Epps -Parent Alexis Zoric -First Grade Teacher
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NEEDS ASSESSMENT SUMMARY

Green Mountain Elementary has wonderful students, families, and staff who are passionate about supporting and meeting the individual needs of each of our students. Our theme this school year is Hope: For the Love of Learning (with a focus on student involvement in their own learning, making learning meaningful/real-life, and high cognitive demand). We have found that the conditions in these past two years, so heavily impacted by the Covid-19 pandemic, have not been as conducive to building relationships, collaborating and supporting one-another in the most effective ways we have come to understand prior. We want to continue to support our students' learning in the heavily impacted and so important social-emotional and behavioral areas, while seeking to find the balance that best supports all in our learning community and grow our learning compactly for all.

As we would predict, our learning data has been impacted through pandemic conditions. As a whole, our ELA, Math, Science, social-emotional, absenteeism, and behavior data shows variance from our standard grade level expectations, more specifically in third and fifth grades in ELA and Math. Our wellness needs are also showing in more anecdotal ways as students seeking above the previous norm of adult support at recess to find friends, support anxiety concerns, better understand how to play together and be good friends. We will continue to focus our efforts in supporting our students in these areas while striving to grow the love of learning and capacity to learn.

DATES REVIEWED & REVISED PLAN

October 6, 2022, October 13, 2022

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Demographics

Ethnicity	19-20	20-21	21-22
All Students	385	294	378
American Indian/Alaskan Native	1%	2%	1%
Asian	*	*	0%
Black/ African American	1%	2%	2%
Hispanic/ Latino of any race(s)	8%	10%	9%
Native Hawaiian/ Other Pacific Islander	*	0.3%	0%
Two or More Races	9%	10%	8%
White	81%	76%	80%

Student Group	19-20	20-21	21-22
All Students	385	294	378
English Language Learners	1%	1%	0%
Highly Capable	9%	7%	5%
Low-Income	14%	32%	37%
Military Parent	11%	10%	9%
Mobile	3%	6%	5%
Section 504	1%	1%	2%
Students with Disabilities	13%	21%	19%

*Suppressed or Not Available

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Student Performance (Met Standard on SBA)

Ethnicity	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	56%	72%	67%	48%	54%	38%	*	*	57%
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black/ African American	*	*	*	*	*	*	*	*	*
Hispanic/ Latino of any race(s)	62%	>90%	79%	77%	73%	29%	*	*	*
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*	*	*
Two or More Races	65%	58%	41%	60%	46%	27%	*	*	*
White	55%	73%	70%	44%	54%	41%	*	*	60%

*Suppressed or Not Available

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	English Language Arts			Math			Science		
Student Group	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	56%	72%	67%	48%	54%	38%	*	*	57%
Female	64%	82%	66%	41%	49%	28%	*	*	45%
Male	51%	65%	69%	53%	58%	49%	*	*	68%
English Language Learners	*	*	*	*	*	*	*	*	*
Section 504	50%	*	67%	40%	*	37%	*	*	54%
Low-Income	48%	67%	57%	39%	46%	35%	*	*	36%
Military Parent	77%	72%	67%	68%	50%	56%	*	*	*
Students with Disabilities	30%	50%	54%	30%	36%	18%	*	*	50%

*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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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 will make measurable progress in ELA, improving overall composite scores by an average of 20% based on Acadience benchmark assessments.

GOAL 2 (Reducing specific, identified gaps): Our identified group of students is our strategic third grade students based on Acadience data. At least 80% of strategic students will grow from strategic to benchmark level as measured by Acadience benchmark testing. This currently identifies 10 students (12% of third grade students).

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<ul style="list-style-type: none"> • <i>What strategies are you using to achieve the goal</i> • Include family engagement strategies 	<ul style="list-style-type: none"> • <i>When will this activity begin and end</i> 	<ul style="list-style-type: none"> • <i>Who will provide the leadership for this activity</i> 	<ul style="list-style-type: none"> • <i>What are the resources that will be used to accomplish this activity</i> • <i>How will staff acquire the necessary skills and attitudes to implement this activity</i> 	<ul style="list-style-type: none"> • <i>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</i>
Classroom focus on Common Core reading standards	September-June 2023	Classroom Teachers LAP Staff Special Education Staff	CC Reading Standards Journeys Curriculum Small Group LAP Intervention Special Education Tiered Support	Journeys Assessments Progress monitoring with Acadience, STAR and district approved intervention programs Grades 3 - 5 SBA Interims
LAP small groups	October -May 2023	Student Support Specialist LAP Staff	Heggerty, SIPPS, Journey's Write-In Reader Ongoing LAP training with Reading Specialist with continued feedback and guidance	Progress monitoring with Acadience, STAR and district approved intervention programs
Grade-Level Professional Development with Julie Svenson-Garcia, Cyndi Garber,	October-April 2023	Classroom Teachers LAP Staff Special Education Staff	Julie Svenson-Garcia Cyndi Garber	Progress monitoring with Acadience and district approved intervention

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and Lisa Bloomer		Student Support Specialist Principal		programs
Utilize Multi-Tiered Systems of Support (MTSS) Process	October-May 2023: Each grade level team meets with MTSS team approximately every six weeks	Classroom Teachers MTSS Team MTSS Leads Principal	Ci3T Training Andrea Bowman Panorama Dashboard	MTSS Feedback Journeys Assessments Acadience Assessments
Family Engagement: Florida Center for Reading Research (FCRR) <i>Site for families to access free reading and writing game-like activities, strategies, and resources to help students practice critical reading skills.</i>	November-June 2023: Share out resources for parents to use at home.	LAP Staff Principal Classroom Teachers Families	https://fcrr.org/resources/resources_sca.html	Survey parents using the resource.

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IMPROVEMENT GOAL: MATH

GOAL 1 (All Students): All students in grades 1-5 will improve an average of 20% as measured by STAR Student Growth Report. 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 fourth grade strategic math students (currently 10 students) will improve an average of 25% as measured by STAR Student Growth Report.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<ul style="list-style-type: none"> What strategies are you using to achieve the goal Include family engagement strategies 	<ul style="list-style-type: none"> When will this activity begin and end 	<ul style="list-style-type: none"> Who will provide the leadership for this activity 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes
Classroom use of CC math standards	September-June 2023	Classroom Teachers LAP Staff Special Education Staff	CC Math Standards My Math Curriculum Special Education Tiered Support	My Math Assessments Progress monitoring with Acadience and district approved intervention programs
Intentional small group instruction for target population -Include seeking to make math meaningful and seek relationships between concepts	October-June 2023	Classroom Teachers Special Education Staff Student Support Specialist Principal	My Math Curriculum	My Math Assessments STAR Assessments
Utilize Math Focus Folders at fourth and fifth grade	November-June 2023	Classroom Teachers Special Education Staff Student Support Specialist	Training & Support with Julie Svenson-Garcia & Cyndi Garber	STAR Assessments
Utilize Multi-Tiered Systems of Support (MTSS) Process	October-May 2023: Each grade level team meets with MTSS team approximately every six weeks	Classroom Teachers MTSS Team MTSS Leads Principal	Ci3T Training Andrea Bowman Panorama Dashboard	My Math Assessments STAR Assessments

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IMPROVEMENT GOAL: SCIENCE

Goal 1 (all kids): Each grade level will support an average of 20% science learning improvement through the implementation of one EIE kit for the 2022-23 school year, as measured by pre and post assessments.

Goal 2 (Reducing specific, identified gaps): Fourth and fifth grade students will be able to identify all five steps of the engineering design process, as measured by pre and post assessments.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> What strategies are you using to achieve the goal Include family engagement strategies 	TIMELINE <ul style="list-style-type: none"> When will this activity begin and end 	WHO IS RESPONSIBLE <ul style="list-style-type: none"> Who will provide the leadership for this activity 	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> What ongoing <i>FORMATIVE</i> or <i>SUMMATIVE</i> evidence will be gathered to show this activity is making a difference in student outcomes
Utilize K-5 EIE Science Kits	November-June 2023	Classroom Teachers Student Support Specialist	Jeff Friers Doug Dowell EIE Site Trainers	EIE Science Kit Assessments
Utilize Science A-Z	October-June 2023	Classroom Teachers	Jeff Friers	Science Kit Assessments
Utilize Multi-Tiered Systems of Support (MTSS) Process	October-May 2023: Each grade level team meets with MTSS team approximately every six weeks	Classroom Teachers MTSS Team MTSS Leads Principal	Ci3T Training Andrea Bowman Panorama Dashboard	Fifth Grade Science Assessment Science Kits Assessments

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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 more than 10% of the school year, 18 days).

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

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> What strategies are you using to achieve the goal Include family engagement strategies 	TIMELINE <ul style="list-style-type: none"> When will this activity begin and end 	WHO IS RESPONSIBLE <ul style="list-style-type: none"> Who will provide the leadership for this activity 	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> What ongoing <i>FORMATIVE</i> or <i>SUMMATIVE</i> evidence will be gathered to show this activity is making a difference in student outcomes
<ul style="list-style-type: none"> We will make regular attendance calls to families to engage with families who struggle with absenteeism. We will utilize our counselor to reach out to families to offer supports and remove barriers for attendance. When available, we will use Language Link to make more meaningful connections to EL families. 	<ul style="list-style-type: none"> This will begin starting the first day of school. Teachers will address concerns at conferences as needed. At the trimester the Truancy Team will review students who are “at risk” related to attendance (that is NOT related to Covid quarantine) 	<ul style="list-style-type: none"> Classroom teachers will communicate concerns to families as needed MTSS team will monitor this data Building Truancy Lead will work directly with “at risk families” 	<ul style="list-style-type: none"> Ci3T Training Andrea Bowman Panorama Dashboard 	<ul style="list-style-type: none"> MTSS team will use Panorama to monitor students who are “at risk” due to absenteeism

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IMPROVEMENT GOAL: SAFE AND SUPPORTIVE SCHOOL

GOAL 1 (All Students): We will utilize student, staff, and family surveys data to realize the top two student areas in need of improvement (such as grit) and support an average improvement of 10% for students in grades K-5.

GOAL 2 (Reducing specific, identified gaps): We will support our fourth grade students showing needed improvement in the top two areas to improve an average of 10% in those two areas.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> What strategies are you using to achieve the goal Include family engagement strategies 	TIMELINE <ul style="list-style-type: none"> When will this activity begin and end 	WHO IS RESPONSIBLE <ul style="list-style-type: none"> Who will provide the leadership for this activity 	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes
<ul style="list-style-type: none"> We will utilize the Second Step Digital Resources weekly in each classroom We will participate in at least one classroom meeting weekly in in classroom We will provide many student leadership, support, and club opportunities We will provide a comprehensive 	<ul style="list-style-type: none"> Ongoing staff support for Second Step Ongoing staff support for classroom meetings Monthly feedback on classroom meeting patterns provided by classroom teachers via Google Docs to our Equity Team Classroom meetings will occur in every classroom at least once a week 	<ul style="list-style-type: none"> Class Meetings Leads Teachers Counselor Principal Parents/Families 	<ul style="list-style-type: none"> District Equity Leads Second Step Adult Mentoring Watch D.O.G.S. Ci3T Training 	<ul style="list-style-type: none"> Student SEL Surveys Student Life Skills Surveys Staff Climate/Culture Surveys Family Surveys Equity Team Meetings MTSS Team Meetings Counselor Small Group Data

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<p>counseling program which will include specific counselor group support meetings and focus on conflict resolution</p>	<ul style="list-style-type: none">• Counselor will provide focused student support groups starting in October			
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