CLEAR CREEK ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

SCHOOL LEADERSHIP TEAM MEMBERS & PARENT-COMMUNITY PARTNERS		
School Leadership Team		Community Involvement
Chrisitne Frantzen, Principal Heather Hazen-Gross, Student Support Specialist Jessica Garcia, Counselor Laura Zieser, Reading Specialist Chelsey Ligon, Facilitator/Fourth Grade Shannon Montgomery, Kindergarten Melissa Kolda, First Grade	David Young, Second Grade Laura O'Malia, Third Grade Brian Hardy, Fifth Grade Jeanette King, Special Education Chante Martinelli, Specialist Michele Lewis, Classified Erin Tonge, Classified	SIP Input Session - October 13, 2022 Liz Rodriguez, Sara Rinestine, Julie Cusack, Anthony Gowdy Staff PLC Review - October 6, 2022 Review and feedback given by Jill Carlson, Executive Director of Elementary Education

NEEDS ASSESSMENT SUMMARY
Clear Creek Elementary consists of a dedicated, student-focused staff, who work hard each day to build relationships, provide consistent expectations, and quality instruction to our transient student population. Just under 70% of Clear Creek students are connected to an active duty military parent and in an average year approximately 25% of our student population changes from September to June. In addition, Clear Creek is home to multiple district-level special services programs; PALS Preschool, Developmental Preschool, PLUS Preschool, and the Kitsap Achievement Program (KAP). This school year, our team has focused on three key areas: strengthening our Professional Learning Community work, increasing meaningful community involvement, and building our future plans for tiered supports to include academics, social-emotional, and behavioral. **English & Language Arts (ELA):** Given our Acadience data for K-3 students, approximately 40% of our students are in need of reading support. Based on STAR reading assessments, 55.5% of our 4-5 students are in need of reading support. **Math:** The STAR Math assessment identifies 59.8% of our 1-5 students are in need of math support. **Science:** Using the last State Science Assessment (2021-2022), 52% of our 5th grade students are in need of science support. **Physical, Emotional, & Intellectual Safety:** Using data from the Panorama Student Survey, our three highest need areas were Grit, Self-Efficacy, and Emotional Regulation. These three areas will become our focus for the Fall trimester.

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We created our SIP with SLT on October 5, 2022.
Our SIP was reviewed by staff on October 6, 2022.
Our SIP was shared with key parent partners for feedback in October 13, 2022.
Our SIP was turned in for review to the district on October 28, 2022.

Demographics

Ethnicity	19-20	20-21	21-22
All Students	544	361	431
American Indian/Alaskan Native	1%	0.3%	*
Asian	3%	1%	1%
Black/ African American	4%	3%	7%
Hispanic/ Latino of any race(s)	21%	21%	23%
Native Hawaiian/ Other Pacific Islander	1%	1%	1%
Two or More Races	10%	11%	9%
White	60%	62%	59%

Student Group	19-20	20-21	21-22
All Students	544	361	431
English Language Learners	2%	3%	4%
Highly Capable	6%	5%	4%
Low-Income	21%	47%	48%
Military Parent	65%	63%	66%
Mobile	7%	10%	7%
Section 504	2%	3%	3%
Students with Disabilities	20%	27%	28%

*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	62%	57%	44%	54%	56%	40%	*	*	48%
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*
Asian	>90%	*	*	>90%	*	*	*	*	*
Black/ African American	67%	*	44%	42%	*	39%	*	*	*
Hispanic/ Latino of any race(s)	59%	65%	37%	51%	62%	27%	*	*	39%
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*	*	*
Two or More Races	71%	69%	48%	55%	54%	33%	*	*	*
White	59%	50%	47%	54%	54%	47%	*	*	56%

*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	62%	57%	44%	54%	56%	40%	*	*	48%
Female	65%	63%	46%	54%	54%	32%	*	*	50%
Male	59%	51%	42%	55%	57%	46%	*	*	47%
English Language Learners	*	*	*	*	*	*	*	*	*
Section 504	50%	60%	36%	50%	*	46%	*	*	*
Low-Income	59%	52%	53%	54%	51%	40%	*	*	33%
Military Parent	66%	57%	50%	60%	58%	43%	*	*	61%
Students with Disabilities	34%	20%	23%	24%	24%	22%	*	*	25%

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

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):
(K-3) By the end of the 2022-2023 school year, at least 70% of students in grades K-3 will demonstrate benchmark proficiency on ACADIENCE. (Composite Score) and STAR Reading (Lexile, where applicable).
(4-5) By the end of the 2022-2023 school year, at least 60% of students in grades 4-5 will demonstrate benchmark proficiency on STAR Reading (Lexile, where applicable) and on ACADIENCE (Composite Score).

GOAL 2 (Reducing specific, identified gaps):
By the end of the 2022-2023 school year, at least 50% of our Hispanic students will demonstrate benchmark proficiency on STAR Reading and on ACADIENCE (Composite Score).

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*
Establish Strong PLC System • PLC Teams use grade level data to inform instructional decisions • Adopt meeting protocols to ensure the systematic analysis of student performance • Meet 3 time a month to explicitly look at data and modify instruction	Sept - June	• Grade Level Teams • Jobs Alike Teams • School Leadership Team • Principal	• Development/ Usage of Common Assessments to analyze data • Explicit/ Predictable Scheduling of PLC Thurs	• Usage of Common/ Formative Assessments • STAR testing • ACADIENCE testing

Small Groups ● Classroom ● Title (A and B Students) ● Special Education groups	Daily	● Teacher ● Paras	● Tina P. Book ● Journeys Curriculum ● SIPPS	● Acadience ● Journeys ● Cold Reads ● SIPPS Mastery Tests
Community Engagement ● Readers are Leaders - 3rd grade	Nov. - June	● 3rd Grade Teachers ● Community Partners	● Classroom Books	● Tracking Visits ● Acadience
Family engagement ● Family Literacy Night (Title I - April 2023) ● Communicate best strategies to support struggling readers on social media and in family emails.	Sept - June	● Classroom Teachers ● TItle I Staff ● Office Staff	● Social Media ● Models for Literacy Night ● Food ● Books and other sources of print	● Parent survey data ● Anecdotal information
Conferences	October/March	● Teacher ● Parent	● Bloomz ● Existing Resources	● STAR Reports ● Acadience Reports ● Journeys
Journeys Curriculum (A,B,C,D students)	Daily	● Teacher	● District Level ELA Leaders ● CKSD K-5 ELA Essentials Website	● Weekly comprehension and vocabulary tests ● Progress Monitoring
Professional Development Staff training on Language Learning Strategies	Jan. - June	● Staff ● District Curriculum Leads	● Science of Reading ● GLAD Strategies	● Acadience ● STAR ● Classroom Observations

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IMPROVEMENT GOAL: MATH

GOAL 1 (All Students):
By the end of the 2022-2023 school year, at least 60% of students in grades 1-5 will demonstrate benchmark proficiency on STAR Math (PR & GE).

GOAL 2 (Reducing specific, identified gaps):
By the end of the 2022-2023 school year, eliminate the proficiency gap between our 4th & 5th grade students (26%) vs.grades 1-3 (50%) on STAR Math (PR & GE).

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*
Establish Strong PLC System ● PLC Teams use grade level data to inform instructional decisions ● Adopt meeting protocols to ensure the systematic analysis of student performance ● Meet 3 time a month to explicitly look at data and modify instruction	Sept - June	● Grade Level Teams ● Jobs Alike Teams ● School Leadership Team ● Principal	● Development/ Usage of Common Assessments to analyze data ● Explicit/ Predictable Scheduling of PLC Thurs	● Usage of Common/ Formative Assessments ● STAR testing
Tier 1 Math Strategies Increase the use of Tier 1 math strategies to support students	Sept. - June	● Classroom Staff	● Tier 1 Math Support Strategies ● District Math Specialist ● CK K-8 Math Website	● Classroom Observations ● STAR

Fluency Practice & Games	Weekly	● Teacher	● Time ● Materials	● STAR
Family engagement ● Family STEM Night/Title I ● Communicate best strategies to support math on social media and in family emails.	Sept - June	● Classroom Teachers ● Title I Coordinator ● TItle I Staff ● Office Staff	● Social Media ● Food ● Math Materials for families	● Attendance at STEM Night ● Anecdotal information

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IMPROVEMENT GOAL: SCIENCE

Goal 1 (all kids): By the end of the 2022-2023 school year, 60% of 5th grade students will demonstrate proficiency on the State Science Assessment.

Goal 2 (Reducing specific, identified gaps): By the end of the 2022-2023 school year, 60% of our Hispanic/Latino of any race students will demonstrate proficiency on the State Science 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*
Scheduled Science Time	Sept.-June	Classroom teachers	District paradigm shift: science is not optional	● Mystery Science assessments ● Monitoring Master Schedule
STEM Offerings in School ● Systematic approach to utilizing one-to-one technology within the classroom ● Hour of Code in the library and the beginning of teaching coding with students ● Digital Citizenship and technology lessons in the library	Oct. - June	● Classroom Teachers ● LIbrarian ● Club Advisors	● Materials for science clubs ● Hour of Code Curriculum ● Common Sense Media Digital Citizenship Lessons	● Student participation in Hour of Code ● Classroom observations of science ● Classroom observations of student use of technology

Family engagement ● Family STEM/Title I ● Communicate best strategies to support science on social media and in family emails.	Sept - June	● Classroom Teachers ● Title I Coordinator ● TItle I Staff ● Office Staff	● Social Media ● STEM Night ● STEM Materials	● STEM Night Attendance ● Anecdotal information
Professional Development ● Two staff attended the EiE Training in Boston ● Summer EiE Training at the district office ● Incorporation of EiE Training in staff meetings	July-June	● Classroom Teachers	● EiE Resources	● Staff Attendance

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IMPROVEMENT GOAL: ATTENDANCE

GOAL 1 (All Students): We will continue to encourage high levels of student attendance in spite of mandates related to COVID and student quarantine. We are striving for less than 10% absenteeism rates (which is a student missing 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. 90% 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*
School Attendance Response System ● Set of letters/calls to parents for levels of 5, 10, and 15 absences and 10 and 20 tardies ● System of verifying absences that are not approved ● Use of Truancy Board for chronic unverified absences	Sept - June	● Office Staff ● Principal ● Truancy Board	● Letters for each level of absenteeism	● Attendance reports
Family engagement	Sept - June	● Office Staff ● Principal	● Coffee meeting formats	● Increased attendance

● Use PTA meetings, principal messages, for reviewing attendance policies and the benefits of attending school ● Use of communication tools (website, newsletters, school events) to share attendance policies		● Equity Team	● Food ● Resources with attendance information	● Parent survey data

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IMPROVEMENT GOAL: SAFE AND SUPPORTIVE SCHOOL

GOAL 1 (All Students): By the end of the 2022-2023 school year, 3-5 students will increase their grit as measured by Panorama student surveys from 48% in the Spring 2022 to 60%.

GOAL 2 (Reducing specific, identified gaps): By the end of the 2022-2023 school year, we will eliminate the grit gap between our female (44%) and male (51%) students.

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*
Building-Wide Goal Setting Focus	Oct. - June	All Staff	Share goal setting document	Student completion of goals
Utilize Positive Behavior Interventions and Supports (PBIS) • Orca Tickets • ORCA of the Week/Month • Utilize SWIS system • PBIS Tier 1 and 2 strategies • Positive Phone Calls Home • PBIS behavior expectations • Universal Screener • Reset Areas • MTSS Tier 2 Team	By May 2022	• All staff • School Leadership Team • Care Team	• New staff training on PBIS • Provide Tier 2 and Tier 3 classroom behavior support tools to classroom teachers	• SWIS - School-wide • Classroom formative assessment data collection • Classroom implementation of Tier 2 & Tier 3 behavior strategy supports • Panorama

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Class Meetings for Community Building and Problem Solving	Sept. - June	● All Staff	● WEA Modules ● Class Meeting Training for staff and Instructional Paras	● Participation in Class Meetings for Problem Solving
Second Step Digital - Building Wide Implementation	Sept. - June	● Classroom Teachers ● School Counselor ● Principal	● Professional Development from School Counselor	● Monthly tracking of lessons completed
Counseling Sessions Small group, individual	Dec-June	● MFLC Counselor ● Counselor	● SPICE Resources ● Anchored 4 Life Resources	● Monthly counseling by the numbers reports
Family engagement ● Family Wellness Night (February) ● Communicate best strategies to support SEL and share Second Step Unit Letters	Sept - June	● Classroom Teachers ● Counselor	● Email ● Community Connections for Wellness	● Family Wellness Night Attendance ● Family Surveys ● Anecdotal information ● Panorama
Panorama Surveys Teacher Perception Survey and Student Perception Survey	Oct. - June	● Classroom Teachers ● School Counselor ● Student Support Specialist ● Principal	● Panorama Survey ● Panorama PD	● Use of Panorama