

JOHN D. 'BUD' HAWK ELEMENTARY AT JACKSON PARK SCHOOL IMPROVEMENT PLAN 2022-23

SCHOOL LEADERSHIP TEAM MEMBERS & PARENT-COMMUNITY PARTNERS

Chris Visserman, Certificated staff, Classified staff, Kim Backlund, Melissa Ottmar, Shiobhan Fitzpatrick-Campana, Erin Teynor (MFLC), Tori Renguul (Parent), Megan Jennings (Parent), Christy Ketterling (Parent)

NEEDS ASSESSMENT SUMMARY

HEJP staff are deeply committed to the academic progress and learning of each and every student. We are honored to serve students who are military and non-military connected. Our students come from a wide range of backgrounds and socio-economic status and we view our diverse student population as a wonderful gift to be cherished and celebrated. Our school provides service to students in six Montessori classrooms and eighteen traditional classrooms all of which provide a rigorous academic and learning focus for all students.

Teachers work within their PLC teams to design core instruction that targets the unique needs of our learners. Our intervention team, including classified staff, has completed the fall Acadience reading assessment and has recently started small group reading intervention to support classroom instruction. Progress monitoring will occur frequently to monitor and adjust learning supports as students progress. Our professional development during the August days was focused on understanding and building teacher and student collective efficacy. Staff understand that the use of data and collaboration is a key component of our work to achieve a viable curriculum and increased student learning.

Our achievement data shows consistent growth in all subject areas and student progress that is above state and district averages. Improving elearning for all students is at the core of all that we do and the work of our teams to improve student learning never stops. We are deeply committed to building positive relationships with our students and community and recognize that powerful learning can only occur when students feel genuinely cared for and understood as unique individuals.

Our MTSS systems continue to be refined so that aligned supports can be provided for all students to meet their unique needs. Our Tier 2 and 3 teams meet regularly to discuss layered supports, student progress, and whether or not growth goals are being met. Teachers discuss specific students within their PLC teams and intentional collaboration amongst staff is a key component of our tiered system of support.

In collaboration with our Tier 2 team and the entire staff our school counselor has built a strong system that provides behavior and emotional support for students. This includes a comprehensive sensory room, student mentoring program, teacher support for implementation of the "Second Step" curriculum, direct one on one and small group supports and multiple other tiered supports. Our Navy MFLC counselor also provides direct support to our military connected students and families.

JOHN D. 'BUD' HAWK ELEMENTARY AT JACKSON PARK SCHOOL IMPROVEMENT PLAN 2022-23

DATES REVIEWED & REVISED PLAN

- ☐ August 23, 2022 Full Staff
- ☐ October 6, 2022 Full Staff
- ☐ Oct 13, 2022 With parent reps at OHS
- ☐ Bi Monthly, Principal and Tier 2 Team
- ☐ PLC Grade level team, Monthly
- ☐ August of 2023 Full Staff

JOHN D. 'BUD' HAWK ELEMENTARY AT JACKSON PARK SCHOOL IMPROVEMENT PLAN 2022-23

Demographics

Ethnicity	19-20	20-21	21-22
All Students	509	419	450
American Indian/Alaskan Native	0.4%	*	1%
Asian	3%	3%	5%
Black/ African American	6%	8%	6%
Hispanic/ Latino of any race(s)	19%	19%	16%
Native Hawaiian/ Other Pacific Islander	0.4%	0.2%	2%
Two or More Races	16%	15%	14%
White	54%	56%	56%

Student Group	19-20	20-21	21-22
All Students	509	419	450
English Language Learners	2%	3%	3%
Highly Capable	6%	5%	5%
Low-Income	21%	29%	36%
Military Parent	43%	29%	36%
Mobile	6%	13%	6%
Section 504	1%	1%	3%
Students with Disabilities	16%	18%	16%

*Suppressed or Not Available

JOHN D. 'BUD' HAWK ELEMENTARY AT JACKSON PARK SCHOOL IMPROVEMENT PLAN 2022-23

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	57%	61%	58%	44%	53%	45%	*	*	54%
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black/ African American	47%	56%	64%	29%	28%	<10%	*	*	*
Hispanic/ Latino of any race(s)	42%	46%	39%	29%	33%	18%	*	*	29%
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*	*	*
Two or More Races	49%	65%	48%	40%	59%	36%	*	*	*
White	69%	66%	65%	55%	62%	58%	*	*	66%

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JOHN D. 'BUD' HAWK ELEMENTARY AT JACKSON PARK SCHOOL IMPROVEMENT PLAN 2022-23

	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	57%	61%	58%	44%	53%	45%	*	*	54%
Female	62%	71%	59%	43%	52%	43%	*	*	55%
Male	51%	51%	56%	46%	54%	46%	*	*	53%
English Language Learners	*	*	*	*	*	*	*	*	*
Section 504	*	75%	54%	*	67%	62%	*	*	*
Low-Income	47%	50%	52%	36%	46%	30%	*	*	49%
Military Parent	57%	56%	63%	40%	46%	59%	*	*	60%
Students with Disabilities	19%	21%	18%	9%	23%	12%	*	*	20%

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**Source: WA State Report Card

JOHN D. 'BUD' HAWK ELEMENTARY AT JACKSON PARK SCHOOL IMPROVEMENT PLAN 2022-23

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.

JOHN D. 'BUD' HAWK ELEMENTARY AT JACKSON PARK SCHOOL IMPROVEMENT PLAN 2022-23

IMPROVEMENT GOAL: ELA

GOAL 1 (All Students): All Students will achieve a growth percentile greater than 50% (i.e., equivalent to more than 1 school years growth) measured via pathways of progress on Acadience & student growth percentile on STAR by May of 2023. In addition to STAR, each grade level will use fall Acadience data to set grade level goals in support of increasing student achievement by one academic year for all students.

GOAL 2 (Reducing specific, identified gaps): Students placed in the A and B groups on the district pathways in the fall will be ready for C and D targeted activities by spring. In addition to STAR, each grade level will use fall Acadience data to set grade level goals in support of increasing student achievement by 1.5 academic years by May of 2023.

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
Teacher/PLC focus on standards	Professional Development on ERT's; Teacher focus in PLC	Principal Classroom Teachers	ERT's, Ongoing Professional development and collaboration from principal and colleagues.	K-5 Acadience 1st-5th STAR data 3rd-5th SBA Interim data
ELA: Evidence Based Targeted Tier I Supports	Professional Development on Targeted Activities	Principal Classroom Teachers		Observational data Acadience STAR
Small Groups	Ongoing	Classroom Teachers		Observational data Acadience STAR

JOHN D. 'BUD' HAWK ELEMENTARY AT JACKSON PARK SCHOOL IMPROVEMENT PLAN 2022-23

LAP small groups	LAP small groups will begin the 1st week of October and end the 1st week of June.	The reading specialist and classroom teachers will collaborate with LAP paras to monitor student growth and achievement. The reading specialist and teachers will make adjustments to groups based on Acadience, STAR, and group/classroom data.	Students in LAP groups will receive SIPPS, Write in Reader, Tina P. strategies, Imagine Learning, and/or Heggerty. Staff will be trained and supported in SIPPS and the science of reading from Lisa Bloomer, and the school reading specialist.	Students in LAP groups will be on a school wide PDSA. Students will be progress monitored with Acadience every 2 weeks, with STAR once a month, and with Mastery Checks throughout the SIPPS program.
SIPPS for K-5th Grades	This will begin the 1st week of October.	The classroom teachers and reading specialist will collaborate to include SIPPS as part of the core instruction in classrooms.	Staff will be trained and supported in SIPPS and the science of reading from Lisa Bloomer, and the school reading specialist.	A and B Students will be monitored with Acadience every 2 weeks. 3rd-5th grade students will be progress monitored with STAR once a month. All students will receive Mastery Checks throughout the SIPPS program.
Parent Family Engagement Winter Reading Challenge Spring Break Learning Challenge Reading Olympics	Long breaks	Reading Specialist Librarian		

JOHN D. 'BUD' HAWK ELEMENTARY AT JACKSON PARK SCHOOL IMPROVEMENT PLAN 2022-23

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. Teachers will use the “My Math” assessments to monitor progress during the school year.

GOAL 2 (Reducing specific, identified gaps): Low income students will perform within 10% of the overall student population on the SBA assessment.

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
Teacher use of standards to achieve alignment of what is taught and assessed.	Professional Development on ERT's; Teacher focus on data and instruction in PLC	Principal Classroom Teacher	Cindy Patnode, CKSD online resources Standards documents/resources to ensure a viable curriculum.	Math Talks My Math Quizzes Slide Deck from Cindy Patnode 1st-5th STAR data 3rd-5th SBA Interim data
<u>Math: Evidence Based Targeted Tier I Supports</u>	Professional Development on ERT's; Teacher focus in PLC	Principal Classroom Teacher	Cindy Patnode, CKSD online resources	Observational data STAR
Small Groups	Ongoing	Classroom Teacher	Fundamental Games https://drive.google.com/drive/folders/18OXEfOV-mfgUspVotrGtfZCQW7XhU9ey	Observational data STAR

JOHN D. 'BUD' HAWK ELEMENTARY AT JACKSON PARK SCHOOL IMPROVEMENT PLAN 2022-23

Math Talks	Ongoing	Classroom Teacher	<u>Number Talks and Math Talks Resources</u> Cindy Patnode, CKSD online resources.	Observational data on mathematical discourse
Redbird 15 minutes a day	Ongoing	Classroom Teacher	Redbird	Summative evidence from Redbird on individual student growth.

JOHN D. 'BUD' HAWK ELEMENTARY AT JACKSON PARK SCHOOL IMPROVEMENT PLAN 2022-23

IMPROVEMENT GOAL: SCIENCE

GOAL 1 (All Students): All students will be able to clearly write a claim, cite their evidence and support their claim with valid reasoning.

GOAL 2 (Reducing specific, identified gaps): Female students will be provided additional opportunities to engage in science and STEM activities.

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
K - 5 Science Kits	November 2022 - June 2023	Classroom Teachers	Jeff Friers		5th Grade Science Assessment
Maker Space (STEM) in the library	October 2022 - June 2023	Librarian	Librarian/Jeff Friers		5th Grade Science Assessment
Science A - Z	November 2022 - June 2023	Classroom Teachers	Jeff Friers Science A - Z PD		5th Grade Science Assessment
RACE strategy to talk about science	October 2022 - June	Classroom Teachers	Early Release Dedicated to Science calibration		

JOHN D. 'BUD' HAWK ELEMENTARY AT JACKSON PARK SCHOOL IMPROVEMENT PLAN 2022-23

EiE- Engineering is Elementary	November 2022-June 2023 (access is coming soon)	Classroom Teachers	Jen Galvan and Emily Lehnhoff - Certified trainers Jeff Friers		5th Grade Science Assessment
After School Science Club Coding club/Stem	January - March 2023	Parent Volunteer with staff support Librarian	Kurt Thompson		Collect participation data.

JOHN D. 'BUD' HAWK ELEMENTARY AT JACKSON PARK SCHOOL IMPROVEMENT PLAN 2022-23

IMPROVEMENT GOAL: ATTENDANCE

GOAL 1 (All Students): We will continue to encourage and provide support for high levels of student attendance. We will strive for less than 5% absenteeism rates (which is a student missing less than 5% 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 and maximize learning. Our goal is for 95% of kindergarten students to attend at least 95% of school days.

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 make regular attendance calls to families to engage with families who struggle with absenteeism. We will use the counselors to reach out to families to offer supports and remove barriers for attendance. Increasing use of 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 (Tier 2) 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 Tier 2 team will monitor this data Building Truancy Lead will work directly with "at risk families" 	<ul style="list-style-type: none"> *MTSS form training - August 2022 *Language Link Training 	<ul style="list-style-type: none"> MTSS team will use Panorama to monitor students who are "at risk" due to absenteeism

JOHN D. 'BUD' HAWK ELEMENTARY AT JACKSON PARK SCHOOL IMPROVEMENT PLAN 2022-23

IMPROVEMENT GOAL: SAFE AND SUPPORTIVE SCHOOL

GOAL 1 (All Students): Students will develop skills to build stronger relationships with one another through the format of Classroom Meetings and the use of the "Second Step" curriculum. We will use the Panorama platform and our MTSS student support referral process to identify and monitor students who need additional support.

GOAL 2 (Reducing specific, identified gaps): Students identified as needing Tier 2 supports will be supported through proactive-preventative support to help meet their specific needs. We will work to develop skills by building students' self-awareness related to their personal emotion regulation and needs.

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> <i>Include family engagement strategies</i> 	<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>
<ul style="list-style-type: none"> We will continue to implement the WEA Classroom Meetings Model. Classroom Meetings will increase student engagement and connectedness to school by increasing student voice. 100% of students will participate in class meetings to build peer relationships and establish positive classroom culture. 	<ul style="list-style-type: none"> Class meetings will occur in every classroom at least twice a month. Trimester 1: focus on relationship building. By trimester 3, teachers will facilitate Classroom Meetings and use this platform for problem-solving, as needed. 	<ul style="list-style-type: none"> Class Meetings Building Lead Teacher will support staff throughout the year with the implementation of this program. 	<ul style="list-style-type: none"> WEA Class Meeting training and district level professional development may still be available. We will have a building Class Meetings Lead Teacher who will provide individual and building support for teachers who need more instruction/practice. 	<ul style="list-style-type: none"> We will use Panorama data to help identify students of need and provide them targeted interventions. SWIS

JOHN D. 'BUD' HAWK ELEMENTARY AT JACKSON PARK SCHOOL IMPROVEMENT PLAN 2022-23

<ul style="list-style-type: none"> Families offered an information flyer at our HEJP 'Meet and Greet' on September 1, 2022. Families are provided regular Second Step program communications on our school website, and class Dojo via a monthly counselor newsletter. 	<ul style="list-style-type: none"> Teachers will use a provided pacing guide to support them in implementing the Second Step program by February 2022. 	<ul style="list-style-type: none"> Teachers are responsible for implementing the Second Step lessons on a weekly basis. Teachers may access support from the school counselor (guest or co-present) to model delivery of lessons and/or to assist them in keeping up with the suggested pacing guide. 	<ul style="list-style-type: none"> Program and building resources are available to support teachers with delivery of Second Step program. Webinars and program training are also available. 	<ul style="list-style-type: none"> Building principal and counselor will partner and monitor Second Step program progress and completion, and offer support as needed.
<ul style="list-style-type: none"> The MTSS team will support staff and students with identification and implementation of tier 2 intervention strategies. Families will partner with the MTSS team and staff to support the success of assigned tier 2 strategies. 	<ul style="list-style-type: none"> Ongoing, September to June. 	<ul style="list-style-type: none"> MTSS team members: principal, learning specialist, reading specialist, and school counselor. 	<ul style="list-style-type: none"> MTSS team can access district office support and/or training resources as needed to ensure successful tier 2 implementation. 	<ul style="list-style-type: none"> MTSS team meets weekly and monitors tier 2 intervention effectiveness. Team will exit students, modify assigned interventions, and/or add layered support. MTSS team will use the Panorama platform to monitor and track data for tier 2 support.