

PINECREST ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

SCHOOL LEADERSHIP TEAM MEMBERS & PARENT-COMMUNITY PARTNERS

Amy Archuleta- Principal
Lisa Pitcher- Student Support Specialist
Amy Horan, Reading Specialist
Faith Brown, Counselor
Terry Olp, 3rd Grade Teacher
Gina Woeste, 2nd Grade Teacher
Tonya Maness, 1st Grade Teacher
Melissa Wickstrom, Kindergarten Teacher

Nikki Jackson, Paraeducator
Stephanie Winchester, 4th Grade Teacher
Amanda McNeil, 5th Grade Teacher
Tiesha Johnson, Parent
Jeremiah Johnson, Parent
Lauren Morley, Parent
Maui Morley, Parent
Bryana Yeager, Parent
Aaron Yeager, Parent
Amy Howarth, Parent; PTA President

NEEDS ASSESSMENT SUMMARY

Based on school year 2021-22 STAR, SBA & Acadience data, our key focus areas will support foundational reading & math skills as we continue to meet students at their level coming out of a global pandemic. In continuing to support our district equity goal of making meaningful connections with each and every student, class meetings and supporting the social/emotional needs of our students will also continue to be a focus area.

DATES REVIEWED & REVISED PLAN

We created our SIP as a staff between 10/3/22 - 10/28/22.
Our SIP was reviewed by our SDMT Team on 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.

PINECREST ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

Demographics

| Ethnicity | 19-20 | 20-21 | 21-22 |
|--|--------------|--------------|--------------|
| All Students | 423 | 346 | 369 |
| American Indian/Alaskan Native | 0.2% | 1% | 1% |
| Asian | 2% | 5% | 7% |
| Black/ African American | 3% | 3% | 3% |
| Hispanic/ Latino of any race(s) | 19% | 22% | 20% |
| Native Hawaiian/ Other Pacific Islander | 0.2% | 1% | 2% |
| Two or More Races | 25% | 21% | 17% |
| White | 50% | 48% | 49% |

| Student Group | 19-20 | 20-21 | 21-22 |
|-----------------------------------|--------------|--------------|--------------|
| All Students | 423 | 346 | 369 |
| English Language Learners | 3% | 5% | 8% |
| Highly Capable | 5% | 4% | 3% |
| Low-Income | 14% | 42% | 51% |
| Military Parent | 17% | 10% | 15% |
| Mobile | 5% | 8% | 4% |
| Section 504 | 1% | 1% | 2% |
| Students with Disabilities | 15% | 19% | 18% |

*Suppressed or Not Available

PINECREST ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

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 | 53% | 55% | 51% | 40% | 48% | 35% | * | * | 42% |
| American Indian/Alaskan Native | * | * | * | * | * | * | * | * | * |
| Asian | * | * | 55% | * | * | 46% | * | * | * |
| Black/ African American | * | * | * | * | * | * | * | * | |
| Hispanic/ Latino of any race(s) | 45% | 45% | 35% | 26% | 35% | 28% | * | * | 39% |
| Native Hawaiian/ Other Pacific Islander | * | * | * | * | * | * | * | * | * |
| Two or More Races | 53% | 55% | 63% | 46% | 49% | 40% | * | * | 25% |
| White | 59% | 57% | 52% | 42% | 49% | 35% | * | * | 52% |

*Suppressed or Not Available

PINECREST ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

| 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 | 53% | 55% | 51% | 40% | 48% | 35% | * | * | 42% |
| Female | 54% | 62% | 56% | 38% | 47% | 35% | * | * | 39% |
| Male | 53% | 49% | 47% | 42% | 49% | 35% | * | * | 42% |
| English Language Learners | * | <10% | 17% | * | 21% | 17% | * | * | * |
| Section 504 | 36% | * | 40% | <10% | * | 40% | * | * | * |
| Low-Income | 42% | 43% | 40% | 27% | 40% | 23% | * | * | 33% |
| Military Parent | 80% | 71% | 60% | 56% | 59% | 40% | * | * | * |
| Students with Disabilities | 23% | 13% | 22% | 11% | 13% | <10% | * | * | 23% |

*Suppressed or Not Available

**Source: WA State Report Card

PINECREST ELEMENTARY 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. |

PINECREST ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

IMPROVEMENT GOAL: ELA

GOAL 1 (All Students): 70% of K-2 students will demonstrate benchmark proficiency on Acadience composite score by Spring.
70% of 3-5 students will demonstrate benchmark proficiency on STAR Reading by Spring.

GOAL 2 (Reducing specific, identified gaps): 80% of students placed in the A and B groups on the district pathways in the Fall will be ready for C and D targeted reading activities by Spring.

| 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 <i>FORMATIVE</i> or <i>SUMMATIVE</i> evidence will be gathered to show this activity is making a difference in student outcomes |
| Heggerty (K-2) | Daily | Teacher | Phonemic Awareness Book, Heggerty Videos | Acadience, ESGI |
| PDSA Cycles | 10 day cycles | Teacher,Paras | Tina Pelletier Book, Amy Horan | ESGI, Acadience, DAZE, Journeys, Cold Reads, 6-Minute Solutions |
| Small Differentiated Reading Groups | Daily | Teacher, Paras | Tina Pelletier Book, Journeys Curriculum, SIPPS | ESGI, Acadience, DAZE, Journeys, Cold Reads |
| Journeys Curriculum | Daily | Teacher | Building & District Level ELA Leaders, CKSD K-5 ELA Essentials Website | Weekly comprehension and vocabulary tests, Progress Monitoring Grades 3 - 5 will use SBA interims |

PINECREST ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

| | | | | |
|-------------------------------|----------------|--|---|--|
| Academic Tutoring | January - June | Teacher, Paras Student Support Specialist, Principal | District TOSA Time, Materials Possible PD Needed | STAR Acadience |
| Ci3t Professional Development | November-May | Ci3t leadership team | OESD 114 training dates, professional leave, extra pay sheets from Student Services | Development of the PineCrest Ci3t blueprint throughout the school year |

PINECREST ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

IMPROVEMENT GOAL: MATH

GOAL 1 (All Students):

80% of all students will achieve their Moderately Ambitious Growth Goal measured by STAR Unified Scale Score. All students will be monitored using My Math curriculum assessments.

GOAL 2 (Reducing specific, identified gaps):

Low income students will perform within 10% of the overall student population on STAR.

| 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> • <u>Include family engagement strategies</u> | <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> |
| Red Bird : 60-75 minutes per week | Weekly | Staff | Time | Reports |
| Daily MyMath core instruction | Daily | Teachers | Uninterrupted Core Math Teacher Leaders | End of Chapter Assessments/Daily Work? Mid-chapter assessments, STAR,ESGI Grades 3 - 5 will use SBA interims |
| Small Differentiated Math Groups | As needed | Teacher, Paras | Time | STAR, ESGI |
| Focus Folders | Benchmarks | Student Support Specialist & Principal | Data Sources | STAR, ESGI |

PINECREST ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

| | | | | |
|-------------------------------|--------------|----------------------|---|--|
| Fluency Practice | Weekly | Teacher | Time, Materials | STAR, ESGI |
| Ci3t Professional Development | November-May | Ci3t leadership team | OESD 114 training dates, professional leave, extra pay sheets from Student Services | Development of the PineCrest Ci3t blueprint throughout the school year |

PINECREST ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

IMPROVEMENT GOAL: SCIENCE

Goal 1 (all kids): All students will receive instruction utilizing Engineering is Elementary curriculum.

Goal 2 (Reducing specific, identified gaps): 70% of 5th grade students will be able to clearly write a claim, cite their evidence and be able to support the claim with valid evidence.

| 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> |
| Regular Classroom Science Instruction | Begin immediately and teach through the end of the year - extra emphasis on grades 3 and 4 after SBA to hit all the remaining Mystery Science lessons | Teachers | Science TOSA | Mystery Science assessments |
| Grades 4 & 5 will use anchor layer if using Mystery Science | September to June | Teachers | Science TOSA | Classroom based assessments |
| Use of Science A-Z | September to June | Teachers | Science TOSA | Classroom based assessments |
| Use of Engineering is Elementary Curriculum K-5 | October to June | Teachers | EiE teacher leaders | Principal monitoring of usage |

PINECREST ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

IMPROVEMENT GOAL: ATTENDANCE

GOAL 1 (All Students): We will continue to encourage high levels of student attendance. The goal is 5% absenteeism rate or less.

GOAL 2 (Reducing specific, identified gaps): In March of 2022, Kindergarten had our highest rate of absenteeism- 11%. We hope to decrease this percentage to 5%.

| 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> • <u>Include family engagement strategies</u> | <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> |
| Monthly Monitoring | October - June | Support Secretary & Principal | Time | The Attendance summary by grade will be used to monitor progress towards this goal. |
| Communication with Families at risk | October - June | Support Secretary & Principal | Time Language Link District Interpreter | Monitor the monthly attendance report |
| Regular personal phone calls home | October - June | Support Secretary & Principal | Time Language Link District Interpreter | Monitor the attendance of students who are called. |
| Communication with Kindergarten teachers regarding high risk attendance students | October- June | MTSS Tier 2 team | Time | Monitor the attendance of Kindergarten students |

PINECREST ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

IMPROVEMENT GOAL: SAFE AND SUPPORTIVE SCHOOL

GOAL 1 (All Students): Positive school climate will be intentionally cultivated and will result in students’ abilities to problem solve and feel more connected to PineCrest staff and their peers. This will be measured through Panorama data.

GOAL 2 (Reducing specific, identified gaps): By implementing a clear and strong MTSS school-wide system, students who do not respond to Tier 1 SEL practices will be referred to our MTSS team for further intervention ideas.

| 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> |
| Utilize Positive Behavior Interventions and Supports (PBIS) <ul style="list-style-type: none"> • Panther Cash • Panther of the Month • 5:1 school setting positives • MTSS Tier 1 & 2 strategies • Utilize SWIS system • Zones of Regulation • Positive Phone Calls Home • Lessons to teach bldg. behavior expectations • PineCrest Pathway of Support system • Tier 2 Behavior Team & Universal Screener • PBIS Behavior Systems Binder • Classroom Meetings • Equity Team Work and Focus | Sept. - June | All staff | Para staff training Remaking Recess Provide Tier 2 and Tier 3 classroom behavior support tools to classroom teachers Class Meeting Training through WEA Class Meeting Teacher Leader MTSS Teacher Leader | SWIS - School-wide MTSS Data & Notes |

PINECREST ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

| | | | | |
|--|------------------|---------------------------|---|--|
| <u>You Matter</u> monthly activities with students, families, and staff. | August - June | All staff | Books, various supplies, use of staff meetings and early release time to plan/organize | School climate data |
| Remaking Recess | October - June | All noon assistants | Professional development with the University of Washington. | Through this study, data is going to be collected ongoing. |
| Class Meetings | September - June | All staff Equity TOSAs | The staff is receiving professional development throughout the year on how to facilitate effective class meetings in an effort to support the social and emotional needs of our students. | SWIS Data Panorama |
| Use of our Second Step Digital SEL Curriculum across all grades & daily SEL time with family communication pieces included | September - June | All certificated teachers | August overview of resources | SWIS Panorama Principal/Counselor monitoring of usage |
| Ci3t Professional Development | November-May | Ci3t leadership team | OESD 114 training dates, professional leave, extra pay sheets from Student Services | Development of the PineCrest Ci3t blueprint throughout the school year |