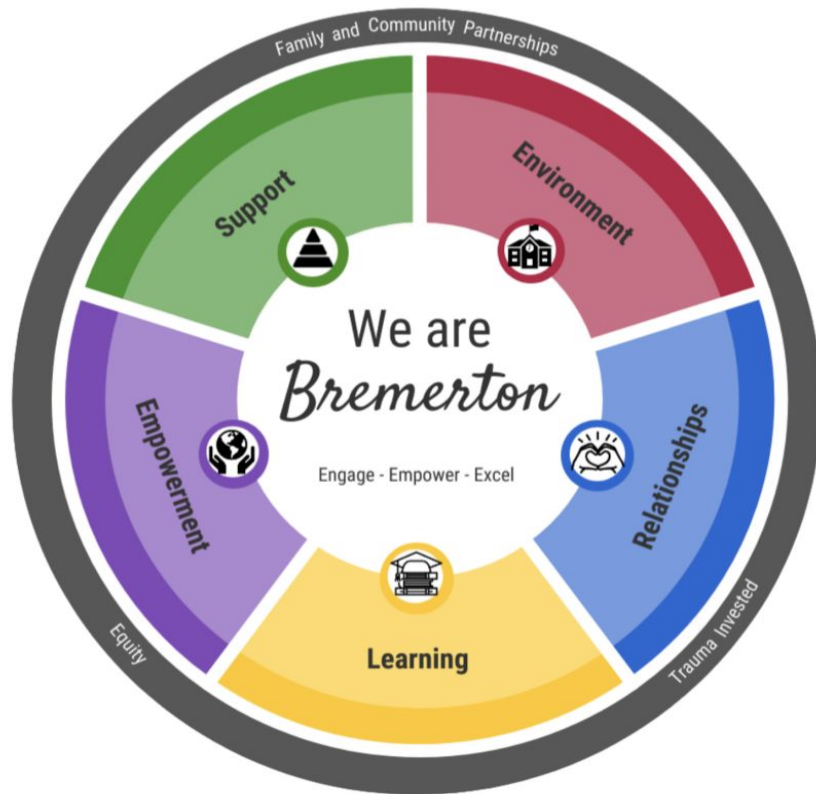


2021 CS1P Board Presentations



- **Environment**

Students and staff thrive when provided with a safe, supportive, consistent, and socially-just school environment.

- **Relationships**

Students and staff thrive when they feel a strong sense of belonging and connection to their school.

- **Learning**

Students develop and grow when they are engaged in rigorous, relevant, and responsive learning.

- **Empowerment**

Students thrive when they are self-determined and develop a sense of purpose and hope for the future.

- **Support**

Students thrive when schools meet their needs to provide access to early, timely evidence-based intervention.

- **Equity, Trauma-Invested, Family & Partnerships**

There are three guiding principles that represent the lens and mindset through which we as educators approach what we do in the service of promoting outcomes for students. Rather than stand as their own separate area of work, these guiding principles are infused throughout our efforts to bring to life each of the ingredients in our school buildings so students receive as high-quality experiences and support as possible to promote their success inside and outside of school.

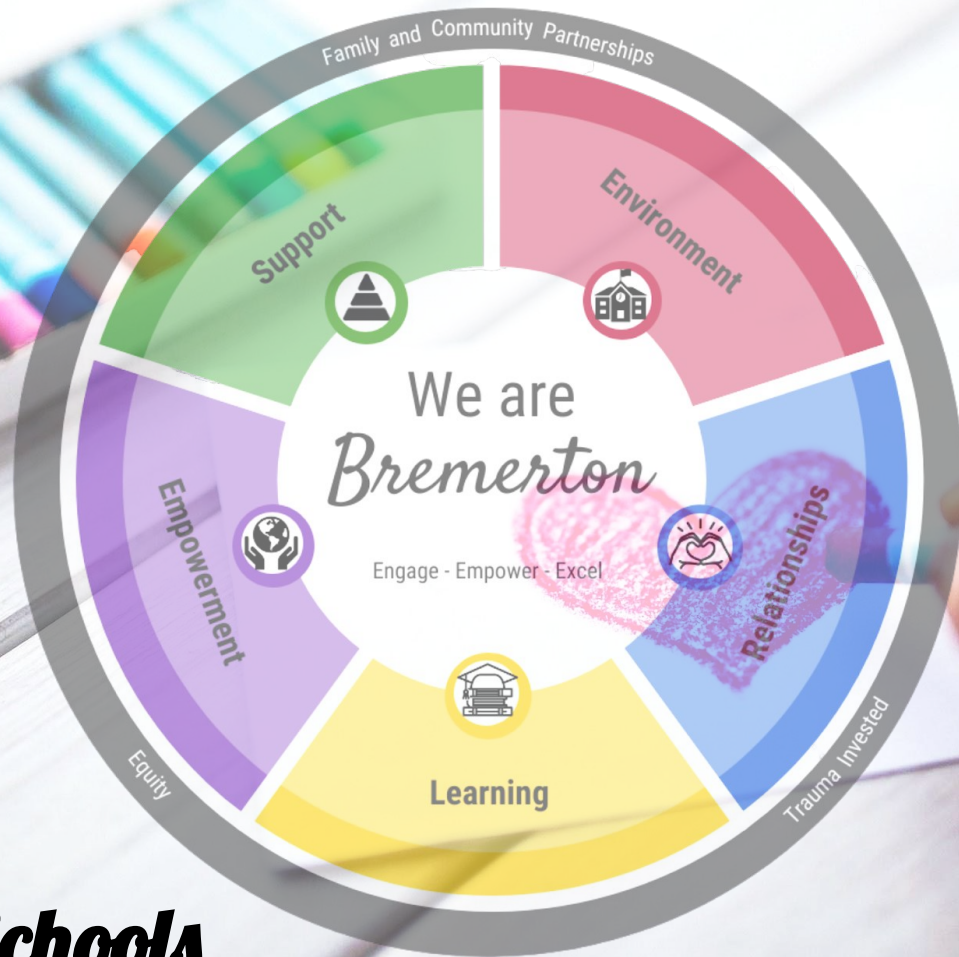
Systemwide

Learning & Empowerment

- **SMARTIE Goals: Addition of I (Inclusivity) and E (Equity) were added systemwide on CSIP**
- **WASA PLC Project - Collaboration and investment in collective efficacy. Refining our collaborative team and results-driven action plan. Deepening our mission, vision, and collective commitments**
- **AVID District-wide Goals - Visually represent our future oriented AVID culture of college, career, and life readiness. Support deeper implementation of the complete focused note taking process to increase rigor, relevance, and application of essential knowledge and skills.**

Environment & Relationships

- **SMARTIE Goals: Addition of I (Inclusivity) and E (Equity) were added systemwide on CSIP**
- **Addition of Support Staff- 4 Student, Family and School Liaisons (social worker) at Elementary level and Social Emotional Learning Dean at Armin Jahr Elementary**
- **Examination and investment in Trauma-Informed and Restorative practices**
- **Collaboration and investment on creating green zone spaces for proactive teaching of self-regulation and mindfulness**
- **100% of schools involved in Trauma Collaborative with Kitsap Strong and ESD**



Secondary Schools

Bremerton High School

Learning & Empowerment

Celebrations:

- **Math Department Textbook adoption**
- **151 Senior incompletes have been made up**
- **689 Students took 1300 SBA tests**
- **359 Students took WCAS tests**
- **Improved PLC teaming**

Next Steps:

- **Focus on students with one (I) on progress reports**
- **Continue to get ALL student (I) made up.**

Environment & Relationships

Celebrations:

- **B-Recognized has awarded 200 B lapel pins**
- **B-Adjective program**
- **ELL Supports**
- **85% of our AVID students have applied for a college or university**
- **20% of students participate in Athletics, 50% Male, 50% Female**

Next Steps:

- **Cultural/college/clubs B program**
- **Re-launch SERVE model w/ focus on EMR**
- **Increase restorative practice efforts**

Renaissance High School

Learning & Empowerment

Celebrations:

- Enrollment has increased since the beginning of the year.
- Specific students who have not demonstrated high levels of effort in the past are now showing increased focus & effort.
- Additional courses have been added to support students' personal and graduation pathways.

Next Steps:

- Increase students' participation in iReady assessments to obtain more accurate academic performance data.
- Access reading and math iReady lessons for select students.
- Continue work with school improvement coach to increase students' academic performance, with an emphasis on closing our gender performance gap.

Environment & Relationships

Celebrations:

- Our new *Student, Family and School Liaison*, Rebecca Disbrow, has connected students and staff with community resources.
- Panorama data shows an increase in students' self-efficacy.
- SRC Staff have begun implementing restorative practices with students.
- Staff are re-igniting "FIRE" (Focus, Inclusivity, Responsibility & Excellence) to promote positive campus culture and expectations.
- Created student positive recognition wall in SRC.

Next Steps:

- Continue increasing students' self-efficacy.
- Increase student's sense of belonging, including developing a student panel to provide voice and feedback about how we can help them feel connected to school, staff, and each other.

Open Doors

IAP-Indicators of Academic Progress

Celebrations:

- **18 GED tests taken (2 Math, 5 English, 2 Science and 7 Social Studies)**
- **83% test passed rate**
- **1 student has earned their GED**
- **69% of students were counted in November**

Next Steps:

- **Develop opportunities for students after they earn their GED**
 - **Pre apprenticeship programs**
 - **First Gen support at Olympic College**

Mountain View Middle School

Learning & Empowerment

Celebrations:

- Continued focus on essential standards
- LE and ER Teams collaborated on CSIP
- Math and Social Studies curriculum pilots

Next Steps:

- Schoolwide PLC focus
 - Clearly define what is loose and what is tight
- Intervention and enrichment during core

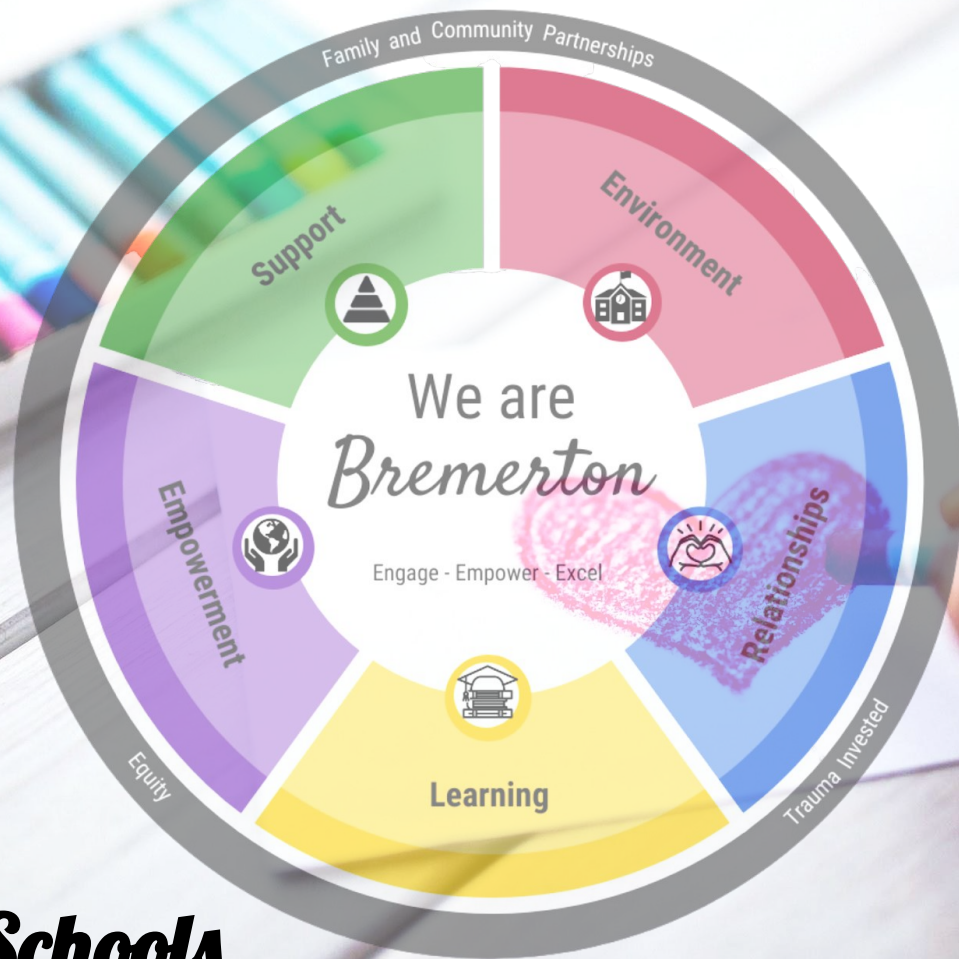
Environment & Relationships

Celebrations:

- Staff commitment to weekly community circles
- Decrease in referrals and exclusions
- Tier 2 & 3 supports
 - Social Worker - Jessica Shine
 - Weekly Admin/Counselor meetings
- Self regulation kits in every classroom
- ER Team facilitates monthly PD
- Two staff book studies
 - Stamped
 - This Book is Anti-Racist

Next Steps:

- Consistent EMR
- Targeted interventions using BEISY
- Consistent data analysis with staff



Elementary Schools

Armin Jahr Elementary

Learning & Empowerment

Celebrations:

- **Master Schedule 45-minutes, common planning time for all grades**
- **Instructional Paras working in Title/LAP**

Next Steps:

- **School-wide common PLC process**
 - What do students need to learn
 - How will we know when they have learned it?
 - How will we respond when they don't learn?
 - How will we respond when they already know?

Environment & Relationships

Celebrations:

- **Staff agreement for common weekly staff meeting**
- **Tier 2 and 3 supports for students**
 - **Title SEL Teacher- Karen Avery**
 - **Social Worker- Katie Siepel**
- **Common Expectations taught commonly (17-day plan)**

Next Steps:

- **Examining current practices, processes and documents through a lens of trauma-invested practices. Creating school-wide common set of trauma-invested practices with all staff**

Crownhill Elementary

Learning & Empowerment

Celebrations:

- ★ August work with preconditions
- ★ Staff work with Mission, Vision and common values and agreements
- ★ Student engagement in instruction
- ★ Para scheduling to allow for collaboration

Next Steps:

- ★ PLC work
- ★ Updating informational text collection in the library
- ★ Collaborative Structures for learning from AVID integrated into instruction
- ★ Intentional work around goal-setting and self-evaluation for students

Environment & Relationships

Celebrations:

- ★ Magic theme as a way to connect the work
- ★ August work with preconditions
- ★ Crownhill CARES: matrix, buttons,
- ★ Hybrid Spirit Assemblies
- ★ House Meetings, student leadership

Next Steps:

- ★ Leverage house system to increase family engagement and sense of belonging
- ★ Increase student leadership
- ★ The Amazing Shake
- ★ Peer feedback celebrations among staff
- ★ Empowering students to celebrate one another and lift each other up

Kitsap Lake Elementary

Learning & Empowerment

Celebrations:

- ❖ LE team wrote the CSIP academic goals
- ❖ Strong start in August focusing on PLCs
- ❖ Close alignment to AVID & MTSS goals
- ❖ More transparent communication

Next Steps:

- ❖ Will rewrite KLE's purpose statement
- ❖ Support for continued PD on effective PLCs; Learning by Doing
- ❖ LE team starting book study on Creating a Coaching Culture for Professional Learning Communities (Solution Tree) to help guide our PLC work
- ❖ Responsive Classroom training

Environment & Relationships

Celebrations:

- ❖ ER team wrote the CSIP SEL goals this year
- ❖ Mindful Nests in place, training & tools
- ❖ Schoolwide daily morning meetings
- ❖ Weekly video announcements shared by classrooms; students highlighting learning, creates community within the school
- ❖ New teacher library of SEL and culturally responsive picture books & building vocabulary

Next Steps:

- ❖ Develop and use new discipline referral forms
- ❖ Train teachers to enter data into SWIS
- ❖ Responsive Classroom training

Naval Avenue Elementary

Learning & Empowerment

Celebrations:

- ★ Return of the 4th and 5th grade Dual/Spanish Immersion to Naval
- ★ Ten Dual Immersion classrooms in grade K-5 with all 74 of our ELL students enrolled.
- ★ LE and ER teams collaborate to write the CSIP for Naval Avenue
- ★ Title/LAP support for our Dual Immersion Classrooms
- ★ Close collaboration between Dual Immersion and English only classroom staff

Next Steps:

- ★ Increase knowledge and implementation of PLC

Environment & Relationships

Celebrations:

- ★ ER team quickly developed building routines and procedure to normalize school during the covid crisis
- ★ Developing a professionally produced school song emphasizing our school expectations
- ★ Character assemblies and recognition produced in hybrid model
- ★ Revamped our Dolphin tickets to include families and communication

Next Steps:

- ★ Strengthen our skills with community building meetings and Second Step support for the staff.

View Ridge Elementary Arts Academy

Learning & Empowerment

Celebrations:

- Master schedule coordinates Tier 1, 2, and 3 times and services
- All grade levels created ladders of progression for Essential Standards
- Ladders shared with Title/LAP, special ed, EL, and para staff to coordinate efforts
- Team met with PLC/RTI experts in August to strengthen processes for supporting students.
- In person arts instruction resumed
- Focus on research based teaching of foundational skills.

Next Steps:

- Clarification of monitoring system for students receiving Tier 2 and 3 services.
- Monthly review of grade level progress along PLC teaching/assessing cycle.
- Work with PLCs to identify successful and effective teaching strategies.

Environment & Relationships

Celebrations:

- Behavior matrix revision to include behavioral and academic expectations.
- Work with teaching and para staff on restorative conferencing with students
- Addition of positive referral data to data monthly analysis meetings.
- 5th graders create weekly "View Ridge Minute" broadcast that highlights expectations, "Kindness Kid of the Week", and SEL strategies.
- Determined criteria for Tier 2 and Tier 3 behavioral/social-emotional support.

Next Steps:

- Increase opportunities for student voice.
- Tiered Fidelity Inventory for Tier 2
- Regular monitoring of progress for students receiving Tier 2 and Tier 3 supports for behavioral or social/emotional needs.

West Hills STEM Academy

Learning & Empowerment

Celebrations:

The return of STEM to WHSA

- All new PLTW courses in 6-8

Culturally Responsive Book Room

- Removal of outdated books
- Books to reach all students

Team came together to write CSIP goals

- Data Driven
- Grade band input

Next Steps:

PLTW expansion

- K-2 and 3-5 Planning

School Wide PLC

- Professional Development
- Continued work with Solution Tree
- Complete the Mission Statement

Environment & Relationships

Celebrations:

Shared sense of being a Griffin

- Matrix
- Expectation Lessons and Passports
- 5 Star

Tiered supports for students

- Green Room
- CLA Training
- Career Counselor
- Social Worker

Next Steps:

- Continued work based upon data collection and the guidance of the TFI
- Proactive restorative practices and circles