



Bremerton School District
Comprehensive School Improvement Plan (CSIP)
2022-2023

Date:	October 2022
School:	Kitsap Lake Elementary
Principal:	Carly Takata
Grade Level Span:	K-5th grade
Two Priority Goals:	<p><i>Environment and Relationships:</i> By June 2023, families, students, and staff will increase sense of belonging by at least 5% overall and within each disaggregated group as measured by Panorama, schoolwide quarterly Sense of Belonging Survey, and SWIS data with a prime focus on emotional regulation.</p> <p><i>Learning and Empowerment:</i> All students (100%) will meet their typical growth goal in reading and math. Those students who are one or more years behind will make their stretch growth goal (more than one year's growth) on the i-Ready assessment by the end of the year assessment in April 2023.</p>

**Bremerton Recipe*

Improvement Plan Prepared by: (Please include name/role of all Leadership Team members)	
ER Team Members	Maura Crisp-SEL Dean, Brigitte Vernon-Interventionist, Kathryn Donaldson-Music Teacher, Sonja Sylvanus-3rd Grade Teacher, Michelle Bowman-Physical Education Teacher
LE Team Members	Rebecca Montgomery-1st Grade Teacher, Jennifer Youngker-2nd Grade Teacher, Sonya Piper-4th Grade Teacher, Megan Brown-General Education Para

Introduction/Summary of School/Mission/Vision:



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Mission: To be revised and approved with all staff 2022-23 school year. (summit Mt. Rainier)
Current: Kitsap Lake is a learning community whose core values are **kindness, safety, and responsibility.**

Vision: To be co-created and approved with all staff 2022-23 school year. (Road to take to get to Mt. Rainier)

Collective Commitments: To be co-created and approved with all staff 2022-2023 school year.

Summary of Needs Assessment and Identification of Preconditions:

Demographics: Kitsap Lake Elementary is a K-5 school located in Bremerton, WA. KLE includes K-5 general education classrooms, two Independent Skills Program classrooms, three highly capable self-contained classrooms and a Virtual Learning Academy. At the end of the 2021-22 school year, 370 students were enrolled.

Approximately 55% of the student body identifies as white, 16% identify as Hispanic, 16% identify themselves as multi-racial, 5% identify as African American, 4% identify as Asian, and 2% identify as Native Hawaiian or Pacific Islander. Students receiving Special Education services make up 11% of the student population and 3% of the students qualify for ELL services. Our Free/Reduced Lunch percentage is 51.8%.

Kitsap Lake Elementary is a vibrant community that nurtures the development of independent, life-long learners with the confidence, skills, and perseverance to choose their future and become thriving, contributing members and leaders of society. We understand that in order to be prepared for the changing world of the 21st century, students will need to be able to evaluate many sources of information, make complex decisions, learn in different ways that increasingly include technology, and effectively communicate with others. Our teachers want to equip students to be part of the ever-changing world they will be entering by giving them the foundational academic skills to be successful.

Along with academics, teaching social-emotional skills are essential so that each student has the greatest chance of growing into a self-sufficient adult who lives a happy, healthy, and purposeful life, and makes positive contributions as a member of a community and society; this component is an important part of Bremerton School District's recipe. Kitsap Lake staff are committed to working with all children – to build on their strengths, facilitate new learning and understanding, and to encourage them to reflect on both their successes and mistakes as they continue to grow.

As we are tasked with ensuring all students receive access to an education that allows them the foundation to learn at high levels, it is also essential that we prepare them to be change agents working towards a better future for the world. We have the opportunity to prepare students

for a future. Therefore an additional focus for our work will be the mission below as well as creating a school system that ensures all students learn at high levels.

Developing the next generation of environmental leaders through education, project-based learning and community service. Students must be engaged at the intersection of science, technology, engineering and math (STEM), energy, environment and public health to develop sustainable solutions, employability, college and career readiness knowledge and skills.

This year we are intentionally focusing on building collective efficacy with our new leadership team (LEadER). We recognize that as a school, we need to have a clear sense of our collective purpose including the commitments we must make and honor to achieve our shared vision. The LEadER Team leaders will be helping to facilitate our building's professional development around PLCs. The teams will be collaborating to write a new vision / purpose statement to guide our journey as a school. The focus area for our school will be to develop the next generation of environmental leaders through education, project-based learning and community service while ensuring that all students (students who will become independent adults) learn at high levels (grade level or above on essential standards).

When considering our objective of working together as an effective Professional Learning Community, the precondition we will need to set the foundation of our work together is Trust and Collaboration/ Collective Efficacy. The leadership teams will enable us to co-create the conditions that establish trust and enable staff to engage in authentic collaboration with one another. The ultimate goal will be to feel comfortable enough to be vulnerable with each other and skillfully advocate for self when things are not working.

Areas of Celebration:

- ★ The KLE staff is committed to building a collaborative school family and strong meaningful relationships with families to ensure all students learn at high levels.

Practice to Keep:

- ★ We will continue to have a focus on SEL by ensuring that all classrooms begin with a soft start and Morning Meeting.

Areas for Growth:

- ★ We need to focus on tier 1 instruction fidelity to grade level essential standards.
- ★ Reading comprehension through best practices, including graphic organizers and other AVID strategies. As students increase their level of reading comprehension, in both literature and information text, many students will naturally expand their vocabulary and develop a new passion for reading.
- ★ Our initial iReady data shows that students at Naval Avenue need to develop their understanding of numbers and operations. We recognize that basic skills of numbers and operations build the foundation of number sense, and in turn elevate the knowledge for lifelong mathematical thinking. We will utilize our collaborative teams and the PLC Process to improve our practices.

Next Steps:

- ★ Staff at Kitsap Lake will discuss common strategies, vertically align expectations and skills, and bring resources to establish a professional learning community.

Goal One: Environment and Relationships

Baseline Data (Panorama, Attendance, and/or Discipline [SWIS])

Based on the results of the Spring 2022 Panorama Survey, the average student score in Emotion Regulation was 57%, which was equal to the previous survey.

- 55% of students replied favorably when asked “how often are you able to pull yourself out of a bad mood” which is down 2% points from the fall survey
- 52% of students responded favorably when asked the question, “When everybody around you gets angry, how relaxed can you stay?”. This is down 3% from the Fall survey.
- 57% of students responded favorably when asked the question, “Once you get upset, how often can you get yourself to relax?”. This is down 2% from the Fall survey.
- 67% of students responded favorably to having a sense of belonging. This has not changed from the Fall survey.
- Only 11% of families responded favorably to the degree to which they are involved with and interact with their child’s school.

These data points demonstrate the need for emotional regulation, a sense of belonging, and family engagement.



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QUESTION

How often are you able to pull yourself out of a bad mood?

55%
responded
favorably

▼ 2
from Fall
2021

QUESTION

When everybody around you gets angry, how relaxed can you stay?

52%
responded
favorably

▼ 3
from Fall
2021

QUESTION

How often are you able to control your emotions when you need to?

66%
responded
favorably

▲ 5
from Fall
2021

QUESTION

Once you get upset, how often can you get yourself to relax?

57%
responded
favorably

▼ 2
from Fall
2021

QUESTION

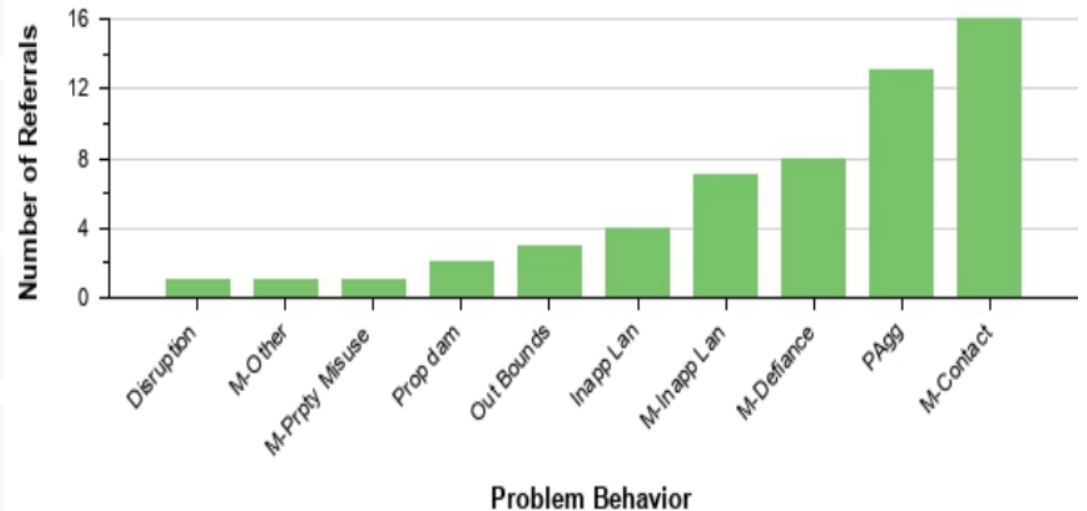
When things go wrong for you, how calm are you able to stay?

53%
responded
favorably

0
from Fall
2021

Referrals by Problem Behavior

All, Aug 1, 2022 - Nov 1, 2022



Goal One: SMARTIE Goal Statement:

We will implement Tier 1 Social Emotional Learning for all students to increase their ability to self-manage and emotionally regulate. We will provide all students daily access to social emotional instruction based on the identified essential standards of SEL utilizing Morning Meeting, Character Strong (Purposefull People), Second Step and Restorative Practices/Circles for 40 minutes and explicitly teach students self-regulation. The use of these strategies will be monitored to ensure students can demonstrate the ability to self manage and regulate their emotions in the general education setting.



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So that by the end of the 22-23 school year:

- ★ 90% of students will identify as “high” or “strength” on the Emotional Regulation survey portion
- ★ Sense of belonging and engagement of all families, students and staff will improve by at least 5% overall and within each disaggregated group as measured by the Panorama Survey in June 2023.

BECAUSE:

- ★ 100% of teacher PLCs will rate themselves as a 3 (beyond proficient) in each of the stages on the PLC Strategic Implementation Guide

Goal One: Action Plan

Implementation of Effective Practices and Supports What action steps do we think will generate improvement in meeting the ER goal? What supportive practice will we implement to strengthen our ER goal (support ingredient)?	Evidence What evidence will we use to measure progress?	Timelines/Commitments What is the appropriate timeline for the action steps? Who will be involved?
Priority Task #1: Identify essential SEL standards at each grade level for focused instruction	Review previous SEL selected essential standards from ER team https://docs.google.com/document/d/16Eyzh6YP9SSr2RxAD_kBIVhWPSMzgE1HlzGUKiM4_VQ/edit	By June of 2023
Priority Task #2: Students will take the Panorama SEL Survey	Growth on survey results showing positive impacts of the instruction	November and May 2022-23
Priority Task #3: Select teams will complete	Exemplar classrooms demonstrating	1st grade team and 4/5 grade team



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the Purposefull People Educator Assessment to reflect on their practices	welcoming classrooms	November, February and April
Priority Task #4: Provide Professional Learning on Purposefull People to classroom teachers with expectations for use	Increased use of Purposeful People in the Classroom	SEL Dean December 2023
Priority Task #5: ER Team Members will use the Learning Walk Observation Tool to observe Purposefull People Lessons in all classrooms	Collection of the observation tools	ER Team January 2023
Priority Task #6: Daily announcements of the Purposefull People for shared focus as a school	Michelle Bowman does daily announcements which include Purposefull People recognition.	September-June
Priority Task #7: Weekly teacher focus from Purposefull People shared in Principal message for staff engagement	Weekly quote and challenge posted on the Smore update.	October-June
Priority Task #8: ER Team monitoring data, Tier 1 strategies, and Tier 2 Interventions	Dive into SWISS data at bimonthly meetings	October-June
Priority Task #9: Book Study to learn about adult first change in learning how to support ALL learners in our school	Clock hours, agendas from meetings	November and February

Goal One: Mid-Year Data/Reflection

Goal One: End of Year Data/Reflection



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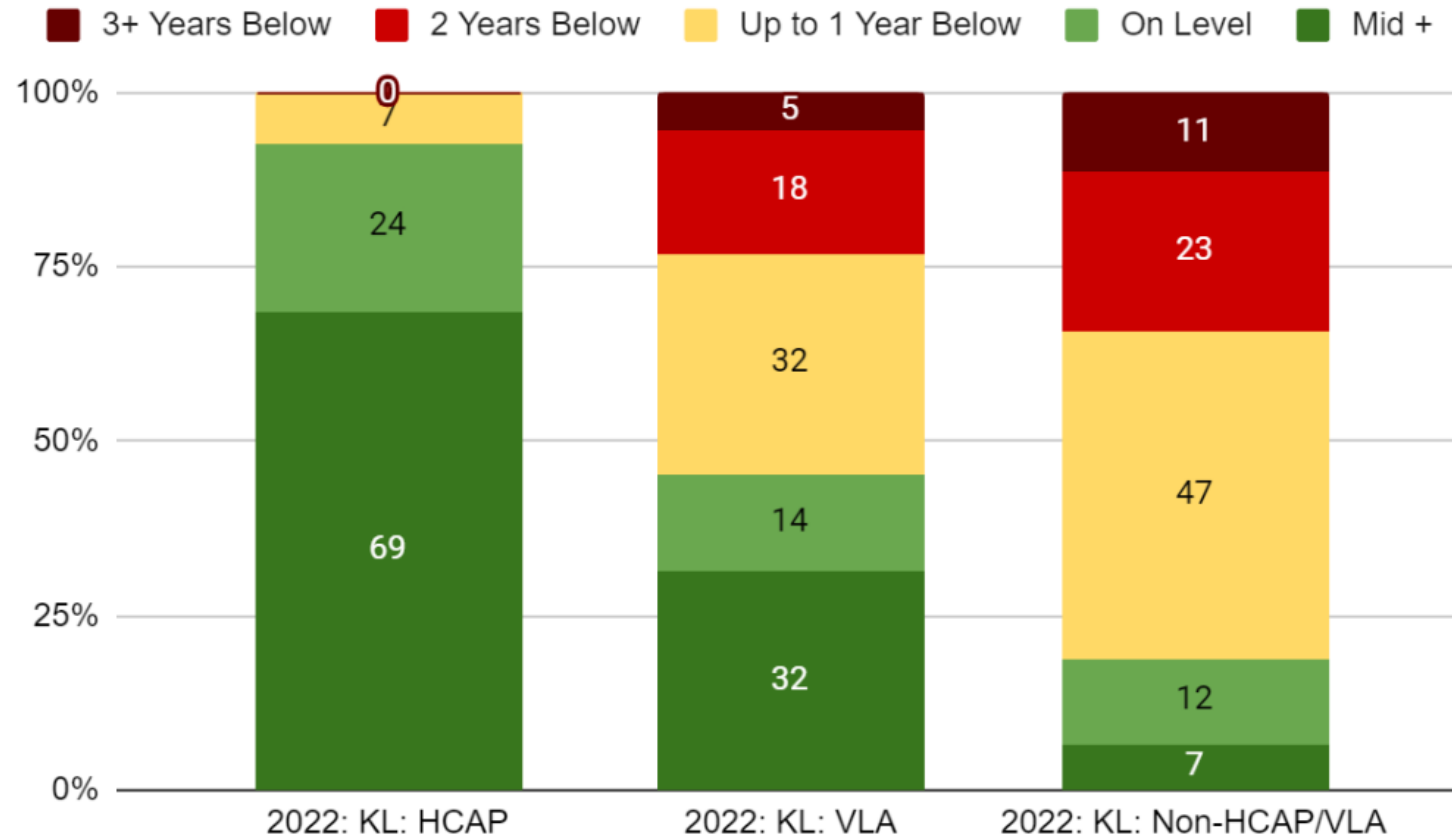
Goal One: Projected Action Steps for Next Year What action steps do we think will generate improvement?

Goal Two: Learning and Empowerment
Baseline Data (ELA) <i>Trend data for <u>all/most of the students</u> from OSPI Report Card District Data</i> SBA Proficiency was 40% (3rd Grade), 34% (4th Grade) and 50% (5th grade) - WA State Average was: 47% (3rd Grade), 49% (4th Grade) and 52% (5th grade) iReady



iReady Reading

Fall 2022: iReady Reading (percentages)





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To increase student achievement in ELA, the staff of KLE will create and sustain a system of collaboration to:

- Focus closely on what students need to learn
- Collaborate on how to teach it (using culturally relevant practices)
- Assessing frequently to see if students learned it
- Using data to find patterns of strengths and weaknesses and adjust instruction (with identification of achievement gaps between white and groups furthest from educational justice)

So that by the end of the 22-23 school year:

Specific, measurable, achievable, relevant, timely, inclusive/equitable

All students (100%) meeting their typical growth goal in reading and those students who are one or more years behind will make their stretch growth goal (more than one year's growth) on the i-Ready assessment by the end of the year assessment in April 2023.

Goal Two: Action Plan:

Implementation of Effective Practices and Supports What action steps do we think will generate improvement in meeting the LE goal? What supportive practice will we implement to strengthen our LE goal (support ingredient)?	Evidence <i>What evidence will we use to measure progress?</i>	Timelines/Commitments What is the appropriate timeline for the action steps? Who will be involved?
Priority Task #1: Implement a process for Vertical Teaming during once a month PLT times.	LEadER agendas, PLC agendas and teacher team submitted evidence	October-June



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Priority Task #2: Implement WIN time in all grade levels to ensure students receive instruction with What they Need	Master Schedule /Set aside time for Tier 2 and Tier 3	Schedule completion and consensus by October 2022
Priority Task #3: Professional Learning with a focus on identifying the essential standards and monitoring of progress to ensure focus by student, by standard, by target	Summer Institute Work, PLC/PLT Agendas and Slide Decks Improvement in Student Scores as measured by Essential Standard Tracking	Ongoing
Priority Task #4: LE Team monitoring data, Tier 1 strategies, and Tier 2 Interventions to ensure improvements in teaching and learning	iReady Data, Sunshine Assessments, End of Module/Unit Assessments	Ongoing
Priority Task #5: Coordinate interventions with support staff through MTSS and PLC work.	Grade Level Notes TAT Notes	All year Grade Level Teams and Support Teachers TAT Team
Priority Task #6: Incorporation of regular data meetings to monitor progress towards essential standards	i-Ready Decoding Surveys Grade Level Assessments TAT Meetings	Fall 2022 Grade Level Teams and Support Teachers
Priority Task #7: Comprehensive planning of essential standards instruction throughout the year with the Smarter Balanced Assessment Blueprints as a guide.	Grade Level Notes and Essential Standard Plans	All year Grade Level Teams and Support Teachers
Priority Task #8: Teams work together to identify gaps and design instruction/ intervention to fill gaps based on the science of reading research. Focus areas: -phonemic awareness -phonics instruction -accurate decoding	Grade Level Notes Assessments (grade level, iReady)	All year Grade Level Teams and Support Teachers



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-morphology		
Priority Task #9: Continued collaborative teaming to ensure mastery of essential standards and access to interventions for those who need more support.	Grade Level Notes	All year Grade Level Teams and Support Teachers

Goal Two: Mid-Year Data

Goal Two: End of Year Data/Reflection

Goal Two: Projected Action Steps for next year

What action steps do we think will generate improvement?



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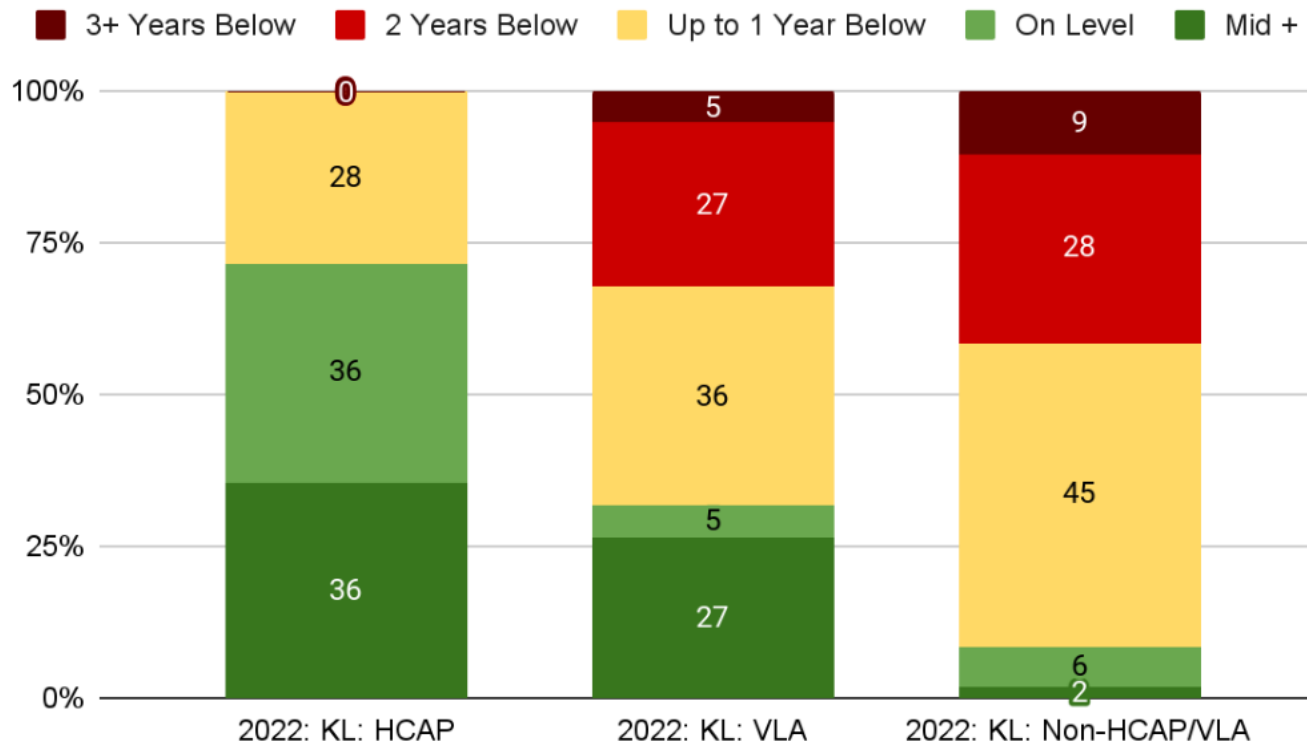
Goal Two: Baseline Data (Math) *Trend data for all/most of the students from OSPI Report Card District Data*

SBA Proficiency was 33% (3rd Grade), 37% (4th Grade) and 23% (5th grade)

- WA State Average was: 49% (3rd Grade), 45% (4th Grade) and 38% (5th grade)

iReady

Fall 2022: iReady Math (percentages)





Goal Two: SMARTIE Goal Statement: Math *Trend data for all/most of the students from OSPI Report Card District Data*

To increase student achievement in Math, the staff of KLE will create and sustain a system of collaboration to:

- Focus closely on what students need to learn
- Collaborate on how to teach it (using culturally relevant practices)
- Assessing frequently to see if students learned it
- Using data to find patterns of strengths and weaknesses and adjust instruction (with identification of achievement gaps between white and groups furthest from educational justice)

So that by the end of the 22-23 school year:

All students (100%) meeting their typical growth goal in math and those students who are one or more years behind will make their stretch growth goal (more than one year's growth) on the i-Ready assessment by the end of the year assessment in April 2023.

Goal Two: Action Plan

Implementation of Effective Practices and Supports What action steps do we think will generate improvement in meeting the LE goal? What supportive practice will we implement to strengthen our LE goal (support ingredient)?	Evidence <i>What evidence will we use to measure progress?</i>	Timelines/Commitments What is the appropriate timeline for the action steps? Who will be involved?
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Priority Task #8: Teams work together to identify gaps and design instruction/ intervention to fill gaps. Focus areas: -computational fluency -concepts and applications	Grade Level Notes Assessments (grade level, iReady)	All year Grade Level Teams and Support Teachers
Priority Task #9: Continued collaborative	Grade Level Notes	All year



KITSAP LAKE ELEMENTARY

teaming to ensure mastery of essential standards and access to interventions for those who need more support.		Grade Level Teams and Support Teachers
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Goal Two: Mid-Year Data

Goal Two: End of Year Data/Reflection

Goal Two: Projected Action Steps for next year

What action steps do we think will generate improvement?



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Goal reflection statement