

Bremerton School District
Comprehensive School Improvement Plan (CSIP)
EOY Report 2021-2022

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|---------------------------|--------------------------------------|
| Date | October 2021 |
| School | Kitsap Lake Elementary |
| Principal | Karen Rommen |
| Grade Level Span | K - 5 |
| Two Priority Goals | <i>Environment and Relationships</i> |
| | <i>Learning and Empowerment</i> |

**Bremerton Recipe*

| Improvement Plan Prepared by: (Please include name/role of all Leadership Team members) | |
|--|--|
| ER Team Members | Kirstie Williams, Naomi Lewis, Michelle Bowman, Tara Cleveland, Brigitte Vernon |
| LE Team Members | Maura Crisp, Rebecca Montgomery, Elizabeth Dallmann, David St.Clair, Kathryn Donaldson |
| AVID Site Team Members | Sarah Hogan, Rebecca Montgomery, April Cummings, Maura Crisp |

Goal One: Environment and Relationships

Baseline Data (Panorama, Attendance, and/or Discipline [SWIS]) Panorama SEL: Student Competency and Well-being Measures



QUESTION

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

49 %

responded favorably

▲ 11

from Fall 2020



QUESTION

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

65 %

responded favorably

▲ 9

from Fall 2020



QUESTION

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

56 %

responded favorably

▲ 13

from Fall 2020



QUESTION

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

54 %

responded favorably

▲ 13

from Fall 2020



QUESTION

During the past week, how often did you feel mad?

63 %

responded favorably

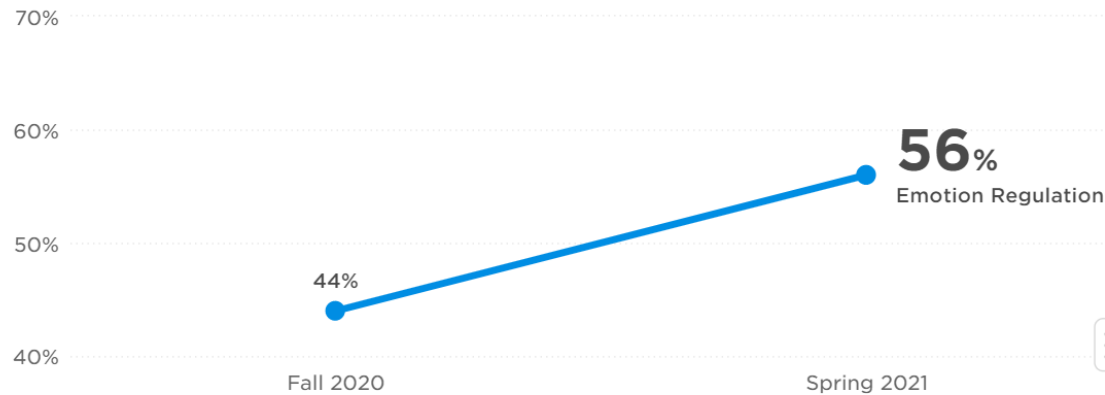
Emotion Regulation

Based on **100** responses

How well students regulate their emotions.

How have results changed over time?

Percent Favorable



Although we saw an increase of 12% last school year, we would like to continue our focus with some new skills and strategies we will be implementing for this year.

SMARTIE Goal Statement:

56% of students who took the Panorama Survey in Spring 2021, gave a favorable response on how well they can regulate their emotions. By using the techniques in the action plan, we can raise our average to 75% by Spring of 2022. To be inclusive and equitable, all classrooms will have a calming spot, referred to as a "Mindful Nest," where students will be trained to go to practice breathing and calming strategies, aided by the use of developmentally appropriate tools. Additionally, increased student talk and intentional community building activities (Responsive Classroom) during the Morning Meetings allow for diverse topics and the representation of differing perspectives where students can "see" themselves.

Action Plan

| Implementation of Effective Practices What action steps do we think will generate improvement? | Evidence What evidence will we use to measure progress? | Timelines/Commitments What is the appropriate timeline for the action steps? Who will be involved? |
|---|--|--|
| Each classroom will hold Morning meetings where strategies can be taught and practiced. Teachers will have a copy of The Morning Meeting Book to use as a resource and additional support will be provided by our Instructional coach. | Teachers use 2nd step lessons, greetings, mindful nest tools and team building activities. Surveys will be provided for all teachers to give during morning meetings. PLC discussion on how morning meetings are working and if they are helpful for students. | November 2021 - April 2022 Classroom teachers will facilitate daily morning meetings. |
| We will create a safe place in each classroom for students to go if they need to focus on self-regulation. Each room will set up a “Mindful Nest” which will include an identical bean bag chair and tools like breathing balls and fidgets (for consistency and continuity in the building). | Teachers will train students how to effectively use the Mindful Nest by teaching them how to utilize the tools to control their breathing to calm themselves. Our ER team will check in w/teachers each month to gauge the use and impact of this space. Click HERE for an example. | October 2021 - April 2022 |
| We will provide PD for our ER team leaders on Responsive Classroom practices which help teachers to foster a positive classroom community, integrate academics with the teaching of social and emotional skills, and create the conditions for positive student behavior. | The training will inform our leaders who help plan for the building PD. During our reflection times, we will solicit responses on how the new learning has impacted the culture of learning in teachers’ classrooms. | December 2021 - April 2022 ER team leaders |
| Greet at door: Teachers will be in doorways in the morning, students can greet adults in the hall with an appropriate response (body language, oral response) | Teacher observations, student observations, teacher student discussions at morning meeting about how morning greetings are going | Monthly check in at E(r) time during staff meetings |

| | | |
|--|--|--|
| A culturally responsive, SEL list of vocabulary terms by grade level that is inclusive, equitable, and community aware will be shared with teachers. | We have purchased a wide-ranging collection of culturally responsive and SEL focused picture books to use to teach vocabulary words. By recording the % and frequency of the books checked out by teachers, we can measure an increase in their use. | November 2021 - April 2022 List of vocabulary words created by AVID team Brigitte Vernon will facilitate the check in and out of books loaned to teachers. |
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Goal Two: Learning and Empowerment

Baseline Data (ELA) *Trend data for all/most of the students from OSPI Report Card District Data*

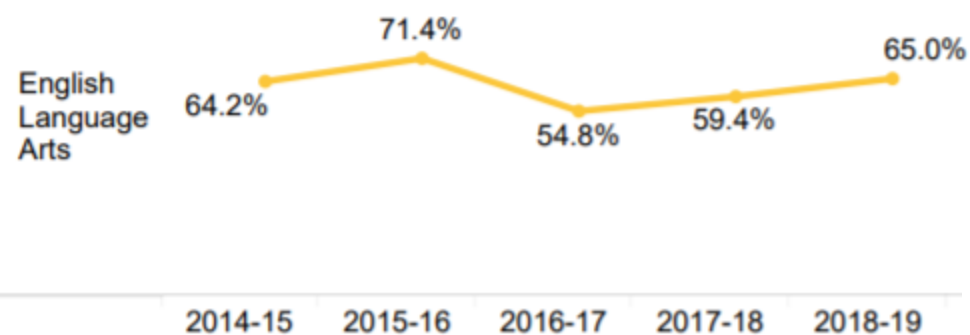
Note: This OSPI Report Card data is not from the current year, due to the postponement by the state of SBAC testing last spring until this fall. Shown is the last record of data from OSPI.

Due to early school facility closure and the suspension of end of year testing, 2019-20 assessment data is not available.

Kitsap Lake Elementary

General

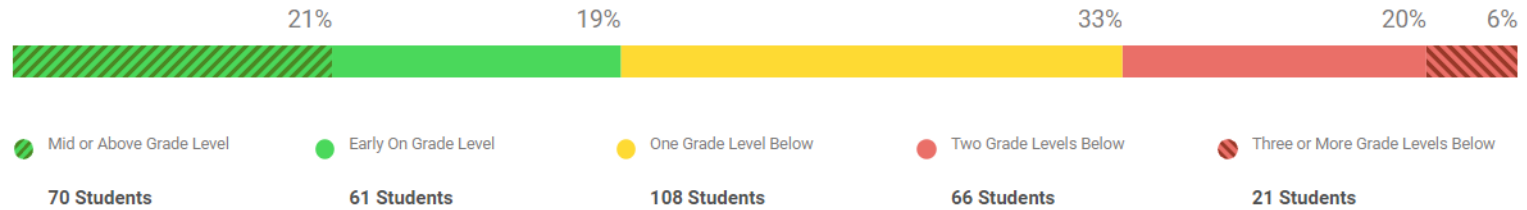
Alternate



Fall 2021 READING Diagnostic i-Ready Results ***Kindergarten was exempt from iReady due to WA Kids testing.

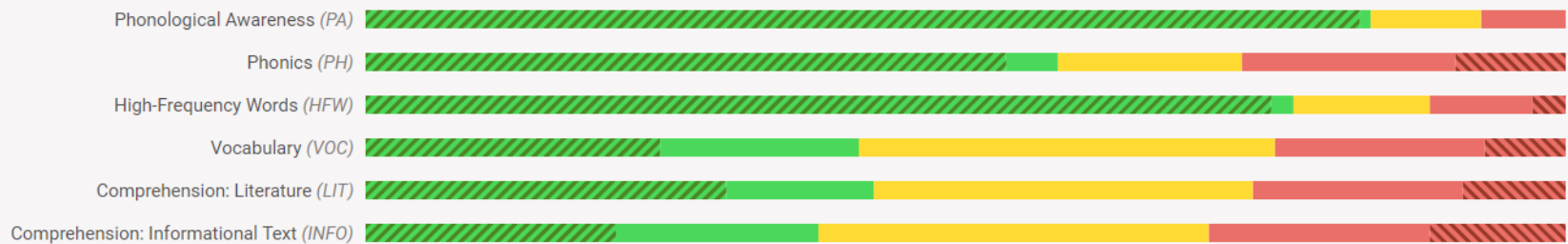
Overall Placement

Students Assessed/Total: 326/374



[i The Mapping Between 5-Level and 3-Level Placement](#)

▼ Placement by Domain



SMARTIE Goal Statement: ELA

Between November and April of SY 2021-22, the % of students at or above grade level in the Vocabulary Strand in all grades will increase from 41% to at least 80% according to i-Ready data. We will provide focused academic vocabulary strategies through SIOP and AVID to ensure equal access to all students.

Action Plan:

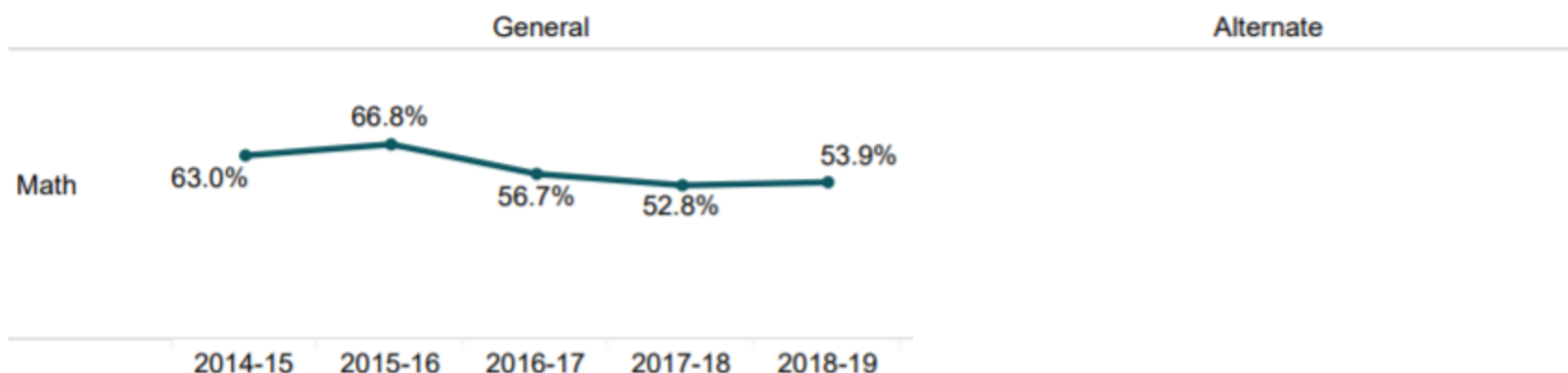
| Implementation of Effective Practices What action steps do we think will generate improvement? | Evidence <i>What evidence will we use to measure progress?</i> | Timelines/Commitments What is the appropriate timeline for the action steps? Who will be involved? |
|---|--|--|
| Utilize the Marzanos 30 Word Core Content Vocabulary list in Language Arts, Math, Science and Social Studies. Marzano list | iReady vocabulary strand data | Beginning, middle and EOY iReady data. LE team will provide a basic Marzano Academic vocabulary list. Resources, strategies and support for K-5 classes. |
| Dive deeper into existing vocabulary routines in Wonders, Eureka, and Foss science curriculum. | Collaborate with AVID team to review results of opinionaire (3x year) | Potential opportunity for PD for all classroom teachers, as well as book resources: Marzano Academic Vocabulary and Games book. Foss science, Envision math vocab, Wonders vocab will supplement the Marzano list. |
| In order to grow our collective efficacy as a teaching staff, we will engage in meaningful and foundational work around PLC's. Professional Development will be provided using the text <u>Learning by Doing</u> as a guiding model. | We will use the indicators from the book for the different benchmarks of effective Professional Learning Communities. Staff surveys will be given three times over the year to measure growth. | September 2021 - April 2022 We began in August with our Solution Tree training and the LE team will continue the work that was started.. |
| We will provide PD for our LE team leaders on Responsive Classroom practices which help teachers to foster a positive classroom community, integrate academics with the teaching of social and emotional skills, and create the conditions for positive student behavior. | The training will inform our leaders who help plan for the building PD. During our reflection times, we will solicit responses on how the new learning has impacted the culture of learning in teachers' classrooms. | December 2021 - April 2022 LE team leaders |
| Implement collegial rounds - leverage support staff to help teachers watch each other teach. We will begin with visits during morning meetings to build confidence and trust. | By keeping track of how many teachers visit each other's classrooms we can measure the increase in frequency. | LE team will add a topic on the Watercooler (our school's Google Classroom) with videos of teachers teaching the strategies. |

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

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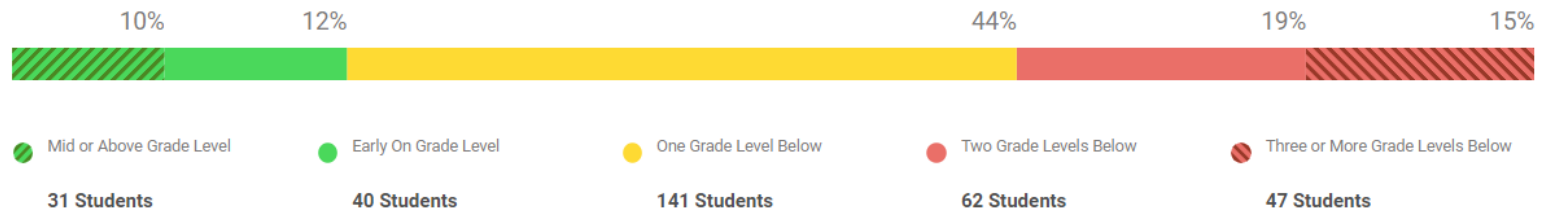
Kitsap Lake Elementary



Fall 2021 MATH Diagnostic i-Ready Results ***Kindergarten was exempt from iReady due to WA Kids testing.

Overall Placement

Students Assessed/Total: 321/369



[The Mapping Between 5-Level and 3-Level Placement](#)

Placement by Domain



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

Between November and April of SY 2021-22, the % of students at or above grade level in Number and Operations Strand in all grades will increase from 22% to at least 70% according to i-Ready data. To be inclusive and equitable, teachers will utilize strategies that recognize the unique learning styles of students with different backgrounds and cultures. They will offer multiple methods of delivery for teaching and practice of Math skills to increase real word connections and engagement.

Action Plan

| Implementation of Effective Practices What action steps do we think will generate improvement? | 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? |
|---|--|---|
| Teachers will utilize Number of the Day, Number studies, number collections and number talks, 3 Act Math tasks | i-Ready strand data in the area of Number and Operations. | Beginning, middle and EOY iReady data. |
| Utilize the Marzano's 30 Word Core Content Vocabulary list in Language Arts, Math, Science and Social Studies. | i-Ready vocabulary strand data | Title/LAP teacher will implement math fact fluency in small groups utilizing Origo curriculum. |
| In order to grow our collective efficacy as a teaching staff, we will engage in meaningful and foundational work around PLC's. Professional Development will be provided using the text <u>Learning by Doing</u> as a guiding model. | We will use the indicators from the book for the different components of effective Professional Learning Communities. Staff surveys will be given three times over the year to measure growth. | September 2021 - April 2022 We began in August with our Solution Tree training and the LE team will continue the work that was started.. |
| We will provide PD for our LE team leaders on Responsive Classroom practices which help teachers to foster a positive classroom community, integrate academics with the teaching of social and emotional skills, and create the conditions for positive student behavior. | The training will inform our leaders who help plan for the building PD. During our reflection times, we will solicit responses on how the new learning has impacted the culture of learning in teachers' classrooms. | December 2021 - April 2022 LE team leaders |