

ESQUIRE HILLS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

SCHOOL LEADERSHIP TEAM MEMBERS & PARENT-COMMUNITY PARTNERS

Lisa Hawkins, Principal
 Debbie Allensworth, Student Support Specialist
 Robin Schnuit, Reading Specialist
 Angela Anderson, Counselor
 Karen Sansgaard, Resource Room Teacher/equity teacher lead

K-1 Rep Mackenzie Palau-Teacher
 2-3 Rep Lea - Naomi Hill Teacher
 4-5 Rep Heather Meryhew -Teacher
 Tammy Galeski - Classified
 Sophia Mina- Classified
 Ashley Nicholson- Parent

NEEDS ASSESSMENT SUMMARY

After taking into consideration the rate of SWIS referrals for the 2019-2020 school year as well as Panorama data and academic data for the current school year, we see the need to focus on an inclusive learning environment for all kids. This is a multifaceted growth area that ties into our equity focus.

For both ELA and Math SBA assessments the students at Esquire Hills performed slightly below the state average; ELA state 51%, Esquire Students 46% and Math state 38%, Esquire students 32%. Based on this data Esquire Hills staff will be focusing on TIER 1 strategies across all academic, behavior and social emotional learning. In order to do this work and create a clear system for student support and improvement our Ci3t team will continue working on building our Ci3t blueprint. This work will be done with the ESD 114 and includes a parent rep. While building the blueprint we will be launching trauma informed practices, research based strategies for supporting behavior, AVID as well Universal Design for learning strategies for teaching and learning. We will also be layering on weekly TIER 2 MTSS problem solving meetings. During these meetings the team will analyze data and plan/adjust interventions as well as make a plan for communication or training that needs to take place.

Our DLP program is also pioneering an integrated inclusive model for our students with disabilities. In order to do this work we will create a collaborative approach between teachers, paras, support staff and parents. This will enable our school community to grow in the understanding of how to support academics, behavior and social emotional learning experiences for all students.

DATES REVIEWED & REVISED PLAN

We created our SIP as a staff on: September 29th
 Our SIP was reviewed by our SDM Team on: October 13th
 Our SIP was reviewed by staff on: October 16th
 Our SIP was reviewed during the parent strategic planning event on: October 26th
 Our SIP was turned in for review to the district on: October 28th

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Demographics

Ethnicity	19-20	20-21	21-22
All Students	345	236	277
American Indian/Alaskan Native	1%	1%	1%
Asian	5%	5%	5%
Black/ African American	5%	3%	4%
Hispanic/ Latino of any race(s)	16%	18%	19%
Native Hawaiian/ Other Pacific Islander	3%	3%	5%
Two or More Races	19%	19%	19%
White	50%	51%	48%

Student Group	19-20	20-21	21-22
All Students	345	236	277
English Language Learners	2%	5%	5%
Highly Capable	7%	4%	5%
Low-Income	18%	47%	53%
Military Parent	15%	15%	14%
Mobile	5%	8%	4%
Section 504	2%	2%	3%
Students with Disabilities	16%	23%	21%

*Suppressed or Not Available

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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%	59%	44%	46%	50%	32%	*	*	54%
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*
Asian	70%	*	*	70%	*	*	*	*	*
Black/ African American	*	*	*	*	*	*	*	*	*
Hispanic/ Latino of any race(s)	36%	46%	47%	46%	46%	32%	*	*	*
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*	*	*
Two or More Races	65%	53%	39%	42%	37%	18%	*	*	*
White	65%	65%	46%	51%	59%	38%	*	*	48%

*Suppressed or Not Available

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	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%	59%	44%	46%	50%	32%	*	*	54%
Female	69%	69%	48%	44%	57%	34%	*	*	53%
Male	49%	52%	40%	48%	45%	31%	*	*	54%
English Language Learners	*	*	*	*	*	*	*	*	*
Section 504	59%	54%	42%	71%	31%	32%	*	*	55%
Low-Income	44%	51%	32%	42%	41%	22%	*	*	52%
Military Parent	61%	52%	46%	49%	44%	50%	*	*	*
Students with Disabilities	<10%	15%	13%	<10%	11%	<10%	*	*	*

*Suppressed or Not Available
 **Source: WA State Report Card

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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.

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IMPROVEMENT GOAL: ELA

GOAL 1 (All Students): 80% of students will grow academically by one grade level (SGP 60) on STAR which means nine months or better by May of 2023. In addition to STAR, Grades K-2 will use fall Acadience data to set grade level goals in support of increasing student achievement by one academic year. Grades K-1 will set a goal for NWF and second grade will focus on ORF

GOAL 2 (Reducing specific, identified gaps): 80% of our Low income students will grow academically by one grade level (SGP 60) on STAR which means nine months or better by May of 2023. In addition to STAR, Grades K-2 will use fall Acadience data to set grade level goals in support of increasing student achievement by one academic year.

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
Use research based Protocol for Examining Data	Fall, Winter and Spring Benchmarks	Principal	National School Reform Faculty Materials for examining data	STAR/Acadience/ESGI data
Conferences	October	Teacher/Parent	Existing Resources	Parent participation
PLC using the UDL instructional format	October -June	Principal/ Classroom Teacher	Goal setting plan with Special Services, UDL book study	ELA formative assessments, Staff surveys

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ELA: <u>Evidence-based ELA Tier 1 supports</u>	Professional Development on ERT's; Teacher focus during weekly PLC time	Principal/ Classroom Teacher	Lisa Bloomer, CKSD ELA TOSA	Observational Data STAR and Acadience Grades 3 - 5 SBA Interims
PDSA at all grade levels for A and B kids A and B students receive double dose or targeted support from teacher	October -June	Classroom teachers/ para educators/Reading specialist	Tina Resources	STAR/Acadience/ESGI data Every two weeks teachers will do a NWF or ORF to monitor progress. The target will be an increase of 3 words every two weeks
Tina Small group strategies <ul style="list-style-type: none"> ● SIPPS ● Haggerty ● Tri-ad reading ● Comprehension strategies ● Vocabulary ● EL Curriculum 	October-June	Classroom teachers/ para educators/Reading specialist	Tina Resources/EL Curriculum	STAR/Acadience/ESGI data/Acadience progress monitoring
Integration of informational text	October-June	Classroom teachers	Science A to Z	STAR/Acadience/ESGI data
Push in intervention model	October-June	TIER 2 problem solving team	Weekly PLC team meetings with grade levels	STAR/Acadience/ESGI data
Family Engagement	October-June	SDM	Family cultural reading night TIPS on how to support students with reading strategies Send home book markers with strategies for helping students read	STAR/Acadience/ESGI data

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IMPROVEMENT GOAL: MATH

GOAL 1 (All Students): 80% of our students will make one years growth in numbers and operation. 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.

GOAL 2 (Reducing specific, identified gaps): 80% of our Low income students will grow academically by one grade level (GE & Lexile) on STAR which means nine months or better by May of 2023. In addition to STAR, Grades K-2 will use fall Acadience data to set grade level goals in support of increasing student achievement by one academic year.

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
<u>Math: Evidence Based Targeted Tier I Supports</u>	Professional Development on ERT's; Teacher focus in PLC	Principal Classroom Teacher	District Resources	Observational data Acadience STAR Grades 3 - 5 SBA Interims
Conferences	October	Teacher/Parent	Existing Resources	Parent participation
Research based Protocol for Examining Data	Fall, Winter and Spring Benchmarks	Principal	National School Reform Faculty Materials for examining data	STAR/ Formative assessments
PLC using the UDL instructional format	October -June	Principal/ Classroom Teacher	Goal setting plan with Special Services, UDL book study	Math formative assessments

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Small group instruction using the math pathway	October -June	Classroom teachers/intervention staff	District Resources	STAR/ Formative assessments/My Math Resources
Math games	October -June	Classroom teachers/intervention staff	District Resources	STAR/ Formative assessments/My Math Resources
Thinking classrooms	October -June	Classroom teachers	District Resources	Observational data
Push in intervention	October -June	Classroom teachers/intervention staff	District Resources	STAR/ Formative assessments/ My Math Resources
Red Bird	October -June	Classroom teachers	District Resources	Red Bird assessments
Family Engagement	Monthly	SDM/Equity	Math Night STEM night Tips on how to help your students at home Math games for students	STAR/ESGI data/My Math resources

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IMPROVEMENT GOAL: SCIENCE

Goal 1 (all kids): Students will be able to demonstrate understanding of computational thinking vocabulary.

Goal 2 (Reducing specific, identified gaps): Low income students will be able to demonstrate understanding of computational thinking vocabulary.

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
Computer science maker space in library	January -June	Librarian	Jeff Friers	5th Grade Science Assessment
EIE Kits	November -June	3rd-5th grade teachers	Jeff Friers	5th Grade Science Assessment
Integration of Science A to Z	November -June	Classroom teachers	Jeff Friers Science A to Z PD	5th Grade Science Assessment
Integration of Computational vocabulary	October -June	Classroom teachers/Specialist	Targeted monthly words identified in school planner	5th Grade Science Assessment
Family Engagement News letter with highlighted computational vocabulary words	October-June	SDM/Equity	STEM night	5th Grade Science Assessment

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IMPROVEMENT GOAL: ATTENDANCE

GOAL 1 (All Students): We will continue to encourage high levels of student attendance in spite of mandates related to COVID and student quarantine. We are striving for less than 10% absenteeism rates (which is a student missing more than 10% of the school year).

GOAL 2 (Reducing specific, identified gaps): Students with high rates of absenteeism will improve their attendance.

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
We will make regular attendance calls to families to engage with families who struggle with absenteeism.	This will begin starting the first day of school.	<ul style="list-style-type: none"> Classroom teachers will communicate concerns to families as needed MTSS team will monitor this data Building Truancy Lead will work directly with “at risk families” 		MTSS team will use Panorama to monitor students who are “at risk” due to absenteeism
We will use the counselors to reach out to families to offer support and remove barriers for attendance.	As we see a need	Counselor	List of community services	MTSS team will use Panorama to monitor students who are “at risk” due to absenteeism

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Increasing use of Language Link to make more meaningful connections to EL families.	As we see a need	Student Support Specialist	Contact Sonia for PD	MTSS team will use Panorama to monitor students who are “at risk” due to absenteeism
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IMPROVEMENT GOAL: SAFE AND SUPPORTIVE SCHOOL

GOAL 1 (All Students): We will implement Second Step for all students to expand their social emotional skills related to communication, friendship building and problem solving. Staff will teach all 27-32 Second Step Lessons throughout the school year with the additional support of the digital resources that were added in the 2021-2022 school year.

GOAL 2 (Reducing specific, identified gaps): 80% of students attending a SEL group will improve in their area of focus.

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
Morning Meetings built into the master schedule	Daily starting at the beginning of the year	Class Meeting teacher lead/ Counselor/Classroom teachers	Conscious Discipline	SWIS Panorama Daily Screener SSRS IE
Class Meetings	Twice a month starting at the beginning of the year	Class Meeting teacher lead/ District TOSAs/Classroom teachers	Class Meeting Modules	SWIS Panorama Daily Screener SSRS IE
Daily ½ hour SEL block built into the master schedule	Daily starting at the beginning of the year	Classroom teacher	SEL stories provided by Rick Ryan Digital 2nd step resources Class Meetings	SWIS Panorama Daily Screener SSRS IE

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Weekly SEL lessons done by the counselor	Weekly starting at the beginning of the year	Counselor	K, 3, 5 - Kelso's choice & Mind Up 1, 2, 4 - Kimochis	SWIS Panorama Daily Screener SSRS IE
Proactive monitoring tools <ul style="list-style-type: none"> Digital daily check ins Panorama 	Daily/Monthly starting at the beginning of the year	TIER 2 Problem Solving team		SWIS Panorama Daily Screener SSRS IE
Relationship Mapping	Fall, Winter, Spring	Principal	Relationship mapping protocol Champion Wall	SWIS Panorama Daily Screener SSRS IE
Small Group SEL sessions based on SSRES and Universal Screener	As needed starting after the fall screener and SSRSEI Scale survey	Counselor		SWIS Panorama Daily Screener SSRS IE
Family Engagement Send Families CKSD Wellness Family Tip of the week	Weekly	Principal	Family tip from the CKSD Wellness Family tip of the week	Family engagement