

## EMERALD HEIGHTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

### SCHOOL LEADERSHIP TEAM MEMBERS & PARENT-COMMUNITY PARTNERS

Stephanie Brush, Principal  
 Lori D'Arienzo, Student Support Specialist  
 Nancy Osier - Counselor  
 Diane Wohler, PE teacher (EMC2 Facilitator)  
 Jessica Merle, Kindergarten  
 Michelle Rider, 1<sup>st</sup> grade teacher  
 Shannon Tracewell, 2<sup>nd</sup> grade teacher  
 Joanne Zimny, 3<sup>rd</sup> grade teacher  
 Karrie Coombe, 4th grade teacher  
 Mary Tanner, 5th grade teacher

Chantal Fleck, Venture teacher  
 Kim Marzano, Librarian/Technology  
 Danean Slate, Office Manager  
 Sara Goerke, Para Educator  
 Dani Vela, Parent/PTA Rep.  
 Ramon German, Lead Custodian  
 LeeAnna Flint, Parent  
 Dani Vela, EM PTA/Parent  
 Ashley Kayser, EM PTA/Parent  
 Carrie Callaway, EM PTA/Parent

### NEEDS ASSESSMENT SUMMARY

Emerald Heights is a neighborhood school that serves approximately 495 students from preschool through fifth grade. EM has a strong, dedicated staff who are committed to student success. Emerald Heights is a diverse community with a wide range of backgrounds. Approximately 25% of our families are active military. Almost 10% of our students speak a language other than English at home. Emerald Heights houses one of the Central Kitsap Venture (highly capable) programs and a DLP preschool program. As we plan for this school year, it is important to continue to note the impact of the COVID-19 pandemic on the two previous school years. We are committed to continue closing the gaps that occurred as a result of the pandemic.

Our data shows that Emerald Heights Elementary's student achievement is above the state and district averages. We have determined the following areas of growth based on the following data:

**English & Language Arts (ELA):** Given our Acadience data for our K-2 students, approximately 35% are in need of reading support. 25% of our 3-5 students are in need of reading support.

**Math:** The STAR Math assessment shows us that 34% of our students in grades 1-5 are in need of math support.

**Science:** Using the last State Science Assessment (2021-2022) approximately 70% of our students met the benchmark.

**Physical, Emotional, & Intellectual Safety:** Based on data from our most recent Panorama Student Survey, our three areas of growth are Emotional Regulation, Grit, and Self-Efficacy. To support this, we have a full-time school counselor, classroom staff regularly use Second Step as the SEL curriculum, and we incorporate Classroom Meetings for both community building and problem-solving

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This school year, we are focused on three key areas: strengthening our Professional Learning Community work, increasing family and community involvement, and building a comprehensive plan for tiered supports in academics, behavioral, and social-emotional competencies. Through partnership with the ESD, staff will participate in the Ci3t training series to create a blueprint to be implemented in the next school year.

DATES REVIEWED & REVISED PLAN

10/13/23		
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# EMERALD HEIGHTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## Demographics

<b>Ethnicity</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
<b>All Students</b>	516	422	453
<b>American Indian/Alaskan Native</b>	0.4%	1%	1%
<b>Asian</b>	6%	7%	7%
<b>Black/ African American</b>	2%	2%	2%
<b>Hispanic/ Latino of any race(s)</b>	18%	19%	17%
<b>Native Hawaiian/ Other Pacific Islander</b>	2%	2%	2%
<b>Two or More Races</b>	18%	16%	17%
<b>White</b>	54%	54%	54%

<b>Student Group</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
<b>All Students</b>	516	422	453
<b>English Language Learners</b>	5%	9%	10%
<b>Highly Capable</b>	22%	20%	17%
<b>Low-Income</b>	10%	20%	24%
<b>Military Parent</b>	27%	22%	26%
<b>Mobile</b>	5%	7%	4%
<b>Section 504</b>	2%	2%	3%
<b>Students with Disabilities</b>	13%	17%	16%

\*Suppressed or Not Available

## EMERALD HEIGHTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

### 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	81%	78%	76%	78%	76%	63%	*	*	70%
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*
Asian	83%	60%	56%	89%	67%	44%	*	*	*
Black/ African American	73%	*	*	64%	*	*	*	*	*
Hispanic/ Latino of any race(s)	79%	74%	60%	64%	65%	46%	*	*	39%
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*	*	*
Two or More Races	73%	82%	86%	73%	77%	65%	*	*	73%
White	84%	81%	80%	83%	83%	71%	*	*	88%

\*Suppressed or Not Available

## EMERALD HEIGHTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

	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	81%	78%	76%	78%	76%	63%	*	*	70%
Female	85%	78%	77%	79%	73%	59%	*	*	75%
Male	77%	78%	75%	77%	78%	65%	*	*	65%
English Language Learners	*	17%	21%	*	42%	14%	*	*	*
Section 504	60%	>90%	73%	60%	84%	55%	*	*	*
Low-Income	72%	64%	67%	67%	64%	60%	*	*	62%
Military Parent	74%	72%	73%	70%	70%	62%	*	*	58%
Students with Disabilities	33%	41%	40%	38%	52%	44%	*	*	*

\*Suppressed or Not Available

\*\*Source: WA State Report Card

## EMERALD HEIGHTS 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"> <li>• Board study session on sub group participation rate in state assessments.</li> <li>• Assessment calendar posted on the district website.</li> <li>• District notifies that score reports are in PowerSchool. Cover letters are in students’ home language.</li> <li>• Provide teacher talking points for conferences.</li> <li>• Provide Parent/ Family guides in multiple languages available for conferences.</li> </ul>
November – January	<ul style="list-style-type: none"> <li>• Board Study Session on Fall SBA results.</li> <li>• Send to each building for their school e-news an article on the importance of state assessments and participation.</li> <li>• Provide a nudge letter for families who didn’t participate the previous year.</li> <li>• Provide a powerpoint for best practices for state testing for building staff meetings.</li> </ul>
February – March	<ul style="list-style-type: none"> <li>• Provide an article on best test taking strategies for preparing for state assessments.</li> <li>• Spring conference reminders about the importance of the upcoming state assessments.</li> <li>• Publish and advertise the schools, grade bands and dates of student state assessments.</li> </ul>
April – May	<ul style="list-style-type: none"> <li>• Provide onsite building support for an inclusive testing environment (pencils, space, familiar staff, snacks, space for accommodations and extended time)</li> <li>• Communicate to families and provide ample make up windows for students.</li> </ul>

# EMERALD HEIGHTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## IMPROVEMENT GOAL: ELA

**GOAL 1 (All Students):** All Students will grow academically by one grade level (GE & Scaled Score) on STAR which means nine months or better by May of 2023. In addition to STAR, each grade level will use fall Acadience data to set grade level goals in support of increasing student achievement by one academic year.

**GOAL 2 (Reducing specific, identified gaps):** Students in the A and B groups on the district pathways in the Fall will advance one level by Spring.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> <li>What strategies are you using to achieve the goal</li> <li><a href="#">Include family engagement strategies</a></li> </ul>	TIMELINE <ul style="list-style-type: none"> <li>When will this activity begin and end</li> </ul>	WHO IS RESPONSIBLE <ul style="list-style-type: none"> <li>Who will provide the leadership for this activity</li> </ul>	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> <li>What are the resources that will be used to accomplish this activity</li> <li>How will staff acquire the necessary skills and attitudes to implement this activity</li> </ul>	MONITORING PROGRESS <ul style="list-style-type: none"> <li>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</li> </ul>
Core instruction taught with fidelity	90 minutes Daily Ongoing September- June	Teachers Administrator	Journey's Core Core Standards Word Walls Sound Sorts Focus Walls	Weekly assessments performance tasks - writing Journey's Unit assessments SBA Interims Grades 3 - 5 TIDE Website AR- Quizzes STAR
SIPPS	Daily Ongoing September- June	Reading Interventionist Paraeducators Teachers	SIPPS Reading Interventionist	Acadience STAR
Heggerty K-1	Daily Ongoing September- June	Teachers	Phonemic Awareness Book	Acadience STAR
Family Engagement	Weekly Conferences 1 - 2X/year and as needed	LAP Staff Principal Classroom Teachers	Share out resources for parents to use at home. Reading night Newsletters & Dojo to parents	Parent survey Parent Teacher conferences

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Small Group Instruction	Daily	Teachers	Journey's grade levels books <u>Evidence Based Tier 1 supports</u>	DAZE Acadience Focus Folders A B strategies
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# EMERALD HEIGHTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## IMPROVEMENT GOAL: MATH

**GOAL 1 (All Students):** 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):** Our identified group of students is 5th grade. Our identified group of students is students performing at a Level 2 (yellow) on the Fall STAR assessment. Students in this group will grow academically by 1.3 grade levels (GE & Scaled Scores) on STAR which means 12 months or better by May of 2023.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> <li>What strategies are you using to achieve the goal</li> <li><a href="#">Include family engagement strategies</a></li> </ul>	TIMELINE <ul style="list-style-type: none"> <li>When will this activity begin and end</li> </ul>	WHO IS RESPONSIBLE <ul style="list-style-type: none"> <li>Who will provide the leadership for this activity</li> </ul>	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> <li>What are the resources that will be used to accomplish this activity</li> <li>How will staff acquire the necessary skills and attitudes to implement this activity</li> </ul>	MONITORING PROGRESS <ul style="list-style-type: none"> <li>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</li> </ul>
Core Instruction	90 minutes daily	Teacher	Core Standards Cindy Patnode, CKSD Math TOSA	Math Talks My Math Quizzes SBA Grades 3 - 5 Interims
Small Groups & Walk to Math	Ongoing	Classroom Teachers	<u>Math: Evidence Based</u> <u>Targeted</u> <u>Tier I Supports</u> Building Math Lead Origo Professional Development on ERT's; Teacher focus in PLC Think tank Splash math Singapore math	Observational data classroom assessments STAR

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Math Talks	Ongoing	Classroom Teacher	<u>Number Talks and Math Talks Resources</u>	Observational data on mathematical discourse
Redbird 15 minutes a day	Ongoing	Classroom Teacher	Redbird	Summative evidence from Redbird on individual student growth.

# EMERALD HEIGHTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## IMPROVEMENT GOAL: SCIENCE

**Goal 1 (all kids):** During the 2022-2023 school year, every classroom will complete one engineering unit.

**Goal 2 (Reducing specific, identified gaps):** All students in 5th grade will take the Interim Science Assessment (WCAS) at least 2-3 times to practice for the WCAS assessment.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> <li>What strategies are you using to achieve the goal</li> <li><a href="#">Include family engagement strategies</a></li> </ul>	TIMELINE <ul style="list-style-type: none"> <li>When will this activity begin and end</li> </ul>	WHO IS RESPONSIBLE <ul style="list-style-type: none"> <li>Who will provide the leadership for this activity</li> </ul>	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> <li>What are the resources that will be used to accomplish this activity</li> <li>How will staff acquire the necessary skills and attitudes to implement this activity</li> </ul>	MONITORING PROGRESS <ul style="list-style-type: none"> <li>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</li> </ul>
K-5 Engineering Kits	November - June 2022	Classroom Teachers	Jeff Friers	Classroom assessments 5th Grade Science Assessment
K-5 Science Kits	November - June 2022	Classroom Teachers	Jeff Friers	Classroom assessments 5th Grade Science Assessment
Science A - Z	November - June 2022	Classroom Teachers	Jeff Friers Science A - Z PD	Classroom assessments 5th Grade Science Assessment
Community Partnerships	November - June 2022	Classroom Teachers	NAVSEA (shipyard and United States Navy) Washington State Wheat Kitsap County	Classroom assessments

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Supplemental	November - June 2022	Classroom Teachers	Mystery Science Discovery Kids	Classroom assessments
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# EMERALD HEIGHTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## IMPROVEMENT GOAL: ATTENDANCE

**GOAL 1 (All Students):** We will continue to encourage high levels of student attendance. We are striving for less than 5% absenteeism rates.

**GOAL 2 (Reducing specific, identified gaps):** We will increase family outreach and family support to ensure high levels of attendance in Kindergarten to establish successful student behaviors. 95% of kindergarten students will attend at least 95% of school this year.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> <li>What strategies are you using to achieve the goal</li> <li><a href="#">Include family engagement strategies</a></li> </ul>	TIMELINE <ul style="list-style-type: none"> <li>When will this activity begin and end</li> </ul>	WHO IS RESPONSIBLE <ul style="list-style-type: none"> <li>Who will provide the leadership for this activity</li> </ul>	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> <li>What are the resources that will be used to accomplish this activity</li> <li>How will staff acquire the necessary skills and attitudes to implement this activity</li> </ul>	MONITORING PROGRESS <ul style="list-style-type: none"> <li>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</li> </ul>
<p>We will make regular attendance calls to families to engage with families who struggle with absenteeism.</p> <p>We will use the counselors to reach out to families to offer supports and remove barriers for attendance.</p> <p>Increasing use of Language Link to make more meaningful connections to EL families.</p>	<p>This will begin starting the first day of school.</p> <p>Teachers will address concerns at conferences as needed.</p> <p>At the trimester the Truancy Team will review students who are “at risk” related to attendance (that is NOT related to Covid quarantine)</p>	<p>Classroom teachers will communicate concerns to families as needed</p> <p>MTSS team will monitor this data</p> <p>Building Truancy Lead will work directly with “at risk families”</p>		<p>MTSS team will use Panorama to monitor students who are “at risk” due to absenteeism</p>

# EMERALD HEIGHTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## IMPROVEMENT GOAL: SAFE AND SUPPORTIVE SCHOOL

**GOAL 1 (All Students):** Students will develop skills to build stronger relationships with one another through the format of Classroom Meetings and the use of the “Second Step” curriculum. 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):** Students identified as needing Tier 2 social emotional interventions based on our initial panorama screener will meet with our school counselor in small groups. Pre and post measurements will show 50% improvement in subsequent panorama survey results.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> <li>What strategies are you using to achieve the goal</li> <li><a href="#">Include family engagement strategies</a></li> </ul>	TIMELINE <ul style="list-style-type: none"> <li>When will this activity begin and end</li> </ul>	WHO IS RESPONSIBLE <ul style="list-style-type: none"> <li>Who will provide the leadership for this activity</li> </ul>	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> <li>What are the resources that will be used to accomplish this activity</li> <li>How will staff acquire the necessary skills and attitudes to implement this activity</li> </ul>	MONITORING PROGRESS <ul style="list-style-type: none"> <li>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</li> </ul>
<p>We implement the Second Step Digital Resources across all grade levels.</p> <p>We will use the parent memo’s and social media to push out information related to Social/Emotional Learning &amp; Second Step Resources</p> <p>Class Dojo</p> <p>Emails</p> <p>Second Step Letter to Families</p>	<p>Teachers will implement weekly Second Step Lessons with their students</p> <p>October through June</p> <p>One Lesson per week</p> <p>Class Meetings</p>	<p>Classroom teachers will teach the lessons</p> <p>Counselor will provide as needed support for teachers for the instructional components of the resource</p> <p>Counselors will help with as needed problem solving lessons related to specific class needs.</p>	<p>The school counselor will assist in providing professional development for staff on the digital resources related to Second Step</p> <p>Class Meeting Leaders</p>	<p>Panorama Survey Results</p> <p>Student Parent Surveys</p> <p>Class Meeting Feedback</p> <p>SWIS</p>