## Bainbridge Island School District

**School Improvement Plan** 2018-2019

**Date:** September 24, 2018

**School:** Blakely Elementary

**Principal:** Reese Ande  
**Associate Principal:** Whitney Skarbek  
**Principal Intern:** Whitney Skarbek

**Site-Based Council Members:**  
(K) Meghan Berg,  
(1) Erin Sheehan,  
(2) Carrie Holloway,  
(3) Susan Claesson,  
(4) Maureen Wilson,  
(S) Diane Bedell,  
(C) Roger Johnson,  
(Sp) Whitney Skarbek  
(P) David Berg  
(P) Lisa Timmins  
(P) Chris McCann

### Bainbridge Island School District Mission

Our mission as a learning organization is to ensure that every student is:

- Prepared for the global workplace,
- Prepared for college,
- Prepared for citizenship in a democratic society, and
- Prepared for personal success.

### BISD Targeted Outcomes

In order to prepare students for future success, the Bainbridge Island School District is committed to achieving targeted outcomes in the areas listed below.

- Increasing readiness for career, college and citizenship
- Improving student achievement
- Ensuring academic growth for every student
- Closing opportunity gaps
- Providing safe and positive learning environments that support the social and emotional well-being of students.

### BISD Theory of Action

The District will implement the following strategies to achieve these goals:

1. High quality instruction that ensures academic growth for every student
2. High quality assessment and data collection tools to support student learning
3. High quality curriculum that supports instructional goals
4. High quality staff who promote student learning
5. High quality environment that promotes safety and positive culture

### School Improvement Plan

Each school in the Bainbridge Island School District will implement a **School Improvement Plan**, guided by the BISD priorities.
Our School Vision:

In the Blakely School Community we believe each student should be actively engaged in the pursuit of academic excellence. Staff, parents and community work collaboratively to nurture and challenge students to achieve their greatest potential and become active contributors in a global society. We appreciate and respect individual differences, and teach creativity and kindness.

Background Data:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>ELA SBA % Proficient-2017</th>
<th>ELA SBA % Proficient-2018</th>
<th>Math SBA %Proficient-2017</th>
<th>Math SBA %Proficient-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>93%</td>
<td>92% ☺☺☺</td>
<td>94%</td>
<td>93% ☺☺☺</td>
</tr>
<tr>
<td>4th</td>
<td>92%</td>
<td>91% ☺☺☺</td>
<td>92%</td>
<td>93% ☺☺☺</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>ELA Level 4 2017</th>
<th>ELA Level 4 2018</th>
<th>ELA Level 3(met standard)</th>
<th>ELA Level 2 (below standard)</th>
<th>ELA Level 1 (well below standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>76%</td>
<td>79% ☺☺☺</td>
<td>13%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>4th</td>
<td>78%</td>
<td>73% ☺☺☺</td>
<td>18%</td>
<td>6%</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Math Level 4 2017</th>
<th>Math Level 4 2018</th>
<th>Math Level 3</th>
<th>Math Level 2</th>
<th>Math Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>72%</td>
<td>71% ☺☺☺</td>
<td>23%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>4th</td>
<td>74%</td>
<td>63% ☺☺☺</td>
<td>31%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Student Specific Objectives</td>
<td>Major Actions/Activities</td>
<td>Responsible Party</td>
<td>Target Date</td>
<td>Evidence of Accomplishment</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
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</table>
| By the end of the 2019-2020 school year, all students will continue to develop in all areas of writing while also developing their passion and love as measured by All-School Write. (Smart goal will be re-implemented in 19-20 when the new Blakely opens) | • Further understanding of ELA CCSS  
• Further understanding of Lucy Calkins Units of Study  
• Student writing samples will be shared in grade-level teams  
• Research, discuss, and work together to develop effective writing lessons that are aligned with the Common Core Standards and Lucy Calkins Units of Study.  
• All School Write Implementation in September and March (19-20 school year)  
• Staff training and support through the differentiation specialist specifically in ELA. | Principal Teachers  
Instructional Coach | 2014-2020 | Student work samples from all school write shared in hallways, website and during  
Website  
Guest Interviews  
Parent Responses  
Other completed writing products/projects showcased throughout the building |
| All students receiving math intervention will show expected growth in a specific concept measured by pre and post assessments and exit at or above grade level. | • Design pre and post assessments  
• Collaborate with classroom teachers on curriculum development and instructional strategies  
• 4-6 week intensive intervention groups | Academic Interventionist | 2018-2019 Pre and post assessment  
Developed curriculum  
Bank of intervention materials |
### Student Specific Objectives

**During the 2018-2019 school year Blakely teachers will participate in GEIT (General Ed. Intervention Team) and MD (Multi-Disciplinary Team) as a means for supporting struggling students.**

<table>
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<th>Target Date</th>
<th>Evidence of Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Grow a GEIT/MDT team, which provides a balanced representation of the school community.</td>
<td>GEIT team MDT team Classroom Teachers Instructional Coach</td>
<td>2018-2020</td>
<td>Completion of GEIT/MDT meetings Notes from each meeting outlining needs of students Data bank of research based intervention</td>
</tr>
<tr>
<td>● Create a calendar to identify dates and times for all teachers to participate.</td>
<td></td>
<td></td>
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<tr>
<td>● Use the data collection forms for teachers to fill out prior to each GEIT meeting.</td>
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</tr>
</tbody>
</table>

| During the 2018-2019 school year all staff will meet 3 times a year at CAST meetings to discuss student performance in academics and social emotional health. Success will be evaluated based on CAST notes and successful interventions. |
| | | |
| ● Use data collection forms for teachers to be completed prior to each CAST meeting. | GEIT team Classroom Teachers Instructional Coach | 2018-2020 | CAST Notes Feedback opportunities at Leadership Meetings Decrease in struggling students from one meeting to the next |
| ● Identify key intervention strategies for a variety of academic areas, including SEH. | | | |
| ● Create a calendar | | | |

| During the 2018-2019 school year, teachers k-2 will implement/ pilot the Heggarty phonemic awareness assessment and Center for Collaborative Classroom (CCC) multiple times per year to determine student reading ability and understanding. |
| | | |
| ● Phonemic Awareness training | Classroom Teacher Differentiation Specialist Title/LAP | 2018-2020 | Informal assessment Small group instruction CBM Progress Monitoring aReading |
| ● Training with CCC corporate trainer | | | |
| ● Create leveled reading groups | | | |
| ● Develop intervention strategies to support struggling readers | | | |
District Priority #3: High quality curriculum that supports instructional goals.

School Goal: Develop an awareness of the reading, writing, spelling and social emotional components of CCC. Through implementation, training and professional development teachers will build their repertoire of instructional strategies, engagement strategies associated with CCC. Teachers will also expand their content and pedagogy knowledge as it relates to designing coherent instruction.

<table>
<thead>
<tr>
<th>Student Specific Objectives</th>
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<th>Responsible Party</th>
<th>Target Date</th>
<th>Evidence of Accomplishment</th>
</tr>
</thead>
</table>
| Through implementation of CCC all students will increase their reading fluency and comprehension at a typical rate of growth compared to national standards. | ● Phonemic Awareness training  
● Training with CCC corporate trainer  
● Create leveled reading groups  
● Develop intervention strategies to support struggling readers  
● Monday Early Release  
● PLC conversations         | Teachers  
Differentiation Specialist                                           | 2018-2020     | aReading  
CBM  
Progress Monitoring                                                   |
### District Priority #4:
High quality staff who promote student learning

### School Goal:
Expanding our knowledge and understanding of trauma informed practices, equity and access, literacy and technology.

#### Student Specific Objectives
(Specific, Measurable, Achievable, Realistic & Timely)
Staff will grow their ability to meet the needs of students who have experienced trauma or are experiencing trauma which will be measured through increased instructional practices, modifications and accommodations. Data will be collected through classroom observations.

#### Major Actions/Activities
- Retreat
- Staff training around ACES and Trauma informed practices
- Book group
- Equity and access discussion/training
- ISTE
- K-2 Literacy training
- NCTM Conference
- Technology demo

#### Responsible Party
All Staff

#### Target Date
2017-2020

#### Evidence of Accomplishment
- Classroom observations
- CAST Notes
- GEIT
- Teacher reflection from book groups
- Bank of instructional strategies
## Bainbridge Island School District

### District Priority #5:
High quality environment that promotes safety and positive culture.

### School Improvement Plan 2018-2019

### School Goal:
Implement a school wide behavior framework to meet the diverse needs of all students.
Increase safety for staff and students while implementing safeguards, systems and clear protocols.
Develop safety protocols, rules and expectations associated with the opening of the new Blakely in 19-20.

### Student Specific Objectives
(Specific, Measurable, Achievable, Realistic & Timely)

<table>
<thead>
<tr>
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<th>Evidence of Accomplishment</th>
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</thead>
<tbody>
<tr>
<td>Blakely Elementary will increase its awareness and understanding of the circle of 9 by participating in multiple drills, such as Fire, Earthquake, Shelter in Place, Lockdown, and Rapid Responder. We will improve our awareness of supplies and efficiency throughout the entire incident.</td>
<td>District Principal and Office staff</td>
<td>2015-2020</td>
<td>Updated Eprep Folders</td>
</tr>
<tr>
<td>Blakely School will continue to implement a school wide-social skills framework that will expand awareness and practice for all students. The percentage of positive social interactions in the classroom, hallways and recess will increase, while negative and inappropriate encounters will decline across grade levels throughout the year.</td>
<td>Counselor with support from all staff</td>
<td>2016-2020</td>
<td>Kelso’s Choice Classroom Lesson/Pre and Post tests</td>
</tr>
</tbody>
</table>

#### Skills for Learning

- **Conflict Management/Problem Solving**
  - Students will learn nine options to resolving problems
  - Students will learn to differentiate between a small and large problem (one where an adult is needed)
  - Solving peer exclusion and peer pressure problems

- **Classroom**
  - Teachers

- **All Staff**

#### For Your Information
<table>
<thead>
<tr>
<th>Trait</th>
<th>Description</th>
<th>Responsible Party</th>
<th>Timeline</th>
<th>Goal</th>
</tr>
</thead>
</table>
| Being Respectful Learners | • Using Self-Talk  
• Being Assertive  
• Planning to Learn | Administrator | 2015-2020 | Implementation of quarterly assemblies |
| Empathy | • Understanding Perspectives/others’ feelings | Counselor/All Staff | 2015-2020 | Whole School Celebrations increasing from 1 to a minimum of 3 |
| Emotional Management | • Managing disappointment, anger, hurt feelings  
• Test Anxiety | Counselor | 2015-2020 | Increase in positive paws given out.  
Whole class positive paw |

During the 18/19 school year four character traits will be re-introduced through quarterly assemblies. Each month and year we will keep track of the paws collected with an emphasis on increasing the number of paws given.
### Bainbridge Island School District School Improvement Plan 2018-2019

<table>
<thead>
<tr>
<th>Blakely staff will develop rules, expectations and safety protocols to be used in the new Blakely. Changes will be represented in staff/student handbook.</th>
<th>All Staff</th>
<th>2018-2020</th>
<th>Updated student staff handbook</th>
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</thead>
<tbody>
<tr>
<td>• Dedicated time on Monday early release</td>
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<td>• Grade level discussions</td>
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<td>• Collaboration with Wilkes about lessons learned</td>
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<td></td>
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<tr>
<td>• Parent/community feedback opportunity</td>
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<tr>
<td>• Discussion at PTO meetings</td>
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