

BARKER CREEK COMMUNITY SCHOOL IMPROVEMENT PLAN 2023-2024

SCHOOL LEADERSHIP TEAM MEMBERS & PARENT-COMMUNITY PARTNERS

Jim Brown, Stuart Crisman, Kara Cleveland, Joy Rosenblum

NEEDS ASSESSMENT SUMMARY

Barker Creek is a school of choice that focuses on building strong relationships with students and families in our learning community. Barker Creek provides three different learning models: Parent Partnership for our families who want to provide a home school like experience, Virtual Academy for students who want an online experience and Classroom based for high school students who want an in-person experience. Barker Creek serves students from our entire district and also has students from throughout the Kitsap Peninsula. While our course selections may be more limited than a traditional brick and mortar school we are comprehensive enough to offer all the courses students will need to graduate. We strive to develop knowledgeable students with the ability to set goals and achieve goals, to be productive members of a community, and to be successful once they leave high school.

In returning from the Covid-19 pandemic, our needs assessment indicates we should continue our efforts in creating a school where all students and families feel safe and included. It is clear that many of our students need to redevelop the habits and routines of school. This year we will continue to develop a school culture where all are being kind, being present and engaged and are making BCCS a safe space. Additionally many of our students returned from the pandemic credit deficient. To address these credit deficiencies our school has developed plans to help students earn credits and convert I's (incomplete courses) to completed courses.

In the 2023-2024 school year, our goals include:

- *Create opportunities for student voices to be heard and elevated*
- *Create strong student, staff and family relationships*
- *Homeroom teachers will monitor and set goals with students around credit accrual, specifically making and monitoring individual plans with students.*
- *Work with the student body officers to reestablish monthly game/activity nights, and other after school activities*
- Options for kids
- ability to offer classes strategically in order to move students forward
- math intervention
- reading and writing intervention

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- SEL (class meetings, wellness, longer homeroom)
- Bell Schedule changes
- ELA Goal
- Math goal
- science goal
- attendance goal (transportation)
- safe and supportive school goal (SEL stuff,lunches, transportation)
- Themed months and activities to support wellness
- Art! on the walls and in the master schedule

DATES REVIEWED & REVISED PLAN

October 19, 2023

February 22, 2024

May 16, 2024

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Demographics

Ethnicity	20-21	21-22	22-23
All Students	1570	718	524
American Indian/Alaskan Native	0.4%	1%	.4%
Asian	5%	3%	2%
Black/ African American	5%	5%	3%
Hispanic/ Latino of any race(s)	15%	16%	12%
Native Hawaiian/ Other Pacific Islander	1%	.3%	1%
Two or More Races	18%	17%	17%
White	56%	58%	64%

Student Group	20-21	21-22	22-23
All Students	1570	718	524
English Language Learners	2%	1%	2%
Highly Capable	4%	5%	3%
Low-Income	36%	42%	46%
Military Parent	4%	7%	6%
Mobile	8%	13%	7%
Section 504	5%	6%	9%
Students with Disabilities	13%	11%	10%

*Suppressed or Not Available

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Student Performance (Met Standard on SBA)

Ethnicity	English Language Arts			Math			Science		
	18-19	21-22	22-23	18-19	21-22	22-23	18-19	21-22	22-23
WA State	60%	51%	51%	49%	38%	39%	*	43%	43%
All Students	51%	23%	20%	20%	11%	7.5%	*	30%	22%
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	
Black/ African American	*	13%	*	*	<10%	*	*	*	*
Hispanic/ Latino of any race(s)	48%	12%	<10%	38%	7%	<10%	*	34%	22%
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*	*	*
Two or More Races	67%	33%	38%	25%	19%	15%	*	31%	23%
White	48%	23%	19%	16%	10%	7%	*	28%	21%

*Suppressed or Not Available

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Student Group	English Language Arts			Math			Science		
	18-19	21-22	22-23	18-19	21-22	22-23	18-19	21-22	22-23
WA State	60%	51%	51%	49%	38%	39%	*	43%	43%
All Students	51%	23%	20%	20%	11%	7.5%	*	30%	22%
Female	57%	26%	27%	19%	12%	8%	*	25%	19%
Male	43%	20%	13%	20%	10%	7%	*	33%	25%
English Language Learners	*	*	*	*	*	*	*	*	*
Section 504	44%	<10%	14%	13%	<10%	<11%	*	33%	<15%
Low-Income	55%	18%	13%	15%	9%	5%	*	25%	22%
Military Parent	*	30%	<15%	*	<10%	<15%	*	*	*
Students with Disabilities	25%	7%	15%	13%	<7%	<12%	*	14%	17%

*Suppressed or Not Available

**Source: WA State Report Card

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Central Kitsap District Communication Plan for the Importance of State Assessments 2023-2024

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): 90% of students enrolled in the fall of 2023 will earn a full English credit by the end of the school year or have completed their English graduation requirements (whichever is less).

GOAL 2 (Identify Unique School Gap): Juniors and seniors who have not yet completed a writing class will pass one writing class this year.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<ul style="list-style-type: none"> <i>What strategies are you using to achieve the goal</i> <u>Include family engagement strategies</u> 	<ul style="list-style-type: none"> <i>When will this activity begin and end</i> 	<ul style="list-style-type: none"> <i>Who will provide the leadership for this activity</i> 	<ul style="list-style-type: none"> <i>What are the resources that will be used to accomplish this activity</i> <i>How will staff acquire the necessary skills and attitudes to implement this activity</i> 	<ul style="list-style-type: none"> <i>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</i>
Identify and enroll students in Intervention English (Reading and Writing Course)	All year	Teacher, principal, counselor, homeroom teachers.	No additional resources needed.	Powerschool Data February 2024 May 2024
Identify and enroll students in classes (including Course Completion) to maximize English Credit earnings	All Year	Counselor and homeroom teachers.	N/A	PowerSchool course completion data February 2024 June 2024
Use credit checks with students to track English needs	All Year	Homeroom teachers	N/A	PowerSchool Data/End of year credit checks Ongoing

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Writing class offerings	all year	Homeroom teachers, English Teachers	n/a	Master schedule/powerschool data
February Review				
May Review				

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IMPROVEMENT GOAL: MATH

GOAL 1 (All Students): 90% of students enrolled in the fall of 2023 will earn a full math credit by the end of the school year or have completed their math graduation requirement (whichever is less).

GOAL 2 (Identify Unique School Gap): Incorporate use of online graphing technology in all Pre-algebra, Algebra and Geometry classes.

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 <i>FORMATIVE</i> or <i>SUMMATIVE</i> evidence will be gathered to show this activity is making a difference in student outcomes
Enroll students in the correct math classes so they have the opportunity to earn at least 1.0 math credit this academic year.	All year	Counselor and homeroom teachers.	Current transcripts	PowerSchool course completion data February 2024 June 2024
Enroll students in course completion and credit recovery classes	All year	Counselor and homeroom teachers.	Transcripts and gradebook data	PowerSchool course completion data February 2024 June 2024

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Special education teacher and/or paraprofessional co-teaching in classrooms	All year	SpEd Teacher, and Paras	Co-planning time	PowerSchool course completion data February 2024 June 2024
Teachers will teach use of Desmos.com and graphing calculators as a supplement to curriculums	All year	Math teachers	Co-planning time, lesson plans	Test scores February 2024
Offer credit recovery Math classes	Hex 3, Hex 4, Hex 6	Math teachers	Staff meeting time with homeroom teachers	Powerschool Data
February Review				
May Review				

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IMPROVEMENT GOAL: SCIENCE

Goal 1 (All Students): 75% of students enrolled in science classes will complete the course(s) during the hex in which they are enrolled.

Goal 2 (Identify Unique School Gap): Juniors with less than 2 credits of Science will have the opportunity to earn at least 1.5 credits of science this 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 <i>FORMATIVE</i> or <i>SUMMATIVE</i> evidence will be gathered to show this activity is making a difference in student outcomes
Offer science in a variety of modalities: Hands on, Classwork/book work online through pearson	All year	Science and online teachers	Curriculum	Master schedule/ Powerschool data
Identify additional science sections that we can provide to students.	All year	Science teachers	District course catalogs with available science offerings	Powerschool data
Check students' graduation progress and enroll students in at least one science course during the academic year keeping in mind Life, Physical, and Earth/Space designation.	All year	Homeroom teachers, counselor	Current transcripts	PowerSchool Course completions, Invite parents to conferences in Oct 2023 February 2024

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Look at course offerings and streamline pathway for students	November	Science Teachers	Plan time, Powerschool data on course completions	Master Schedule, Advising Documents each hex
February Review				
May Review				

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IMPROVEMENT GOAL: ATTENDANCE

GOAL 1 (All Students): 100% of students will attend monthly WSLP advisory meetings with homeroom teachers, per ALE requirements.

GOAL 2 (All Students): 95% of students will make weekly contact, per ALE requirement, with homeroom teachers/advisors

GOAL 3 (Identify Unique School Gap): 75% of our students on an intervention plan will make weekly contact, per ALE requirement, with their homeroom teachers

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 <i>FORMATIVE</i> or <i>SUMMATIVE</i> evidence will be gathered to show this activity is making a difference in student outcomes
All teachers will take attendance in homeroom	all year	all homeroom teachers	none	Powerschool data
Bell schedule update to include more time for teacher contact during the week.	August	all staff	none	attendance
Scheduled Monthly advisory meetings	Sept. -June	9-12 staff	none	WSLP/Monthly count sheet
full school meetings during homeroom	beginning of each Hex	9-12 staff	none	touchy feely sensations...

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February Review				
May Review				

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IMPROVEMENT GOAL: SAFE AND SUPPORTIVE SCHOOL

GOAL 1 (All Students): Create an inclusive, welcoming school environment where students feel safe.

GOAL 2 (Reducing specific, identified gaps): Students who enter the school year after Hex 1 will be enrolled in a class focused on SEL and/or culture building during their first hex to increase their engagement with other students.

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 <i>FORMATIVE</i> or <i>SUMMATIVE</i> evidence will be gathered to show this activity is making a difference in student outcomes
Host community days during advisory.	All year	Home room teachers	N/A	Attendance records for community day. June 2024
Monthly Game night	November- June	ASB advisor	N/A	Game night attendance and feedback June 2024
Teach SEL class	Hex 1, Hex 4, Hex 6	Teachers	N/A	Course Feedback April 2024 June 2024
Orientation for students	All Students hex 1, New students: Hex 2-6	Counselor and homeroom teacher	n/a	Orientation numbers June 2024

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Inquiry process	All year	Counselor	n/a	Inquiry form data June 2024
Scheduling for success	All year	Homeroom teacher	n/a	Powerschool data February 2024 June 2024
Monday Funday and other school activities (games club, anime, etc.)	All year	Club advisor	N/A	event/club attendance June 2024
Clothing Closet	September, and during Spring conference week	ASB advisor	n/a	Closet inventory
Daily Check-ins from homeroom teachers	all year	Homeroom teachers	n/a	homeroom attendance February 2024
February Review				
May Review				