



3-5 Year Plan

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Ensuring Equity in Learning, Opportunities and Discipline

Jeremy Monroe,
Director of Achievement and Innovation

David McVicker, Superintendent

Central Kitsap School District
June 2017

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1 Ensuring Equity in Learning, Opportunities and Discipline

In the 2015-2016 school year, Central Kitsap School District (CKSD) created a strategic plan that included the objectives of *All Students Engaged and Learning* and *Promoting Academic Success for All Students*. During the development of this strategic plan it was apparent that CKSD had significant and persistent disparities in the achievement and performance of various student groups.

The Superintendent and the School Board expressed a commitment and desire to see all students graduating on-time from high school ready for career and college. As a result, they set a joint Superintendent-School Board goal for the 2016-2017 school year of publishing a plan to ensure equity in learning, opportunities and discipline by June 1, 2017.

1.1 Background

The Educational Opportunity Gap Oversight and Accountability Committee stated in their 2015 annual report, “Closing the opportunity gap...is a moral imperative and a civil rights obligation. The opportunity gap in Washington state is persistent, pervasive, and unacceptable.” The opportunity gap has often been referred to as the “achievement gap.” Opportunity gaps and achievement gaps are not synonymous terms. Achievement gaps are the symptoms of a public school system that consistently provides different and unequal educational opportunities to students. The term “opportunity gap” acknowledges there are still structural issues within educational institutions, disparate educational opportunities and different treatment experienced by students (EOGOAC Annual Report, 2015). It will come as no surprise there is persistent disparity in student outcomes amongst groups of students at the national, state and local levels (see Appendix). Although the gaps have generally narrowed in recent years (a national trend) there are clearly still large differences.

Subgroup #1	3rd ELA	3rd Math	5th ELA	5th Math	8th ELA	8th Math	Subgroup #2
White/Asian/Multi	14.7%	21.9%	16.5%	14.4%	16.2%	18.4%	Native Am./Black/ Hispanic/Pac Islnd
Female	11.1%		17.0%		7.6%		Male
Not FRL	18.1%	25.0%	20.9%	20.5%	21.6%	29.6%	FRL
Not ELL	11.0%	4.1%	42.2%	32.4%	6.9%	5.9%	ELL
Gen ED	47.0%	41.7%	44.4%	39.2%	56.4%	44.2%	SPED

The table above provides a small picture into the CKSD achievement gap using 2015-2016 state testing scores. The percentage reflects how many more students were at, or above, grade level in subgroup #1 compared to their corresponding subgroup #2 on the right. (Example: 11.1% more female students were at, or above, grade level in 3rd-grade ELA state testing.)

It is important to preface this report by acknowledging the complexity of this work. There is no magic bullet to closing achievement and opportunity gaps. There are no simple fixes. Additionally, as schools and districts consider data and analytical tools, the individual stories of students and families must not get lost in the ocean of test scores and assessment data. It is in knowing our students, and their trials and successes in our educational system, that we will truly improve.

1.2 2016-2017: Strategic Planning

The 2016-2017 school year was identified by the CKSD Superintendent and the School Board as a year to strategically plan for and develop a plan to ensure equity in learning, opportunities and discipline. The following summarizes the work that has occurred towards this goal.

1.2.1 July 2016

CKSD sent a team of five administrators to a summer institute at the Graduate School of Education at Harvard University. The week-long institute was titled: “Closing the Achievement Gap: Strategies for Excellence with Equity.” It focused on contemporary frameworks used to understand instructional quality, student engagement, youth development, parenting and leadership in racially diverse communities.

1.2.2 October 2016

The CKSD Superintendent and School Board conducted a study session titled: “Increasing student achievement for all students and eliminating opportunity and achievement gaps.” The session included: analysis of national and local achievement trends, developing a clear vision, aligning people and resources, creating three to five year plans, and an introduction to how other school districts are addressing this issue, including the identification of the following best practice, high-yield areas:

- Parenting
- Youth Culture
- Community Supports
- Family Engagement
- Pathways
- Improving Instruction
- Ages 3-5
- Increased Options
- More Time
- Non-Academic and Behavior
- Mentors
- Professional Learning
- Cultural Competence

1.2.3 November 2016

A presentation similar to the October study session was given to the CKSD Instructional Leadership team. These administrators were surveyed to identify which of the best practice areas they would like CKSD to increase its focus. The greatest areas of response included: Non-Academic and Behavior, Family Engagement, and Professional Learning Opportunities for staff and leaders.

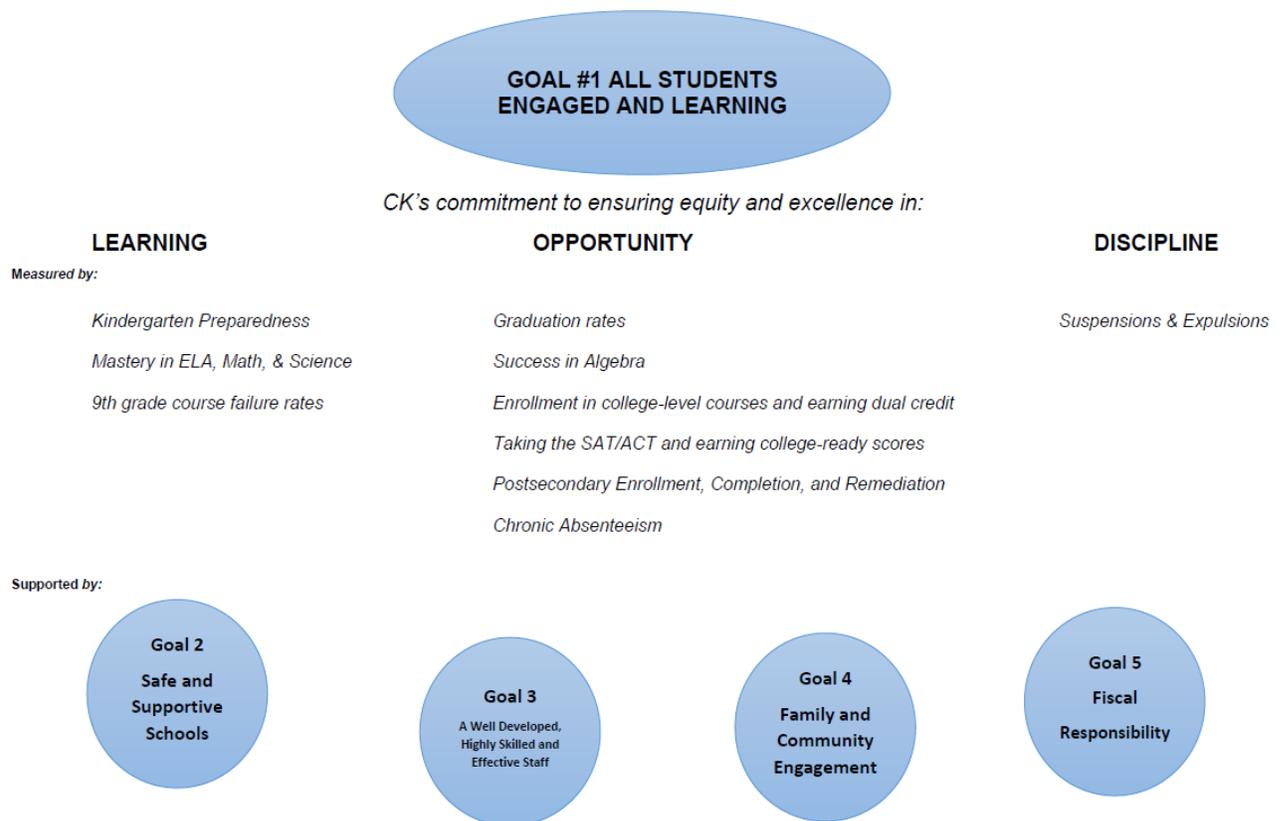
The Superintendent and School Board conducted a Board retreat in Spokane. An agenda item was to review the material from the October study session and further discuss the best practice, high yield areas. Improving Instruction and Non-academic and Behavior supports were two areas of great interest for Board members.

1.2.4 January and February 2017

The Superintendent and School Board conducted three study sessions with the purpose of identifying common priorities within the strategic plan amongst the School Board and the Superintendent’s Cabinet. On January 11, the focus was on the strategic work within goal #1: All Students Engaged and Learning. On January 25, the group considered the strategic work within goal #4: Family and Community Engagement. And on February 8, the session covered the strategic work within goals #2: Safe and Supportive Schools, #3: A Well Developed, Highly Skilled and Effective Staff, and #5: Fiscal Responsibility.

1.2.5 March 2017

The Superintendent and School Board conducted a study session on March 8 titled: “Ensuring Equity in Learning, Opportunities and Discipline Update.” The session included reviewing district achievement trends and the commitment to a vision that included high expectations for all students. The graphic below was created with the intention of synthesizing the work to date and incorporate: 1) CKSD’s strategic plan 2) CKSD’s commitment to ensuring equity and 3) CKSD’s performance indicators. This graphic was reviewed and discussed.





The study session participants also categorized CKSD's current work and strategic work into the above best practice areas. After completing the activity, participants conducted a needs assessment. The assessment considered the following questions:

- What best practice areas have a lot of existing work?
- What best practice areas have a lot of planned work?
- What best practice areas need our attention?

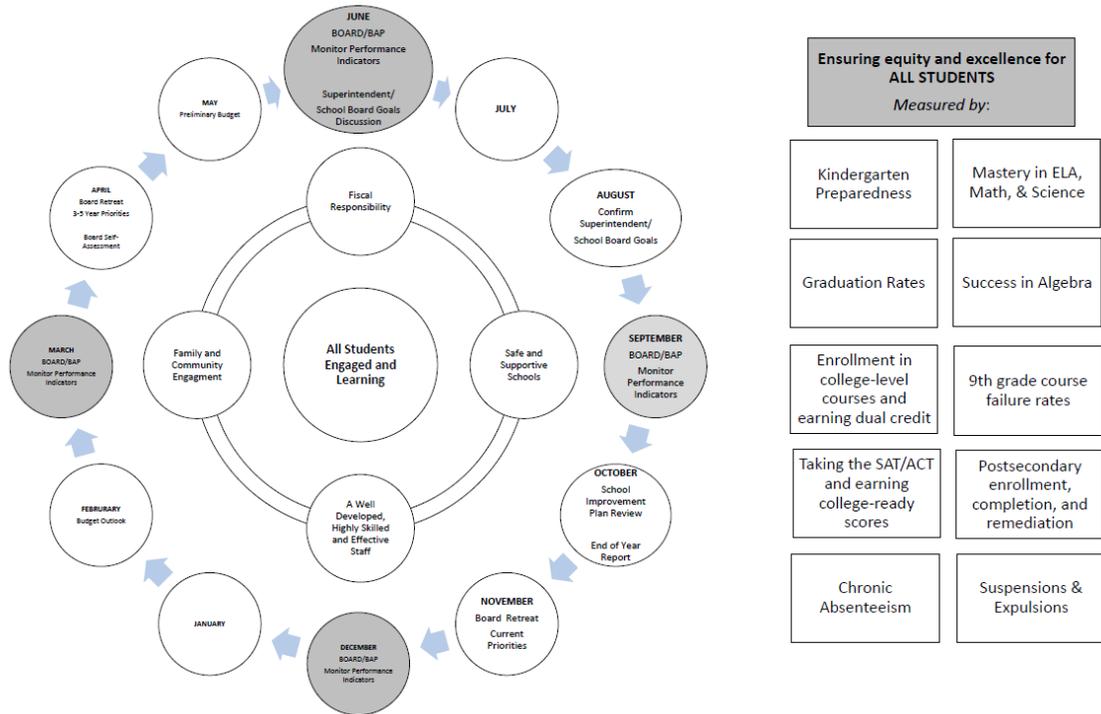
The results, after combining each of the five groups assessment were:

Areas with lots of existing work	Areas with lots of planned work	Areas that needs our attention
Professional Learning	Improving Instruction	Cultural Competency
Non-Academic and Behavior	Pathways	Parenting
Youth Culture	Family Engagement	Ages 3-5
Mentors		Community Supports
Increased Options		
More Time		

This analysis is very helpful as we plan forward and identify both short- and long-term priorities, and intentionally invest in best practices that are good for ALL kids. The study session members also acknowledged just because there was an area with lots of existing or planned work, it did not necessarily equate to improving student outcomes.

1.2.6 April 2017

The Superintendent and School Board conducted a Board retreat on April 14. The agenda included discussing the ongoing strategic planning process for the School Board and Superintendent, the key initiatives for the next three to five years, and the district’s current priorities for the next few school years (see graphics below and appendix).



Ensuring equity and excellence for ALL STUDENTS	
Measured by:	
Kindergarten Preparedness	Mastery in ELA, Math, & Science
Graduation Rates	Success in Algebra
Enrollment in college-level courses and earning dual credit	9th grade course failure rates
Taking the SAT/ACT and earning college-ready scores	Postsecondary enrollment, completion, and remediation
Chronic Absenteeism	Suspensions & Expulsions

3-5 year planning: Key Initiatives and Strategic Planning

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students Engaged and Learning (Goal 1)	Increase Reading Achievement	Increase Reading Achievement	Increase Reading Achievement	Increase Reading Achievement	Increase Reading Achievement	Increase Reading Achievement
	Increase Student Engagement	K-8 Math	K-8 Math	K-8 Math		
	Future Ready	Future Ready	Cultural Competency	Cultural Competency	Cultural Competency	
	Ensuring Equity in Learning, Opportunity, and Discipline	Cultural Competency	Sound grading practices	Sound grading practices	Sound grading practices	
		Sound grading practices				
		K-8 Math				
Supported by Goals 2-5	Phase 1 and Phase 2 Capital Projects	Student and Staff Safety	Student and Staff Safety	Student and Staff Safety		
	Process Improvement	Process Improvement	Process Improvement			
	Student and Staff Safety	Phase 2 Capital Projects	Phase 2 Capital Projects			
	Quality Service	Quality Service	Quality Service	Quality Service		
		School start/end times	School start/end times			

Key Initiative
Strategic Planning

Current Priorities

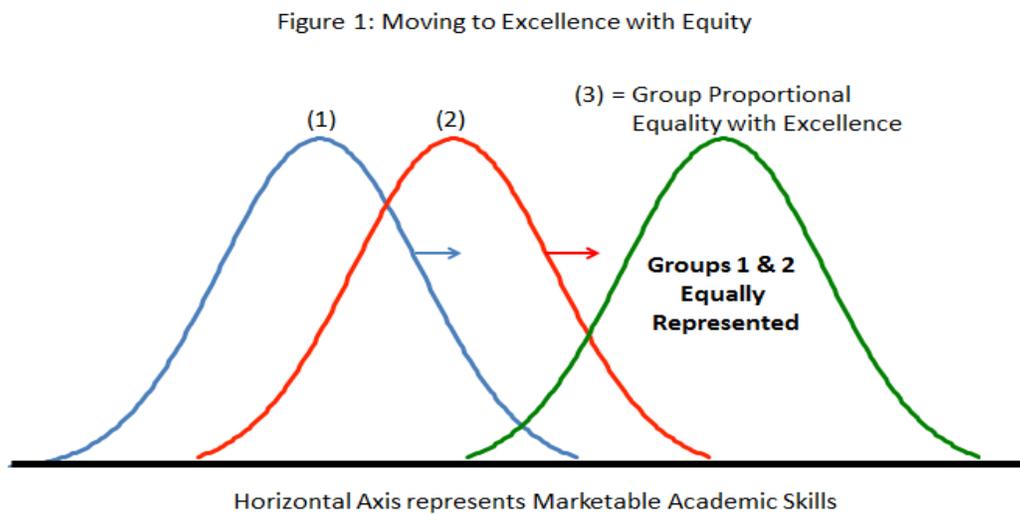
	2016-2017	2017-2018	2018-2019
All Students Engaged and Learning (Goal 1)	4-12 students in extracurricular	4-12 students in extracurricular	Expand programs designed to build character and empathy
	Implement MS model	Implement MS model	Implement MS model
	CVT online learning modules	9 th grade success	9 th grade success
	Ready! for K	Ready! for K	SAT for All
	PBIS	PBIS	Expand opportunities to positively acknowledge students
	Implement AVID	Research school of choice options	Implement school of choice options
	Explore flexible credit earning opportunities	Pilot online programs at all high schools	Pilot online opportunities at all middle schools
	Build curriculum to satisfy Next Gen science standards	Build internship opportunities	Build internship opportunities
	Design new choice school Barker Creek Community School	Open Barker Creek Community School	
	Develop pathways for HS students	Expand CTE certifications	Expand CTE certifications
	PSAT for 9 th graders	Provide field trips for all elementary students	Provide field trips for all elementary students
	Implement student-to-student transition programs	Develop student goal setting frameworks	Implement student goal setting frameworks
	Implement Digital Citizenship	Implement technology use and social media policies	
	Increase student-led conferences at the elementary level	Increase student-led conferences at the elementary level	

1.3 A Clear and Compelling Vision: Raising the Bar and Closing Gaps

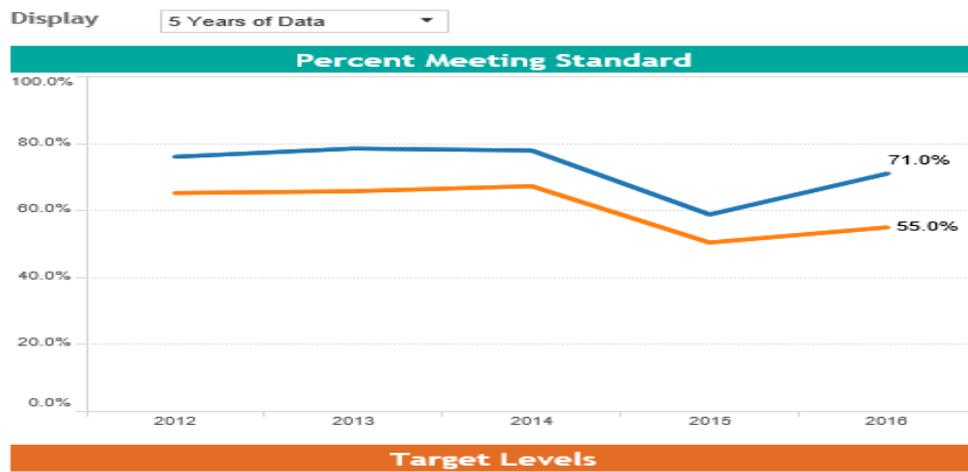
As a result of the strategic work in 2016-2017, the CKSD Superintendent and School Board have made a commitment:

- To high expectations for ALL students and eliminating persistent disparities in the achievement and performance among student subgroups
- To equity in discipline, learning and opportunities
- That income, zip code, race and language will not be the greatest predictors of student success

Figure 1, from the Achievement Gap Institute at Harvard, summarizes this vision graphically. The green line reflects the elimination of student disproportionality and at the same time increasing student outcomes.



An important element of this vision is the emphasis on ALL students. The graph below tells a story of CKSD's historically *highest performing students* not making gains in both reading and math achievement over the past five school years.



State testing scores of White, Asian, and students that identify as 2 or more races. The orange line is the percentage of these students at, or above, grade level in Math. The blue line is the percentage of these students at, or above, grade level in Reading/English Language Arts.

The CKSD Superintendent and School Board believe to begin realizing this vision, it will take a movement aimed to enrich learning and developmental experiences for all children, across all the places and spaces where children learn and develop. It will require a comprehensive, county-wide effort which is collaborative in nature, involves all stakeholders, and is focused on implementing and growing the work in areas that have been identified as best practice, high-yield areas by researchers and school districts across the country. It is not work that can be accomplished in isolation.

1.4 Raising the Bar and Closing the Gap: Best Practices That Will Guide Our Work



From March, 2017 CKSD School Board Study Session

The Harvard Achievement Gap Institute has surveyed over six hundred school districts across the United States, from 2011-2016, inquiring as to why their plans to close the achievement gap have failed. The following is a summary of their findings:

1.4.1 Why Plans Fail

- People feel overwhelmed by the complexity of the issue
- School administrators try and change too many things at once
- We start things but do not monitor progress
- People do not agree on what needs to be done
- Interpersonal conflicts get in the way of the work
- Parents have not been invited to be partners
- Teachers do not believe students are able
- Too little time / too little money

The CKSD Superintendent and School Board reviewed these findings in their October study session. This research supports the district's desire to focus on the following thirteen areas identified as best practice, high-yield areas by researchers and school districts across the country. The survey results highlight the importance of CKSD staying committed to growing and improving the work in these areas, along with ensuring we are continually monitoring progress. It is imperative that we intentionally invest in best practices that are good for ALL kids.

1.4.2 Thirteen High-Yield Areas

- Improving Instruction: Ensuring all students experience great teaching and learning
- Family Engagement: Creating effective home and school partnerships for student success
- Community Supports: Partner with community-based organizations to ensure student success
- Professional Learning: Providing high quality professional development and opportunities for collaboration
- Cultural Competence: Promote respect and responsiveness to all students and families
- Ages 3-5: Expand access to high-quality early childhood education
- Non-Academic and Behavior: Promote social and emotional learning. Engage in deliberate efforts to create positive school climate
- Youth Culture: Providing youth with knowledge, skills and mindsets that help them navigate the journey from adolescence to adulthood
- Mentors: Provide mentoring relationships for new teachers and new leaders
- Increased Options: Increasing learning options that develop students' unique talents, interests and abilities. Policies that promote equitable access to high quality curriculum and programs
- Parenting: Teaching early childhood parenting and caregiving best practices (birth to 3)
- More time: Increase and enhance learning time during the school year and summer
- Pathways: Providing pathways for Career and College Readiness

1.4.3 Performance Indicators

The CKSD Superintendent and School Board have identified the following measures as indicators of our performance in ensuring equity in learning, opportunities and discipline:

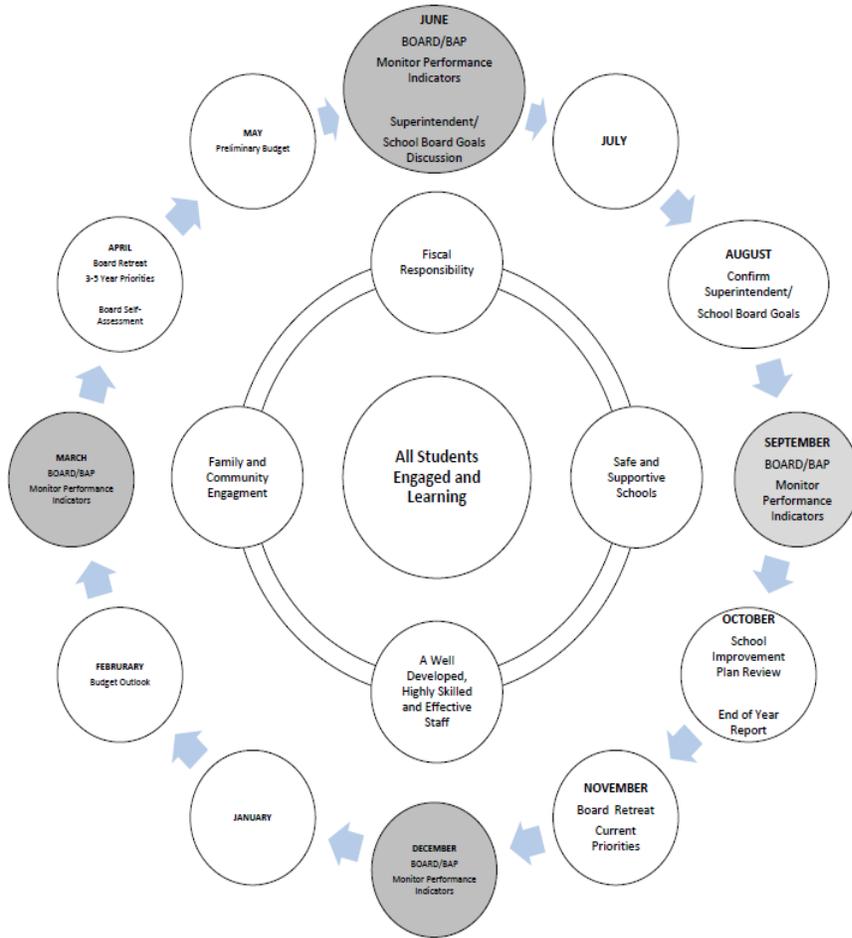
- Kindergarten Preparedness:
 - Enter kindergarten with expected skills in all six areas identified by the Washington Kindergarten Inventory of Developing Skills (WaKids).
- Mastery in ELA, Math, and Science:
 - Meet standard in grades 3, 8, and 11 statewide English language arts (ELA) and math assessments and the 8th-grade statewide science assessment.
- Graduation Rates:
 - Four- and five-year high school graduation rates.
- Success in Algebra:
 - Earn high school credit in Algebra by the end of 8th or 9th grade.
- Dual Credit Programs:
 - Enrollment in college-level courses and earn dual credit.
- 9th Grade Course Failure:
 - ELA, math, and science course failure rates in 9th grade.
- SAT and ACT:
 - Take the SAT and ACT and earn college-ready scores.
- Postsecondary Enrollment, Completion, and Remediation:
 - Enrollment and completion rates and remediation rates in post-secondary training and education.
- Chronic Absenteeism:
 - The number of students that miss 18 or more full days of school for any reason, excused or unexcused.
- Discipline:
 - The number of suspensions and expulsions.

Each performance indicator will be reported by each (sub)group currently used in our state for federal accountability: All Students, American Indian/Alaskan Native, Asian, Black, Hispanic, Pacific Islander, White, Two or More Races, English Language Learner (Current ELL), Special Education, and Low Income.

The district will analyze the disaggregated data of the targeted subgroups, which includes all subgroups with the exception of White, Asian, and Two or More Races. The state-wide and district performance of the White, Asian, and Two or More Races subgroups consistently matched or exceeded the All Students group; therefore, they were not included as targeted subgroups.

The graphic below summarizes the Superintendent and School Board's commitment to review and analyze our performance in an on-going process during each school year.

Central Kitsap School District
Ensuring Equity in Learning, Opportunities and Discipline



Ensuring equity and excellence for ALL STUDENTS
Measured by:

Kindergarten Preparedness	Mastery in ELA, Math, & Science
Graduation Rates	Success in Algebra
Enrollment in college-level courses and earning dual credit	9th grade course failure rates
Taking the SAT/ACT and earning college-ready scores	Postsecondary enrollment, completion, and remediation
Chronic Absenteeism	Suspensions & Expulsions

CKSD Superintendent and School Board Strategic Planning Process, developed in April 2017

1.5 The Way Ahead

The CKSD Superintendent and School Board have identified the following as work to be completed in 2017-2018:

- Create a comprehensive 3- to 5-year plan that builds the capacity of staff in promoting respect and responsiveness to all students and families. Identify effective methods and key strategies for building cultural competency in CKSD. Begin implementation in 2018-19 school year.
- Develop and implement School Board policy and procedures ensuring educational and racial equity.
- Re-design the school improvement process. Shift the focus from the plan to an on-going, continuous improvement cycle.
- Re-design leadership instructional rounds. Create principal professional learning teams, and provide a structure which enables leaders to monitor and receive feedback on high leverage instructional priorities that need to occur in all classrooms.
- Expand the Ready for K! program to include classes for 1-2 year olds.
- Initial planning and development of programs to increase access to high-quality early childhood education (3-5 year olds) and teach early childhood parenting and caregiving best practices (birth to 3). Begin implementation in 2018-19 school year.
- Implement sound grading practices. Provide training and professional development in the application of best practices for the assessment of student learning, grading and reporting. Update corresponding school board policies and procedures.
- Expand partnerships with community-based organizations to ensure student success.

In addition to this work, it will be important for the district to continue to assess progress in the thirteen high-yield areas and monitor disaggregated data of the district performance indicators on a quarterly basis with the School Board and the Board Advisory Panel. This ongoing cycle (*CKSD Superintendent and School Board Strategic Planning Process*) will guide our work as we create long-range plans for 2018 and beyond, and assist us to intentionally, and equitably invest in best practices that are good for ALL kids.

1.6 Conclusion

Ensuring equity in learning, opportunities and discipline is not only a massive undertaking, it is an urgent priority. As previously stated, reducing and eliminating both opportunity and achievement gaps is complex work with no simple fixes. The CKSD Superintendent and School Board recognize that we will not fix what we will not recognize. Meaningful, ongoing discussions focused on acknowledging and understanding these complex issues are required, and then collaboratively working together toward improved student outcomes. CKSD is committed to modeling and fostering a culture that encourages openness in sharing feelings and the multiple perspectives that each person brings to the table.

It is imperative that we identify and dismantle pervasive and persistent systemic barriers that perpetuate student inequities. We must be ready and willing to engage in difficult areas of discourse to address impediments. Ensuring students and schools are being treated equitably with differentiated supports will make it possible for all students to reach our high expectations.

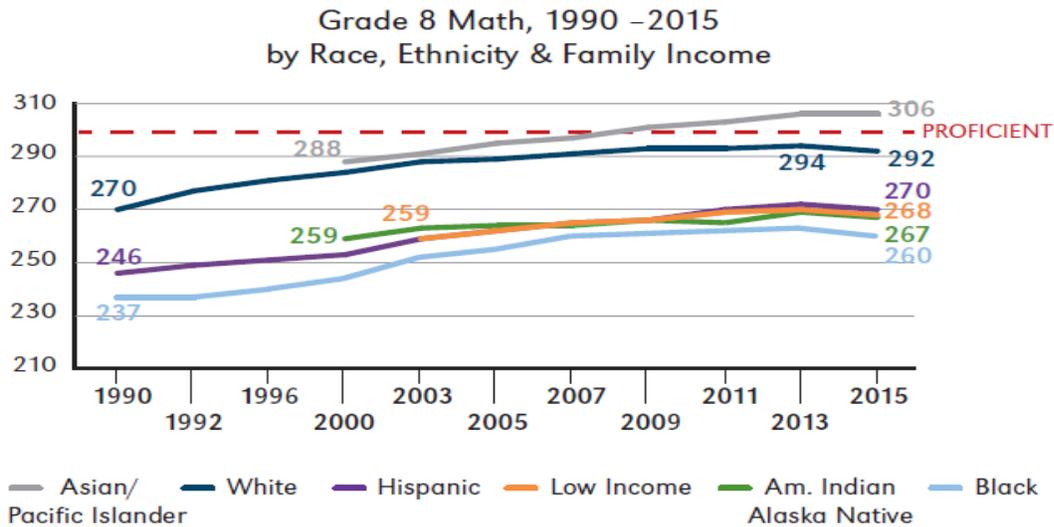
Achievement and opportunity gaps can and have been closed through careful analysis of disaggregated student data, targeted strategies to provide equal opportunities to all students and meaningful partnerships with communities and families (EOGOAC Annual Report, 2015).

2 Appendices

Appendix A

National Achievement Gap Trends

CHART 1: Achievement gaps between student groups have narrowed slightly but still remain wide.



SOURCE: NCES, 2015

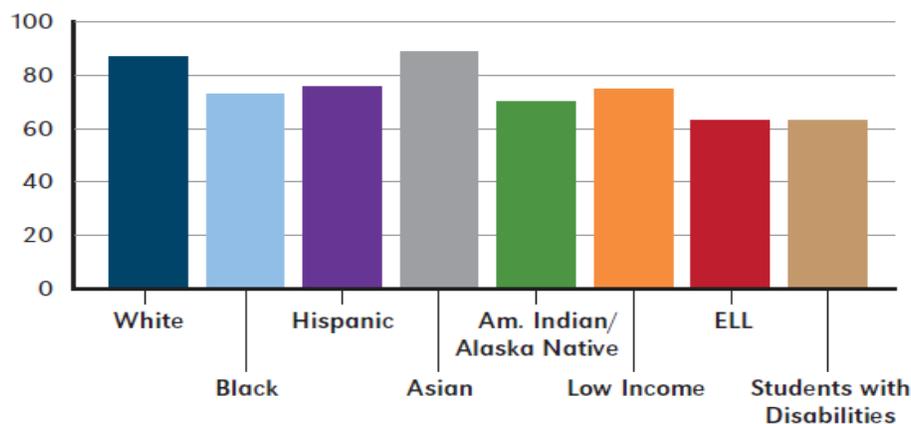
Appendix B

National High School Graduation Rates

National achievement gap trend

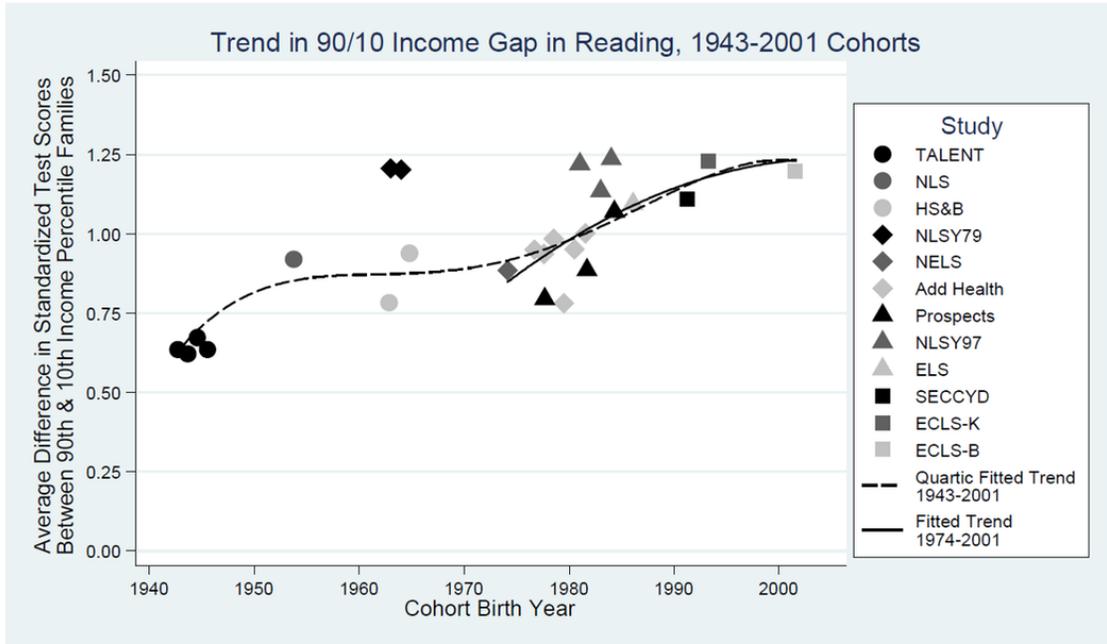
CHART 2: All time high graduation rates still show gaps.

On Time Graduation Rates from
Public High Schools 2013-14



SOURCE: NCES, 2014

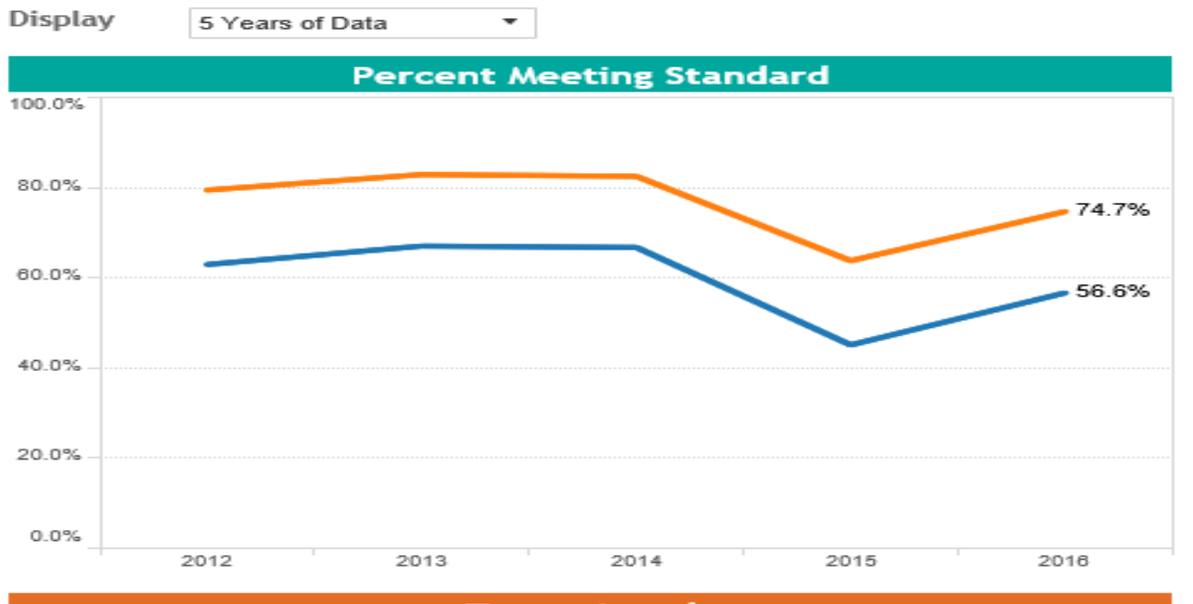
Appendix C
National Achievement Gap Trend by Income



Source: Author's compilation based on data from Project Talent (Flanagan et al. n.d.); NLS, HS&B, NELS, ELS, ECLS-K, ECLS-B (U.S. Department of Education, Center for Education Statistics 1999, 2000, 2001, 2004, 2009, 2010); Prospects (U.S. Department of Education 1995); NLSY79, NLSY97 (U.S. Bureau of Labor Statistics 1980, 1999); SECCYD (National Institute of Child Health and Human Development 2010); and Add Health (Harris 2009, reading only).

Figure 5.1 © 2011 Russell Sage Foundation. www.russellsage.org/publications/whither-opportunity.

Appendix D
CKSD Achievement Gap Trend



CKSD achievement gap trend. State testing scores of students at, or above, grade level, in ELA, for all grades. The blue line is free and reduced lunch students, and the orange line is non-free and reduced lunch students.

Appendix E
CKSD 3-5 Year Planning Document

3-5 year planning: Key Initiatives and Strategic Planning

All Students Engaged and Learning (Goal 1)	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	Increase Reading Achievement Increase Student Engagement Future Ready Ensuring Equity in Learning, Opportunity, and Discipline	Increase Reading Achievement K-8 Math Future Ready Cultural Competency Sound grading practices	Increase Reading Achievement K-8 Math Cultural Competency Sound grading practices	Increase Reading Achievement K-8 Math Cultural Competency Sound grading practices	Increase Reading Achievement K-8 Math Cultural Competency Sound grading practices	Increase Reading Achievement Cultural Competency Sound grading practices
Supported by Goals 2-5	K-8 Math Phase 1 and Phase 2 Capital Projects Process Improvement Student and Staff Safety Quality Service	Student and Staff Safety Process Improvement Phase 2 Capital Projects Quality Service School start/end times	Student and Staff Safety Process Improvement Phase 2 Capital Projects Quality Service School start/end times	Student and Staff Safety Quality Service	Student and Staff Safety Quality Service	

Key Initiative
Strategic Planning

Current Priorities

All Students Engaged and Learning (Goal 1)	2016-2017	2017-2018	2018-2019
	4-12 students in extra-curricular Implement MS model CVT online learning modules Ready! for K PBIS Implement AVTD Explore flexible credit earning opportunities Build curriculum to satisfy Next Gen science standards Design new choice school Barker Creek Community School Develop pathways for HS students PSAI for 9 th graders Implement student-to-student transition programs Implement Digital Citizenship	4-12 students in extra-curricular Implement MS model 9 th grade success Ready! for K PBIS Research school of choice options Pilot online programs at all high schools Build Internship opportunities Open Barker Creek Community School Expand CTE certifications Provide field trips for all elementary students Develop student goal setting frameworks Implement technology use and social media policies Increase student-led conferences at the elementary level	4-12 students in extra-curricular Implement MS model 9 th grade success Ready! for K PBIS Research school of choice options Pilot online programs at all high schools Build Internship opportunities Open Barker Creek Community School Expand CTE certifications Provide field trips for all elementary students Develop student goal setting frameworks Implement technology use and social media policies Increase student-led conferences at the elementary level



K-8 Math

Jeni Zapatka,
Director of Curriculum and Instruction

David McVicker, Superintendent

Central Kitsap School District
June 2017

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1 K-8 Math

1.1 Introduction

The current K-8 math program was approved prior to the adoption of Washington State Learning Standards for Math (WSLS-Math). There is a lack of coherence between the K-5 and 6-8 adoptions. At the elementary level, we currently have one formally adopted elementary program, and many teachers are using a free online program that has not been adopted by the district. The middle school math program requires teachers to supplement and creatively find ways to instruct to the domains and clusters of the WSLS-Math and lacks a strong aligned program for the Tier 2 intervention students. Our student performance data has been stagnant between 50% - 60% as evidenced on state's Smarter Balanced Assessment (SBA) We needed to analyze and adopt an aligned math curriculum with a robust professional development package to support staff in understanding how to conceptually teach mathematics.

In March 2016 Patricia Herzig was asked to conduct a K-8 math analysis. The purpose of this math analysis was to provide the findings of how the district's practices and structures are working to improve instruction and learning in K – 8 mathematics.

The main criteria for this math analysis focused on:

- Curriculum and Instruction
- Math Intervention
- Assessment and Data
- Classroom Environment and Culture

The information that was collected:

- 1) interviews and surveys with CKSD teachers and administrators;
- 2) math data provided by the central office;
- 3) classroom observations at four middle schools and five elementary schools.

Based on the findings we identified the need for K-8 curriculum and support for engaging math instruction in elementary and middle schools across CKSD. (*Appendix A*)

1.2 2016-2017: Strategic Planning

Goal 1 of the Strategic Plan calls for the implementation of newly adopted curriculum on a District-wide basis and provide program with a strong vertical K-8 articulation. This articulation and delivery needs to be supported by a strong professional component for all instructional staff. This professional development provides for job-embedded coaching, peer to peer support, and eventually leads to studio classrooms for staff to observe high quality instruction.

1.3 Supporting Data

While conducting a formal review of the K-8 math programs being used in CKSD, Pat Herzig completed classroom observations, interviews with staff and reviewed the following data.

- MSP to SBA Flat Math data (5-year math scores K-8)
- STAR data
- % of 9th graders success completed Algebra 1

The data will be the measures monitored to identify student growth. We can use SBA data to measure year-to-year growth. Staff in grades 1-8 have access to STAR data to identify student growth as the year progresses. The percentage of students passing Algebra by the end of 9th grade is a key indicator for college and career readiness, as noted and measured by OSPI.

1.4 Planning Process and Input

Both the elementary team and middle school team were comprised of math teachers from each building. Elementary buildings had a primary representative and an intermediate representative. Math Standards, Domains and Clusters progression were analyzed for each grade level prior to reviewing any possible programs: vertical and horizontal articulation were included in the analysis. The teams researched several curriculums and narrowed to top contenders based on the Instructional Materials Evaluation Tool (IMET) rubric. The IMET is a tool within the Materials Alignment Toolkit, developed in partnership with Achieve the Core, the Council of Chief State School Officers (CCSSO) and the Council of Great City Schools (CGCS). The top companies presented curriculums to the teams. After presentations from the publishers, the teams narrowed the options to two and invited staff and parents to an evening presentation overview of the curriculums. The Middle School team recommended Pearson’s enVision 2.0 (2017) based on compilation of all stakeholders, input from parents, staff, administration and math adoption team. The elementary adoption team recommended McGraw-Hill MyMath (2018).

Year 1	<p>The support of a math coach teachers will:</p> <ul style="list-style-type: none"> ● Provided with a program overview (June 2017) ● Participate in program training in August 2017 ● Guide staff through three grade level release days for planning ● Modeling of a lesson by the instructional coach ● Co-teaching of lesson using the new program ● Identification of common quarterly assessments K-8 ● Training for effective Tier 2 support ● Review current Tier 2 support methods
Year 2	<p>The support of a math coach teachers will:</p> <ul style="list-style-type: none"> ● Guide staff through two days of grade level release for planning ● Use common assessments ● Modeling of a lesson by the instructional coach ● Co-teaching of lesson using the new program

Year 3	<p>The support of a math coach teachers will:</p> <ul style="list-style-type: none"> ● Guide staff with one day of grade level release for planning and program implementation and assessment calibration. ● Use common assessments ● Modeling of a lesson by the instructional coach ● Co-teaching of lesson using the new program
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1.5 Measures of Success

The Superintendent/Board goals for the 2016-17 school year include an overall goal of *All Students Engaged and Learning*. Specifically, having 95% of students meeting the standard in math by 2021. Using baseline data from 2015-16, specific grade levels growth to meet the goal is noted in the chart below.

	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
3rd SBA	65%		72.5%	80%	87.5%	95%
4th SBA	56%		65.75%	75.5%	85.25%	95%
5th SBA	54%		64.25%	74.5%	84.75%	95%
6th SBA	54%		64.25%	74.5%	84.75%	95%
7th SBA	54%		64.25%	74.5%	84.75%	95%
8th SBA	58%		67.25%	76.5%	85.75%	95%

- Growth on STAR assessment
- Increase in students reaching standard on spring SBA
- Increase in % of students passing Algebra 1 by the end of 9th grade

	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
9th graders completed Algebra 1	80.6%		84.2%	87.8%	91.4%	95%

**Algebra numbers do not include students who receive special education services for mathematics.*

1.6 Resources Needed and Required

- K-5 Core Program (McGraw-Hill MyMath 2018)
 - Tiered Intervention support that supplements/supports Core program (McGraw-Hill MyMath 2018 and McGraw-Hill Connecting Math Concepts)
- 6-8 Core Program (Pearson’s enVision 2.0 (2017))
 - Tier 2 Math intervention support that is aligned to the Core program
 - Professional Development for Tier 2 teachers (Pearson’s enVision 2.0)
 - Analyze and adjust Tier 2 programs as 2016-17 and 2017-18 data indicates
- Continue support for Core Replacement (Tier 3 Fall 2016) for 6-8 students below level grade level (Math Essentials and Essentials of Algebra)
- K-8 Math Specialist
 - Job embedded Coach
- Year 2 of adoption. Elementary Math Teacher Leaders at each building
 - 1 primary; 1 intermediate

funding from current Curriculum and Instruction budgets

	2016-17	2017-18	2018-19	2019-20	2020-21
K-5 Math Program	\$810,000				
6-8 Math Program		\$340,000			
9-12 Math Program			\$450,000		
K-12 Math Specialist	\$45,000	\$110,000	\$110,000	\$110,000	\$110,000
Professional Development*	\$25,000	\$150,000	\$80,000	\$60,000	\$10,000
Yearly Total	\$880,000	\$570,000	\$640,000	\$170,000	\$120,000

** release time equivalent to 3 days the first year of implementation, two days the second year, and 1 day the third year. Release time will be for program training, curriculum alignment and calibration of assessment and instruction.*

2 Appendices

APPENDIX A

Central Kitsap School District K – 8, Math Analysis Findings and Recommendations

Patricia Herzig, Math Consultant

March, 2016

INTRODUCTION

The purpose of this math analysis is to provide a report of findings of how the district's practices and structures are working to improve instruction and learning in K – 8 mathematics.

To accomplish this I sought to observe and document the quality of curriculum and instruction that CKSD provides K – 8 students in mathematics.

The main criteria for this math analysis focused on:

- Curriculum and Instruction
- Math Intervention
- Assessment and Data
- Classroom Environment and Culture

Three types of information were collected: 1) interviews and surveys with CKSD teachers and administrators; 2) math data provided by the central office; 3) classroom observations at four middle schools and five elementary schools.

The following are the findings and recommendations from a five day site visit during the week of March 7 – 11, 2016.

FINDINGS

CURRICULUM AND INSTRUCTION

Curriculum:

- There are currently two programs being used in the elementary schools. One is “Math Connects” which was adopted by the district in 2009, and the other is Engage NY. Teachers were given permission by the school district to use “Engage NY” as it is better aligned to the Math Common Core State Standards. Teachers and district administrators have worked diligently to supplement “Math Connects” and provide a pacing guide and other resources for teachers to use, however, in my observations I did not see total fidelity in the use of the pacing guide or the resources.

In the five schools observed, some were all “Engage NY” and some were a mix of “Engage NY” and “Math Connects” depending on the grade level. Within a school, grade levels were consistent with a

program. Teachers using “Engage NY” liked it and thought that it taught math at a deeper level, but they said it was difficult for them to learn to use it. The teachers using “Math Connects” didn't think that it aligned well with the CCSS, and it had to be supplemented much to often. “Engage NY” represents a different line of pedagogy and this could be why it is difficult for teachers to use as they were not provided much if any training.

I did not see a district uniform fact or computational fluency program in use with data collection by teachers and students. There were pockets of fluency instruction with assessment in some of the elementary schools.

- The program being used in the middle schools is “Holt Mathematics,” 2010 edition. The teachers like “Holt,” but think the 2010 edition does not align well with the CCSS. They do have a pacing guide and supplementals, but I did not observe them being consistently implemented. During the interviews it was found that many teachers or grade levels in different schools use different resources to teach specific concepts in an effective way, however there is no consistency across the district.

I did not see a district uniform fact or computational fluency program in use with data collection used by teachers and students.

CURRICULUM RECOMMENDATIONS

1. Start a K-8 math adoption process NOW with the goal of making a decision by March, 2017, with implementation of the new program taking place in the fall of 2017. This will give plenty of time for staff development.
2. Look at programs that are at least a 2015 edition, preferably 2016.
3. Choose a text that is conducive to student engagement and the eight math practices embedded into the instruction.
4. Implement a district-wide fact/computational fluency program for K-6 with the goal of fact and computational fluency by the end of 6th grade.

Instruction:

The following are the results of my observations at both the middle schools and the elementary schools. The criteria that I used was the CEL 5D Teachers Evaluation Rubric as determined by the state of Washington. I will be making general observations and separating elementary instruction and middle school instruction. (See attached CEL 5D Rubric for further information)

NOTE - I was not in classes in most cases for a full period so I might have missed a certain aspect of a lesson. Also, I did observe some classrooms that had excellent instruction.

Criterion	Elementary Schools	Middle Schools
#1 – Centering instruction on high expectations for student achievement.	The lessons observed were based on grade level standards. I observed learning targets in most classrooms. I did observe some high cognitive demand, and saw a limited amount of discussion in	The lessons observed were based on grade level standards. I observed learning targets in most but not all classrooms. I did observe some high cognitive demand. There was little

	some classrooms.	discussion in a few classrooms.
#2 – Demonstrating effective teaching practices.	Teachers occasionally asked questions. There was more student engagement in most of the elementary classrooms than there was in the middle school. I did not observe much gradual release leading to independent practice, but that could be that I wasn't in classes when this was done.	Teachers occasionally asked questions, but I observed no choral or partner response. Teachers were working hard, but classes were traditional and very teacher centered with little student engagement. I did not observe gradual release before individual practice.
#3 – Recognizing individual student learning needs and developing strategies to address those needs.	Teachers occasionally used strategies that differentiate for individual learning. I observed some checking for understanding in some math classes.	Teachers rarely used strategies to differentiate for individual learning strengths and needs. I did not observe checking for understanding except asking the question, “Does anyone have any questions?”
#4 – Providing clear and intentional focus on subject matter content and curriculum.	Instructional materials almost always aligned with the purpose of the lesson. Teachers exhibited confidence in the content they were teaching, and demonstrated knowledge of how concepts build on one another. I did not observe student misconceptions being addressed.	Instructional materials almost always aligned with the purpose of the lesson. Teachers exhibited confidence in the content they were teaching, and demonstrated knowledge of how concepts build on one another. I did not observe student misconceptions being addressed. It was better in the math labs.
#5 – Fostering and managing a safe, positive learning environment.	In all cases the physical environments of the classrooms were safe. Many of the classes had arrangements that supported student learning. Instructional time was mostly maximized. It was obvious that classroom routines and rituals were in place as I witnessed no behavior issues in any of the classes.	In all cases the physical environments of the classrooms were safe. A few classrooms had arrangements that supported student learning, but many classrooms were in rows. Instructional time was mostly maximized, but very teacher centered. It was obvious that classroom routines and rituals were in place as I witnessed no behavior issues in any of the classes. Students were very compliant.

#6 – Using multiple student data elements to modify instruction and improve student learning.	I observed some checking for understanding in some classes. Through teacher interviews I found that assessments are given and in a few classes students evaluate and set goals. I saw some modification of instruction when some students did not understand a concept.	I observed little or no checking for understanding throughout the classes. Through teacher interviews I found that formative and summative assessments are given and in a few classes students evaluate and set goals from the data on these assessments. I saw little or no modification of instruction except in the math labs.
#7 - Communicating and collaborating with parents and the school community.	Not Observed	Not Observed
#8 – Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	I did not observe this, however through teacher interviews I was told that teachers do collaborate for the purpose of improving instructional practice and looking at data. Teachers were very professional and caring with their students.	I did not observe this, however through teacher interviews I was told that some teachers do collaborate for the purpose of improving instructional practice and looking at data. Teachers were very professional and caring with their students.

INSTRUCTIONAL RECOMMENDATIONS

1. Provide staff development the focuses on bell-to-bell instruction and engaging students in the learning process. This is especially needed at the middle school level.
2. Provide adequate staff development especially for elementary teachers once a curriculum has been chosen. This could focus on a deeper understanding of the content.

Math Intervention

Elementary Schools	Middle Schools
It appears that in most of the elementary schools that I visited have math classes that are about ninety minutes long. The core classes are about sixty minutes long with students breaking up into small groups taught by the teacher, paras, and special education teachers depending on the school. The groups were doing different things according to student needs. (IE. Some of the schools are using Number Worlds) There was not enough time to look at the data of	The intervention model at the middle schools is the implementation of Math Labs. Students are identified using data, and put into an extra math class. The effectiveness of the labs depends on the teachers teaching it and the school. Some are effective and some are not. The most effective labs are the ones where either the teacher who is teaching the core class teaches the same students, or where there is daily communication between the core teacher and the lab teacher.

these students to see if this type of intervention has been effective.

Note – The teachers told me that there is a small fraction of students that do not seem to be gaining from the intervention. These are most likely the students that consistently score in the 20 percentile or below on the STAR test.

It is my experience that these students usually get farther behind every year unless an intensive intervention program is put into place.

There is no curriculum which isn't abnormal, but it makes it difficult for the lab teacher to know what to use especially when students come from different core teachers.

Lab classes can be very effective if they are structured with a lesson framework which would include tight scheduling.

Note – The teachers told me that there is a small fraction of students that do not seem to be gaining from the intervention. These are most likely the students that consistently score in the 20 percentile or below on the STAR test.

It is my experience that these students usually get farther behind every year unless an intensive intervention program is put into place.

Every teacher that I talked to would like to see more intensive intervention at the elementary schools, because by the time they get to middle school it is highly unlikely that they will catch up to be Algebra ready by 9th grade.

RECOMMENDATIONS

1. Identify students who are consistently at the 20th percentile or below on a standardized test like STAR, and very low 1's on the SBA. (Not all 1's would be included) Some of these students would be special education, however, some would be regular education students. These are students that would be labeled as "Intensive Intervention" students and would only be about 10% of the total number of students.
2. Put these students in an alternative curriculum that has research that supports student achievement and growth.
3. This "Intensive Intervention" needs to start early, as soon as kindergarten.
4. Continue the intervention plans at both the middle schools (math labs) and the elementary schools (30 minutes of small groups), however, teachers need to keep close track of data to see if the intervention is being successful.
5. Lab classes need to have a specific framework with scheduling the same teacher for core and lab, or close communication between the core teachers and the lab teachers with all teachers following a common pacing guide.

ASSESSMENT AND DATA

The common assessments that CKSD uses are the STAR tests and the SBA. The STAR test is given three times per year, and measures student growth in mathematics. The SBA is given by the state one time per year in grades 3 – 8, and grade 11. The SBA test measures proficiency in the Math Common Core State Standards, and the items are at a higher level of critical thinking. There are no other current, clear expectations for which common assessments should be gathered from the district.

In looking at the district data that was presented by Jill Carlson to the School Board, there is a low correlation between the STAR data (students at the 50 percentile or above) and the percent of students proficient on the SBA sometimes as much of a 20 point spread. This highlights the difference of purpose of the two assessments.

Chris and Catherine sent me the district winter STAR data last week. In my analyzation of the STAR data it was easy to see the strengths and weaknesses of each grade level. This data at a school level is very helpful for teachers to inform their instruction. The use of the data varies from teacher to teacher/school to school. I am not sure how the SBA data is used, but the teachers are aware of the students who are proficient and students who are not proficient.

The district is currently training the principals on how to use the STAR data. Their plan is to give more training to teachers.

Note – All of the teachers use assessments to measure what they have taught. These assessments vary from teacher to teacher/school to school. Some schools use data more that others, but there is no uniform data plan in the district.

RECOMMENDATIONS

1. Create a district-wide Data Plan that is used uniformly in all of the schools. This plan would:
 - Have schools become more data driven by establishing grade level Data Teams within a school, while training teachers how to better use the data for purposes of instruction.
 - Determine when and how often these meetings would take place. (Could use early release time once per month or once per quarter)
 - Create a Student Data Form where students track their own data when assessments are given. (I have examples of these)
2. Implement district-wide common Quarterly Benchmark Tests in grades 3-8 that assess the CCSS that have been taught in each grade level according to a common pacing guide. These assessments would be predictive of the SBA and help inform instruction. The SBA Block tests could be used or a program like Study Island but that would need to be purchased.

CLASSROOM ENVIRONMENT AND CULTURE

One apparent observation that was made across both elementary and middle schools was a high level of teacher confidence in the math content, and the implementation of management structures within the classrooms. Not even one behavior problem was observed, which leads me to believe that both the school and the classroom climates are well managed. There is a culture of respect between teachers, students and administrators in all of the schools and also with district administrators.

Another observation is that the teachers care about their students, and work very hard to make sure that their students understand what is being taught. This was apparent after several interviews with teachers. They all had the best interest of their students in mind.

RECOMMENDATIONS

No recommendations at this time.

GENERALIZATIONS MADE FROM SURVEYS

The following are generalizations made after compiling the data from the surveys that were given to central office administrators, principals, and teachers. There are numerous answers so I tried to include the ones that were more prevalent.

I RECEIVED RETURNED SURVEYS FROM FOUR DISTRICT ADMINISTRATORS, THIRTEEN PRINCIPALS, AND ABOUT TWENTY-FIVE TEACHERS.

You can see the actual recorded results on the attached document.

CENTRAL OFFICE ADMINISTRATORS

What are the key goals of your district for improvement in math instruction?

- Increase student engagement
- Have all students at grade level math so that they are Algebra ready by 9th grade
- Common assessments across the district
- Professional development

How can you as a district support schools in meeting these goals?

All of the district administrators thought they could support schools by providing curriculum, math staff development, common assessments, and helping with effective math interventions.

Do you have an instructional framework that helps principals/teachers determine effective math instruction?

All district administrators answered they are using the CEL 5D document.

Do you have a structured fact/computational fluency plan in your district with assessment and data collection?

All district administrators answered “no” on this question.

What do you see as strengths/weaknesses in math instruction in your district?

Strengths?

- Math is taught daily.
- Teachers care about students performing well.

Weaknesses?

- Best math teachers are not teaching neediest students.
- Two curriculums in the elementary schools and the curriculum is not aligned with the CCSS
- Intervention practices are lacking.

- Lack of student engagement

What is your evidence that student achievement and instructional goals in math are being met?

- SBA, STAR and EOC data

BUILDING PRINCIPALS

What are the key goals of your school/district for improvement in math instruction?

The principals listed a number of goals many or them the same as the goals of the district administrators, however, they had many other goals listed that are too numerous to list in this part of the analysis. (See attached document of the principals' goals.)

RECOMMENDATION

The district and principal goals should be more specific and clearly articulated throughout the entire district.

In what way can the district support you in meeting these goals?

The principals felt that the district could support them with curriculum, math staff development, assessments that are predictive of the SBA, training of differentiation of instruction, embedded professional development, and continued support of systemic math interventions.

Do most/all of your teachers have adequate knowledge of math content?

The middle school principals were confident that their teachers had good knowledge of the content, however, the elementary principals were a mix of:

- 4 yes
- 4 no
- 2 not sure

RECOMMENDATION

It is not abnormal for elementary teachers not to be secure in math concepts since math is not their specialty.

Staff development in math content can be accomplished in many ways, but the best way is through a good Common Core curriculum as teachers work on pacing guides and understanding the CCSS through the curriculum. An example of this is the teachers that I interviewed using "Engage NY" say that both they and their students are getting a deeper understanding of math.

Do you have a structured fact fluency plan in your school with common assessment and data collection?

- 3 yes
- 9 no

What do you see as strengths/weaknesses in math instruction in your school?

Strengths:

- Hardworking teachers that are willing to change and adapt to new curriculum.
- Teachers that care about students and their learning.
- Use of pacing guides.

- Have a strong content knowledge.

Weaknesses:

- Not using data enough
- Traditional instruction/too much whole group instruction
- Lack of good updated Common Core curriculum

What is your evidence that students achievement and instructional goals in math are being accomplished?

STAR math data and SBA data

Do your teachers have Data Meetings where they discuss grade level data?

Most of the principals answered “yes” to varying degrees of data analysis with some schools/grade levels within a school.

TEACHERS

What are the key goals of your school/district for improvement in math instruction?

The teachers who responded listed many great goals too numerous to mention (See attached document), however, it seems that they have clearly articulated goals of the district as the goals were all over the place.

RECOMMENDATION

The district and principal goals should be more specific and clearly articulated throughout the entire district.

List ways that the district or your principal can help you achieve the key goals of your school.

- Common Core-based curriculums
- Staff development on content and differentiation, and student engagement
- Help with interventions
- Help with data analysis

Do you have an instructional framework that helps you determine effective math instruction? If so explain.

Teachers gave many different answers for this question which leads me to believe that the CEL 5D framework has not be clearly explained to the teachers or that they have not paid much attention to it. (See attached document)

RECOMMENDATION

Communicate the CEL 5D framework again with the teachers until it is clearly understood by all. This can be done by principals.

What resources are available to support math instruction and learning?

- Curriculum – 19
- Math staff development – 9
- Common assessment that is predictive of the SBA – 9

What types of math staff development would be most helpful to you?

- Math content knowledge – 11
- Math staff development – 11
- Assessment and data collection/analyzation – 7

What is your evidence that students achievement and instructional goals in math are being met?

- STAR data
- SBA data
- Classroom tests and quizzes

How do you and your colleagues use data?

Most of the teachers stated that they use data to inform their instruction and to help them with report cards. They also use data to form intervention groups.

It is very important for teachers to be involved in decisions on choosing curriculum, common assessments, and staff development.

True of false

100% of the teachers said TRUE mostly because they were the ones implementing. (See attachment for the reasons)

SUMMARY OF ALL RECOMMENDATIONS

CATAGORY	RECOMMENDATIONS
Curriculum	<ul style="list-style-type: none"> • Start a K-8 math adoption process NOW with the goal of making a decision by March, 2017, with implementation of the new program taking place in the fall of 2017. This will give plenty of time for staff development. • Look at programs that are at least a 2015 edition, preferably 2016. • Choose a text that is conducive to student engagement and the eight math practices embedded into the instruction. • Implement a district-wide fact/computational fluency program for K-6 with the goal of fact and computational fluency by the end of 6th grade.
Instruction	<ul style="list-style-type: none"> • Provide staff development the focuses on bell-to-bell instruction and engaging students in the learning process. This is especially needed at the middle school level. • Provide adequate staff development especially for elementary teachers once a curriculum has been chosen. This could focus on a deeper understanding of the content.
Intervention	<ul style="list-style-type: none"> • Identify students who are consistently at the 20th percentile or below on a standardized test like STAR, and <u>very low</u> 1's on the SBA. (Not all 1's would be included) Some of these students would be special education, however, some would be regular education students. These are students that would be labeled as "Intensive Intervention" students and would only be about 10% of the total number of students. • Put these students in an alternative curriculum that has research that supports student achievement and growth.

	<ul style="list-style-type: none"> • This “Intensive Intervention” needs to start early, as soon as kindergarten. • Continue the intervention plans at both the middle schools (math labs) and the elementary schools (30 minutes of small groups), however, teachers need to keep close track of data to see if the intervention is being successful. • Lab classes need to have a specific framework with scheduling the same teacher for core and lab, or close communication between the core teachers and the lab teachers with all teachers following a common pacing guide.
Assessment and Data	<p>Create a district-wide Data Plan that would do the following:</p> <ul style="list-style-type: none"> • Have schools become more data driven by establishing grade level Data Teams within a school, while training teachers how to better use the data for purposes of instruction. • Determining when and how often these meetings would take place. (Could use early release time once per month or once per quarter) • Creating a Student Data Form where students track their own data when assessments are given. (I have examples of these) <p>Implement district-wide common Quarterly Benchmark Tests in grades 3-8 that assess the CCSS that have been taught in each grade level according to a common pacing guide. These assessments would be predictive of the SBA and help inform instruction. The SBA Block tests could be used or a program like Study Island but that would need to be purchased.</p>
Classroom Environment and Culture	No recommendations at this time.
Survey Result Recommendations	<ul style="list-style-type: none"> • The district and principal goals should be more specific and clearly articulated throughout the entire district. • It is not abnormal for elementary teachers to not be secure in math concepts since math is not their specialty. Staff development in math content can be accomplished in many ways, but the best way is through a good Common Core curriculum as teachers work on pacing guides and understanding the CCSS through the curriculum. • Communicate the CEL 5D framework <u>again</u> with the teachers until it is clearly understood by all. This can be done by principals.

IN CONCLUSION

It was a pleasure to spend a week in the Central Kitsap School District analyzing your K-8 math program. Professionalism and caring that all students learn runs deep as a culture from the Superintendent and other District Administrators to the principals and teachers. Your data show that you are a quality school district, and the fact that you want to do better only speaks to how committed everyone in the district is to your goals. I look forward to helping the district implement the recommendations.

APPENDIX B
Strategic Plan

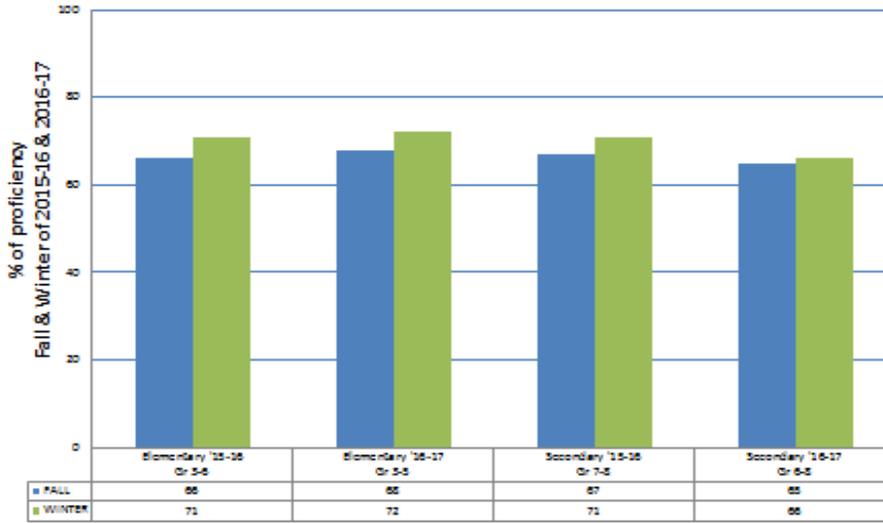
- Goal 1 Curriculum and Assessment
 - Implement adopted curriculum with District-wide required content and flexible optional content.
 - Provide a systematic approach to Math instruction to ensure consistent foundations throughout elementary and middle school. (instructional coaching)
 - Design common assessments to ensure that students have mastered a subject before progressing to new learning.
- Goal 3 Well Developed, Highly Skilled and Effective Staff
 - Implement job embedded professional development
 - Expand peer-to-peer training where staff leaders travel across schools to ensure a systematic approach to instruction
 - Provide studio classrooms that allow teachers to visit a classroom and observe great instruction and classroom management

APPENDIX C

Data from February 22, 2017 Study Session

STAR Math

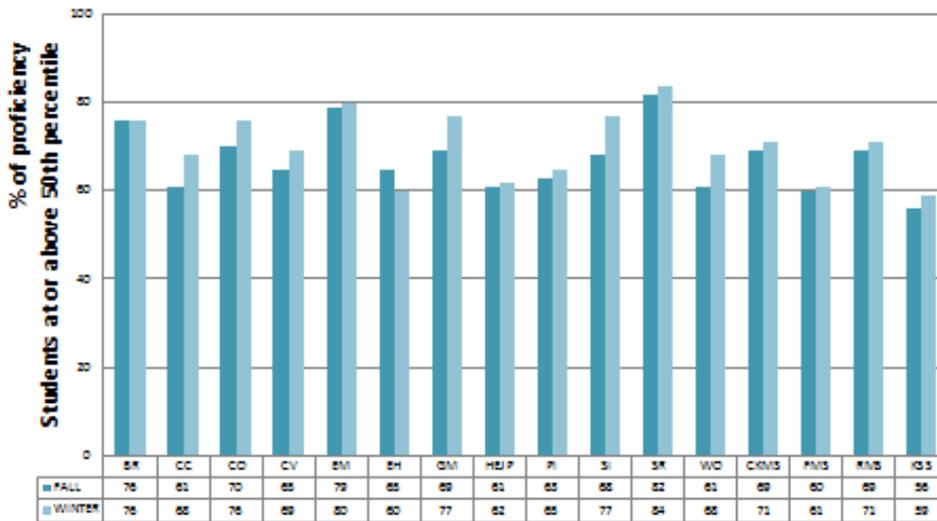
% Students at 50th percentile



STAR Math

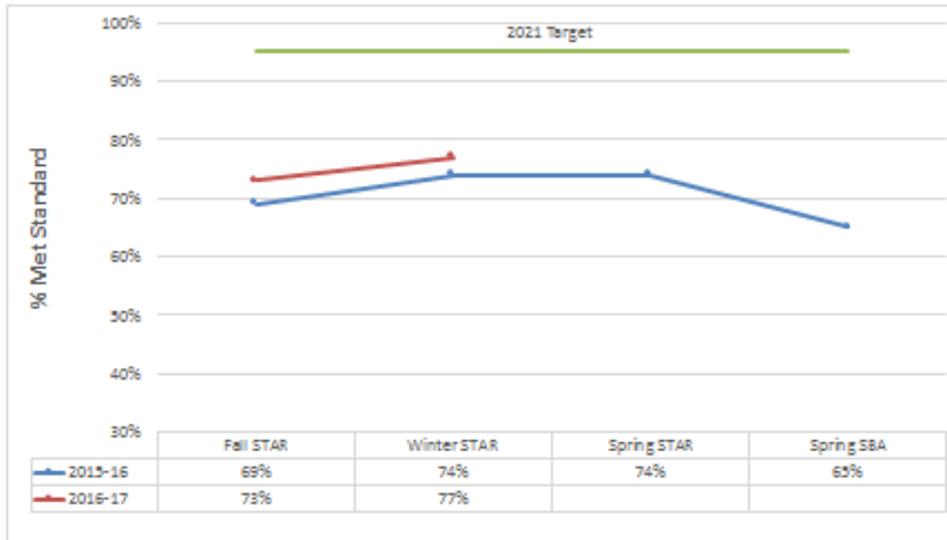
% students at 50th percentile

Fall and Winter 2016-17



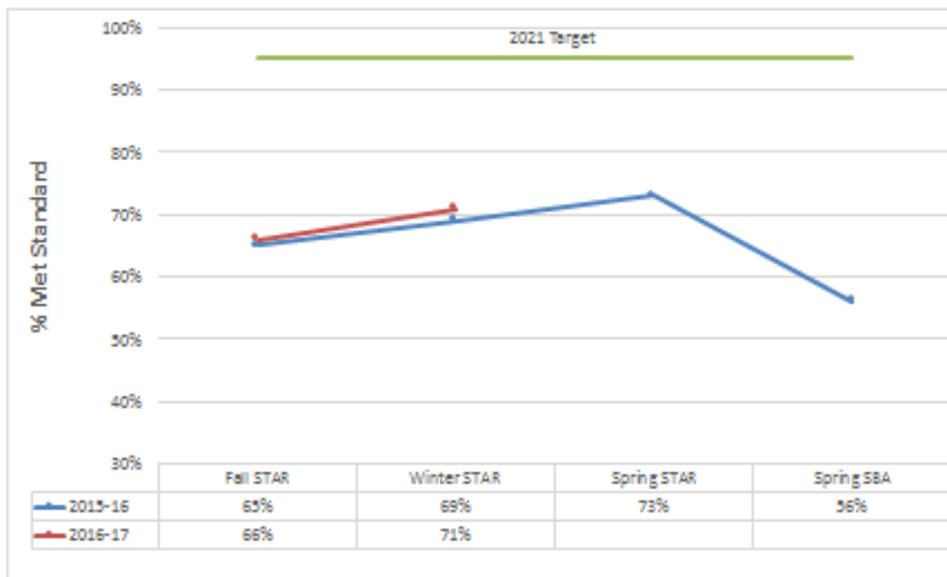
For information only; not to be presented

STAR & SBA Math 3rd Grade *% Students Meeting Standard*



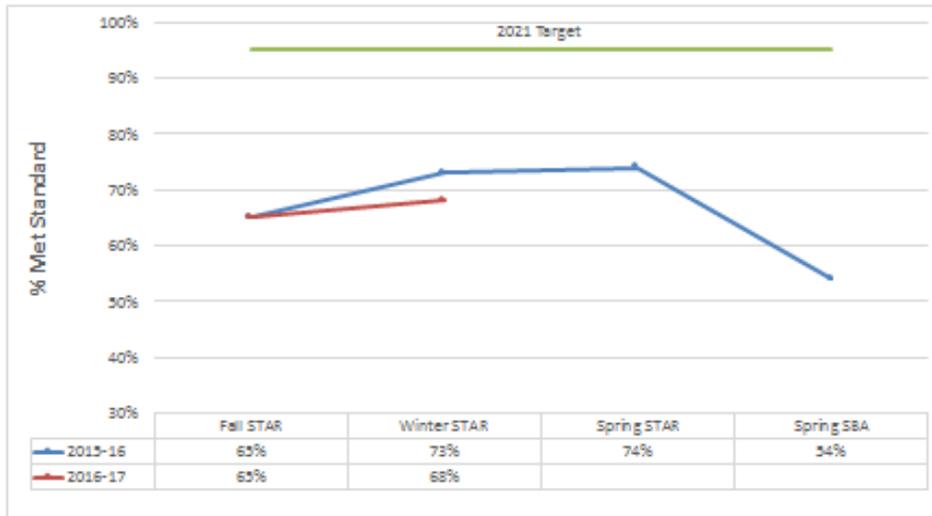
46

STAR & SBA Math 4th Grade *% Students Meeting Standard*



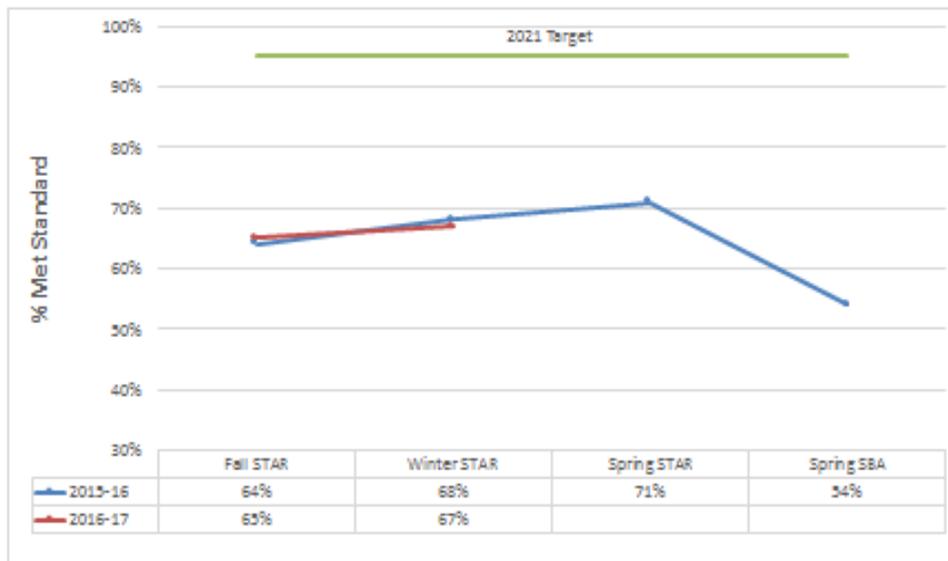
47

STAR & SBA Math 5th Grade *% Students Meeting Standard*



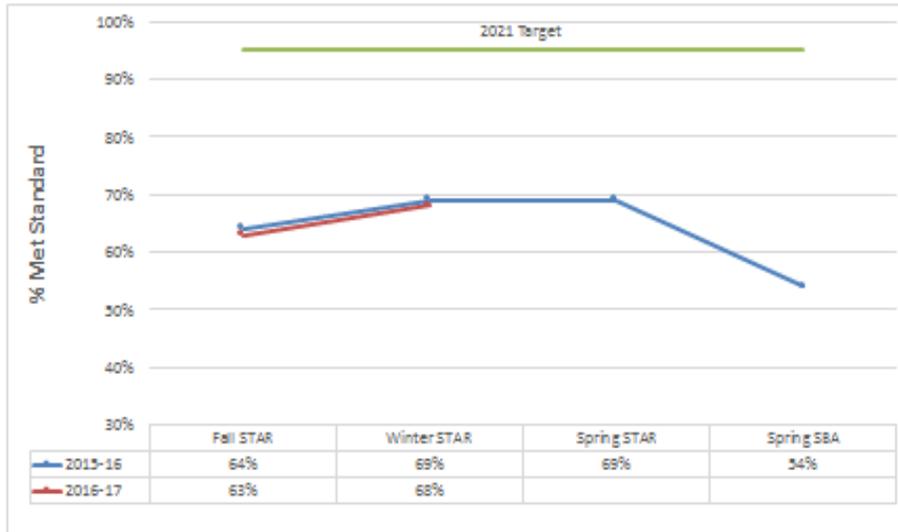
48

STAR & SBA Math 6th Grade *% Students Meeting Standard*



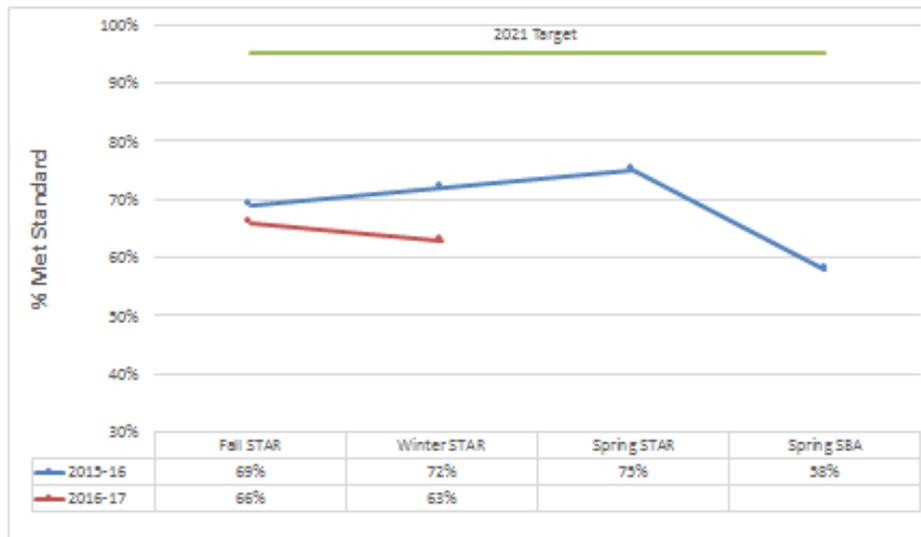
49

STAR & SBA Math 7th Grade *% Students Meeting Standard*



30

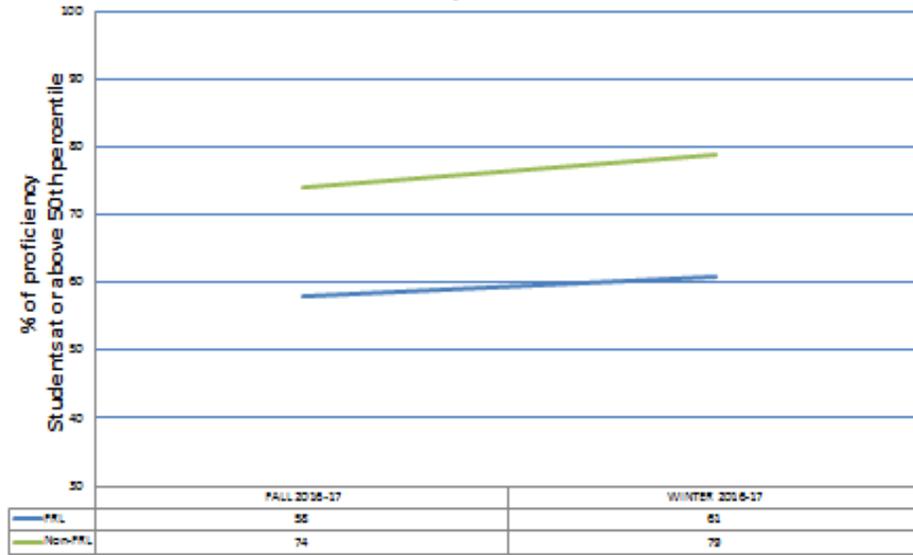
STAR & SBA Math 8th Grade *% Students Meeting Standard*



31

Achievement Gap - STAR Math Elementary Gr 3-5

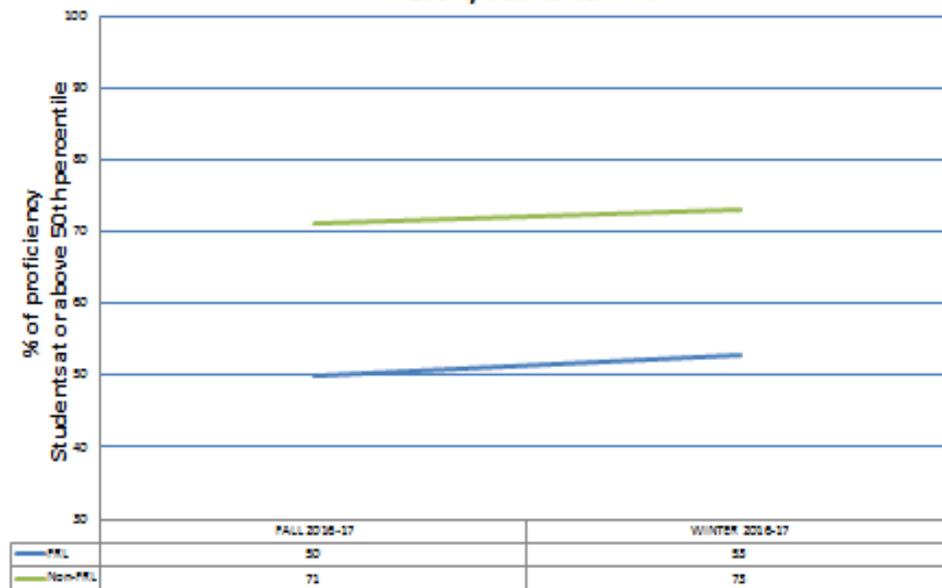
FRL compared to Non-FRL



52

Achievement Gap - STAR Math Secondary Gr 6-8

FRL compared to Non-FRL



68

APPENDIX D
Algebra I Data

2014-15 Alg I or Higher Completers*								
8th Graders	Total Enrolled	Alg 1 Completers	% Alg 1 Completers	9th Graders	Total Enrolled	Alg 1 Completers	% Alg 1 Completers	% Enrolled PV Math
CKJH	217	76	35%	KSS	150	103	69%	9%
FAJH	214	69	32%	CKHS	365	296	81%	11%
RIJH	205	27	13%	OHS	306	179	58%	20%
KSS	175	44	25%	AltW	1	0	0%	0
NFA	20	2	10%	AltE	2	0	0%	0
OFF	17	4	24%	CKOA	2	0	0%	0
Total	848	222	26%	NFA	27	6	22%	0
				OFF	17	6	35%	0
				Total	870	590	68%	13%

2015-16 Alg I or Higher Completers*								
8th Graders	Total Enrolled	Alg 1 Completers	% Alg 1 Completers	9th Graders	Total Enrolled	Alg 1 Completers	% Alg 1 Completers	% Enrolled in PV Math
CKMS	237	82	35%	KSS	176	127	72%	15%
FMS	238	65	27%	CKHS	331	282	85%	14%
RMS	215	38	18%	OHS	309	186	60%	17%
KSS	168	55	33%	AltW	4	0	0%	0%
NFA	1	0	0%	AltE	1	0	0%	0%
OFF	13	0	0%	CKOA	7	0	0%	0%
Total	872	240	28%	NFA	40	12	30%	0%
				OFF	13	4	31%	0%
				Total	881	611	69%	14%

2016-17 Alg I or Higher Semester 1 Completers*								
8th Graders	Total S1 Enrolled	S1 Alg 1 Completers	% Alg 1 Completers	9th Graders	Total S1 Enrolled	S1 Alg 1 Completers	% Alg 1 Completers	% Enrolled in S1 PV Math
CKMS	246	77	31%	KSS	186	142	76%	12%
FMS	243	79	33%	CKHS	400	333	83%	4%
RMS	214	38	18%	OHS	326	236	72%	10%
KSS	166	47	28%	ALT	35	9	26%	0%
OFF	19	4	21%	OFF	5	2	40%	0%
Total	888	245	28%	Total	952	722	76%	8%

*Completed in the current or previous year.



Future Ready

Jeni Zapatka,
Director of Curriculum and Instruction

David McVicker, Superintendent

Central Kitsap School District
June 2017

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1 Future Ready

1.1 Introduction

During the 2013-2014 school year, our Superintendent offered an opportunity for school sites in CK to become “Schools of Choice.” This offer inspired the staff and administrator at Brownsville Elementary to create and submit a plan in the late spring 2014 to become a Science, Technology, Engineering, & Mathematics (STEM) School of Choice. Concurrently, Brownsville had one classroom piloting the application of Chromebooks. During the 2014-2015 school year, the building was awarded funds to support the start of this transition. Additionally, Brownsville began to open its classrooms to visits from teachers across the district.

In February of 2015, a team of four, a Brownsville teacher, Director of Information Services, Executive Director of Secondary Teaching and Learning and our Superintendent, attended a Future Ready Schools Summit in Vancouver, Washington. Prior to this summit, the Director of Information Technology independently completed the Future Ready Readiness Rubric, assessing CKSD’s readiness to be 4.2 out of 10. At the summit, the team outlined the components needed for a school district to develop a comprehensive plan to implement technology in schools in a way which transforms teaching practices and learning experiences. Our Superintendent signed the Future Ready Pledge which publicly acknowledges the commitment of the district to foster a digital learning community, provide empowering professional learning, supply access to devices for students, and help prepare students for the global community.

In May of 2015, the district applied for a Department of Defense Education Activities (DoDEA) grant to support the implementation of the Future Ready Pledge in grades 3-8. Upon award of the grant, the district was able to increase the number of devices purchased. The district then hired two Future Ready Learning Coaches to support professional learning in school year 2015-16, with an intentional focus of job-embedded support.

In the spring of 2016 the DoDEA grant was revised to include K-2 students and teachers. In addition, the district dedicated a portion of levy dollars to support Future Ready efforts for 9-12 students and teachers. Starting in the 2016-2017 school year, a third Future Ready Learning Coach was hired to support secondary classrooms.

1.2 2016-2017: Strategic Planning

The first objective of Goal 1 of the Strategic Plan is to *Promote academic success for all students by increasing learning options that develop their unique talents, interests, and abilities.* By implementing the strategic work, *Instruct with a focus on 21st Century Skills (Critical Thinking, Collaboration, Creativity, & Communication) to enable students to transfer learning to real-world settings,* CKSD drafted the Future Ready Initiative. The second objective of Goal 1 specifically focuses on technology, *Integrate technology to transform learning, enhance curriculum, encourage collaboration, and promote critical thinking so that all students are prepared to thrive in a global community.* The specific strategic work requires CKSD to:

- *Implement Google Applications for Education (GAFE) to increase opportunities for real-time collaboration and teacher-student feedback*

- *Increase access to online textbook resources*
- *Implement technology use and social media policies for students and families, including a “Parents’ Guide to Technology in Schools”*
- *Explore virtual learning opportunities for expanded course offerings and greater exposure to global perspectives*
- *Complete device deployment to achieve district-wide 1:1 computer-to-student ratios*
- *Increase project-based learning through online collaboration with peers and mentors*

As the Future Ready Initiative evolved, the Board and Superintendent were very clear that articulation and delivery must be supported by a strong professional learning component for all instructional staff. This professional development is provided through job-embedded coaching, peer to peer support, and studio classrooms for staff to observe high quality instruction. The professional development is aligned with the objectives of Goal 3, *A Well Developed, Highly Skilled and Effective Staff*. The Goal 3 objective of Professional Development to *provide relevant, timely, and effective professional development opportunities for staff* is directly supported by the tools technology provides teachers. Technology tools and professional learning opportunities directly relate to the strategic work of, *Empower staff to adjust instructional strategies so that students experience multiple opportunities to learn core concepts, and to provide training on 21st Century Skills to support critical thinking and the transfer of knowledge and beyond the classroom*. Goal 3 and the strategic work under the staff leadership objective is to *provide studio classrooms that allow teachers to visit a classroom and observe great instruction and classroom management*.

1.3 Planning Process and Input

The overall goal of the Future Ready Initiative is to skillfully mentor and inspire students, amplify learning with technology, and empower students to be agents of their own learning in order to prepare them to be productive global citizens. Professional development is provided to increase the capacity of teachers’ using digital resources in order to transform instruction in engaging and integrated ways. In order to plan for the shift in instruction and to gather input from stakeholders, CKSD formed the District Implementation Team (DIT). The DIT’s mission is to support the change of instructional practices through increased use of instructional technology project-based learning, cross-content integration, an integrated digital warehouse, and professional development to prepare Central Kitsap students to be Future Ready.

The Future Ready Team (FR-Team) has collected the following types of data:

- Staff participation lists
- Device inventory
- Lists of STEM clubs and activities
- Enrollment data for Summer STEM camps
- Professional learning feedback surveys
- Usage statistics from the cache’ of digital resources
- Job-embedded coaching opportunities
- Anecdotal comments - site visits, conversations, etc.

Leading with instruction, not leading with a tool is the focus of the latest technology trends. To emphasize the shift in instructional practices, three Future Ready Coaches (FRCs) support K-12 instructional staff with job embedded coaching and providing professional learning opportunities to all staff. These professional learning opportunities are differentiated for the learning and subject needs of our staff based on their feedback. In addition, staff have the opportunity to learn using a variety of modalities.

FRCs meet weekly with Department of Information Systems Technical Support Manager, an Enterprise Systems Engineer, and the Technology Integration Specialist to discuss technical issues and needs of staff and students. The FRCs also meet weekly with Director of Curriculum to discuss the curricular needs of staff and students.

Specific Activities to Support Transformational Learning

<p>Year 1 - 2015-2016</p>	<ul style="list-style-type: none"> ● Two teacher leaders (Google Guides) for each elementary, middle school, and Klahowya received 3 days of professional learning on blended learning ● Modeled blended learning lessons ● Co-Taught lessons using blended learning ● Encouraged Google Guides to share learning with building staff ● Afterschool learning opportunities for all certificated staff (Future Ready Learning Series) ● Job embedded coaching was available to K-8 staff ● Explored blended learning opportunities and resources available ● Support for standards-aligned ELA/Science Integration in K-8 classrooms
<p>Year 2 - 2016-2017</p>	<ul style="list-style-type: none"> ● Two additional teacher leaders (Google Guides) for each elementary, middle school, and Klahowya ● Four teacher leaders (Google Guides) at each high school ● Afterschool learning opportunities for certificated and classified staff (Future Ready Learning Series) ● Online learning modules for certificated staff ● Co-Teaching of lessons using blended learning ● Modeling of blended learning lessons ● Empowered Google Guides to share learning with building staff ● Job embedded coaching available to K-12 staff ● Explore and intentionally integrate blended learning opportunities and resources available ● Support for standards-aligned ELA/Science Integration in K-8 classrooms ● Implement Collaboration, Reflection, Observation, Planning with Support (CROPS) with CKSD staff ● Pilot Device Check out at CKMS
<p>Year 3 - 2017-2018</p>	<ul style="list-style-type: none"> ● Device Check out students grades 6-12 ● Provide internet access for students who need it ● Insurance options for 1:1 devices ● Digital Content Management for student devices (teachers can “see” student screens from teacher device) ● Build capacity of teacher leaders (Google Guides) to train on blended learning

	<p>topics</p> <ul style="list-style-type: none"> ● Online learning modules for staff ● Job embedded coaching available to K-12 staff ● Explore, intentionally integrate, and develop blended learning opportunities and resources ● Support for standards-aligned ELA/Science Integration in K-8 classroom ● Implement online courses in 9-12 programs for initial credit and/or credit recovery ● Increase access to studio classrooms that model curriculum implementation combined with personalized learning (CROPS) ● Refine parent guide to technology in schools ● Continue Future Ready Learning Series
Year 4- 2018-19	<ul style="list-style-type: none"> ● Continue job-embedded coaching ● Continue CROPS ● Establish Virtual Classrooms ● Expand home and/or outside the day online access ● Learning Management System (LMS) ● Increase the online credits and students who have access all year long
Year 5 2019-20	<ul style="list-style-type: none"> ● Continue job-embedded coaching ● Continue CROPS ● Ensure access in a variety of ways for students outside the school day

1.4 Measures of Success

Measuring the success of integrating instructional technology can be difficult. The CKSD Strategic Plan for Goal 1 identifies measures of student learning success. We can measure the impact of blended learning by using the percentages of staff receiving technology training and the percentages of student devices used at school. As of Spring 2017, 705 different teachers attended a three-hour optional G Suite for Education (G Suite) Overview. Continuing their development of G Suite skills, over 300 teacher-attendees are participating in after school workshops. Classified staff have attended building level trainings, workshops in November and March as well as group specific training for office managers or library clerks. CKSD is ending the 2016-2017 school year with 8370 Chromebooks and 40 laptop carts greatly increasing the percentage of students with access to a device during the school day.

We will specifically measure:

- Attendance
- Coaching opportunities
- Online enrollment
- The CEE Educational Effectiveness Survey Student Engagement, Motivation, and 21st Century Skills
- OSPI's Performance Indicators for Postsecondary Enrollment

As we want every student Career and College Ready, we can also measure success by using the OSPI [Performance Indicators for Postsecondary Enrollment, Completion and Remediation report](#). This report provides an accountability measure for overall equity of student enrollment and success by allowing us to look backwards at measuring if students were adequately prepared to access and succeed. Using this data, we can look forward by putting practices and procedures in place to ensure success of future students. OSPI has identified what schools can do to foster career and college readiness for all students. Many of the strategies are aligned with CKSD's Strategic Plan work and the Future Ready Initiative. Specifically:

- Give necessary supports with flexible credit policies
- Provide rigorous and engaging instruction
- Teach students how to align coursework with interest and future goals
- Encourage dual credit and accelerated opportunities

Another Indicator to measure success is the data received from the Center for Educational Effectiveness annual staff, student and family survey. CKSD can evaluate student perception of their 21st Century readiness through this annual survey. ([See CEE Fall 2016 Data](#)).

As we review data, we should also include student attendance. Students who are engaged in learning, will attend school more frequently, thus increasing their opportunities for learning. Another indicator is the number of students who access online courses. Access to online courses will support CKSD students being career and college ready with 24 credits for graduation and/or increased dual credit and acceleration opportunities as noted in the performance indicators from OSPI. CKSD must also monitor the families who have access to the internet. Access to the internet provides for greater flexibility and more differentiation of assignment tasks.

1.5 Resources

- Future Ready Learning Coaches to support professional learning
- Technology Integration Specialists to support digital learning platforms
- Online Instructional program
- Teacher Leaders (Google Guides) at each school
- Chromebooks 2nd-12th grades
- Chromebook Flips K-1

	2016-17	2017-18	2018-19	2019-20	2020-21
Future Learning Coaches	\$330,000	\$330,000	\$220,000	\$110,000	
Technology Integration Specialist	\$110,000	\$220,000	\$220,000	\$220,000	\$220,000
Online Learning Program	\$25,000	\$100,000	\$100,000	\$100,000	\$100,000
Devices	\$825,000	\$375,000	\$625,000	\$850,000	\$1,000,000
Supplies for Device Check out	\$175,000	\$40,000	\$40,000	\$40,000	\$40,000
Professional Development*	\$125,000	\$125,000	\$125,000	\$125,000	\$75,000
Yearly Total	\$1, 590, 000	\$1, 190, 000	\$1, 330, 000	\$1, 445, 000	\$1, 435, 000

* after school trainings, off-site trainings and conferences, release time

K-12 Student Device Plan: Fall 17-18 School Year

Grade	Device	Devices per classroom	Taking home
K-1	Chromebook Flip	12 + charging solution	No
2-5	Chromebook - 14"	1:1 One Chromebook per student + one charging cart	No
6-12	Chromebook - 14"	1:1 One Chromebook per student	Yes - checked out to student, with protective case and charging cable. Students would carry them to and from school each day in backpack.

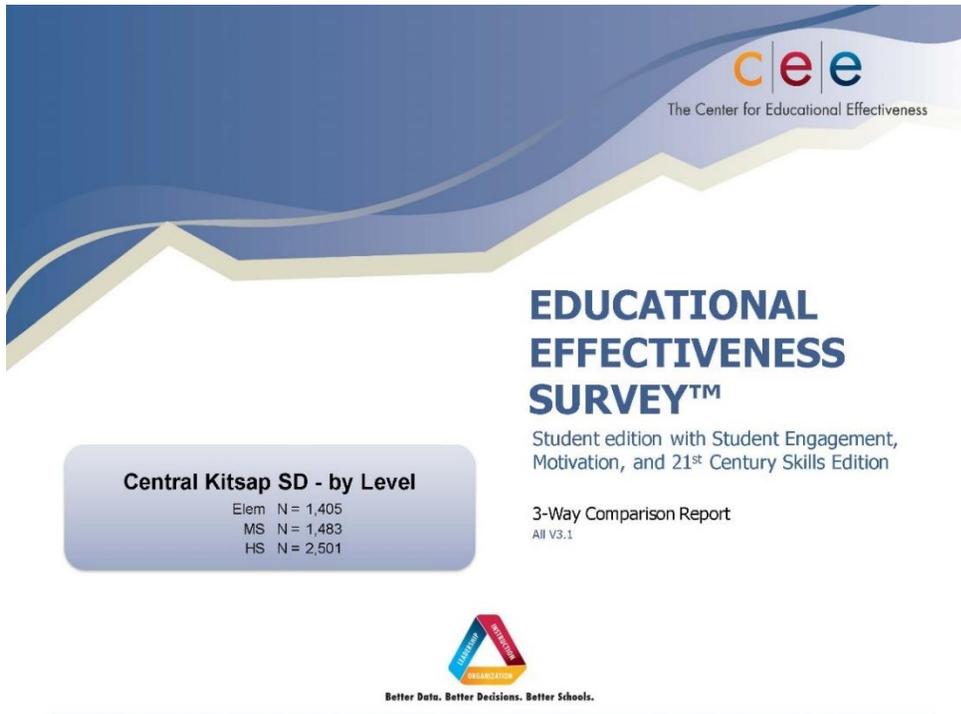
2. Glossary

4 C's + 1	Critical Thinking, Collaboration, Creativity, Communication, (Choice)
21st Century Skills	21st Century Skills are essential skills students need to succeed as citizens and workers in the 21st century.
Add-ons	Something you can "add-on" to Google Docs, Google Sheets, and Google Forms to increase its functionality
Blended Learning	A teaching method in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace.
Chrome	Google Browser
Chromebook	A device that runs the Chrome Operating System
Digital Learning	Learning facilitated by technology that gives students some element of control over time, place, path and/or pace. Digital learning is more than just providing students with a device. Digital learning requires a combination of technology, digital content and instruction.
Extension	Extensions are added to the Chrome Browser to extend what you can do with the Chrome Browser
Future Ready Coach	A person that coaches Google Guides (and others as available) and supports their use of blended learning in their classroom. They also coordinate and lead professional learning around the use of digital learning in CK.
Future Ready Pledge	A pledge through the Department of Educational Technology signed by superintendents making a commitment foster and lead a culture of digital learning.
GAFE	Google Apps For Education
Google Doc	Word processing app in Google~ Like Microsoft Word
Google Guide	A person(s) in your building that is committed to using blended learning in their classroom and working with their Future Ready Coach. They have a dedicated cart of devices.
Google Sheet	Spreadsheet app in Google~ Like Excel
Google Slide	Slide show presentation app in Google~ Like PowerPoint

Personalized Learning	tailoring content, pacing, and feedback to the needs of each student and empowering students to regulate and take ownership of some aspects of their learning.
SAMR	One way to look at transformation of instruction through the incorporation of technology: Substitution, Augmentation, Modification, Redefinition

3. Appendices

Appendix A CEE Survey



The Center for Educational Effectiveness

EDUCATIONAL EFFECTIVENESS SURVEY™

Student edition with Student Engagement, Motivation, and 21st Century Skills Edition

3-Way Comparison Report
All V3.1

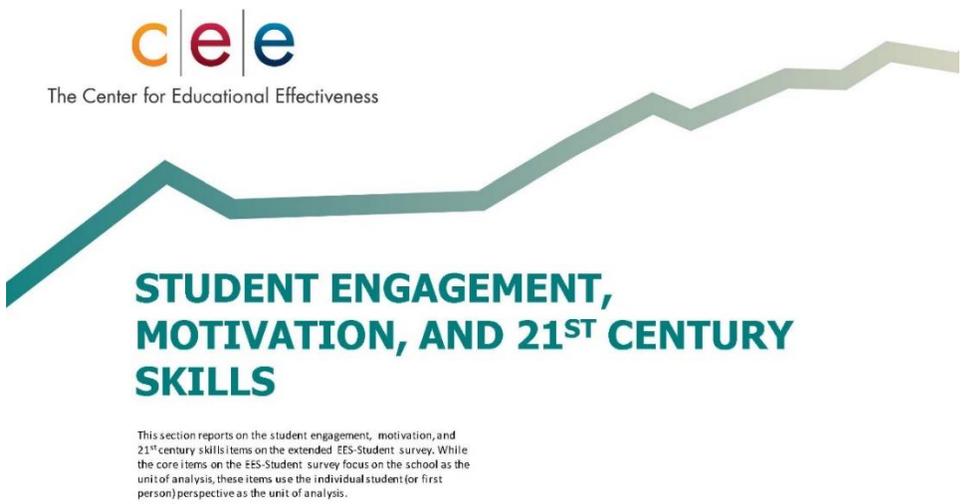
Central Kitsap SD - by Level

Elem	N = 1,405
MS	N = 1,483
HS	N = 2,501

Better Data. Better Decisions. Better Schools.

EES Student V3.1 © 2003-2014 Center for Educational Effectiveness, Inc. All Rights Reserved.

Central Kitsap SD - by Level: Elem vs. MS vs. HS



The Center for Educational Effectiveness

STUDENT ENGAGEMENT, MOTIVATION, AND 21ST CENTURY SKILLS

This section reports on the student engagement, motivation, and 21st century skills items on the extended EES-Student survey. While the core items on the EES-Student survey focus on the school as the unit of analysis, these items use the individual student (or first person) perspective as the unit of analysis.

EES Student V3.1 © 2003-2014 Center for Educational Effectiveness, Inc. All Rights Reserved.

Research Framework

The research framework for this survey tool is below. Readers interested in the detailed process to determine these factors are encouraged to refer to the EES Handbook at <http://www.effectiveness.org/files/EES-Handbook.pdf>. This chart is continued on the following page.

SKILLS & DISPOSITIONS THAT SUPPORT YOUTH SUCCESS IN SCHOOL

OUTCOME DOMAINS		SKILLS & DISPOSITIONS
Motivation & Engagement	ACADEMIC BEHAVIORS	<ul style="list-style-type: none"> • Going to class • Organizing materials and time management • Initiative and effort • Doing homework
	FUTURE ORIENTATION	<ul style="list-style-type: none"> • Goal management: Setting short- and long-term goals and monitoring progress toward their achievement • Hope and optimism: Positive beliefs regarding one's future potential, goals and choices
	SELF MANAGEMENT	<ul style="list-style-type: none"> • Emotional regulation: Assessing and regulating one's feelings and emotions • Self-discipline: Ability to focus on a task in spite of distractions
	PERSEVERANCE / GRIT	<ul style="list-style-type: none"> • Perseverance: Tendency to persist in spite of obstacles or setbacks • Goal orientation: Commitment to the achievement of goals over time
	SELF-EFFICACY & MINDSETS	<ul style="list-style-type: none"> • Self-Efficacy: Belief in one's own capabilities and capacity to learn and succeed • Growth mindset: Belief that intelligence and ability can increase through effort • Mastery orientation: Enjoyment of learning and desire to master new skills; willingness to try new things • Relevance: Belief that work done in school is related to personal aspirations
	BELONGING & IDENTITY	<ul style="list-style-type: none"> • Sense of belonging: Perception of acceptance and support in a learning community • Relationship building: Establishing and maintaining positive relationships with adults and peers in school setting • Personal identity: Understanding and valuing one's own culture and beliefs • Social capital: Recognizing and using family, school, and community resources; asking for help when needed

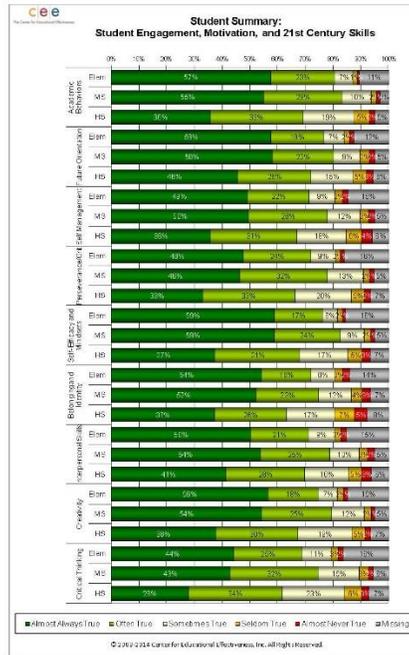
Research Framework (continued)

SKILLS & DISPOSITIONS THAT SUPPORT YOUTH SUCCESS IN SCHOOL

OUTCOME DOMAINS		SKILLS & DISPOSITIONS
21st Century Skills	INTERPERSONAL SKILLS	<ul style="list-style-type: none"> • Collaboration: Negotiating and compromising when working in groups or pairs • Communication: Communicating effectively for a variety of purposes and audiences • Cultural competence: Ability to work effectively with people from different backgrounds; appreciation of diversity • Conflict resolution: Preventing, managing, and resolving interpersonal conflict • Compassion: Taking the perspective of and empathizing with others
	CREATIVITY	<ul style="list-style-type: none"> • Ideation: Using a wide range of idea creation techniques • Imagination: Using intellectual inventiveness to generate, discover, and restructure ideas or imagine alternatives • Innovation implementation: Acting on creative ideas to make a new contribution
	CRITICAL THINKING	<ul style="list-style-type: none"> • Metacognition: Ability to reflect on one's assumptions and thinking for the purposes of deeper understanding and self-evaluation. • Problem solving: Generating and selecting from alternatives based on desired outcomes • Analytical thinking: Separating problems or issues into their component parts

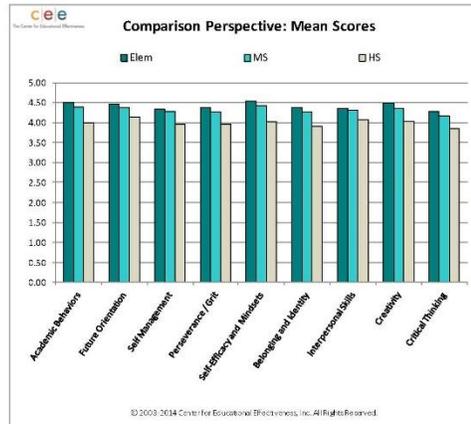
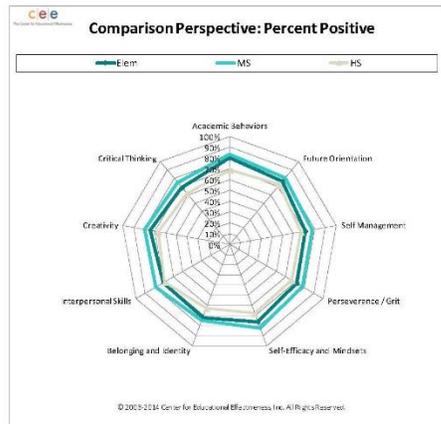
The Youth Development for Education Results workgroup of the Road Map Project in King County, Washington developed the *student engagement, motivation, and 21st century skills* survey items based on the workgroup's research about student motivation and engagement and the skills and dispositions that matter most to school success. The Center for Educational Effectiveness was contracted by the workgroup as the lead research partner in the development of the items, the pilot testing, item refinement, and implementation of the survey items. For details about the Road Map Project and this work: <http://ydekc.wordpress.com>.

Summary Chart



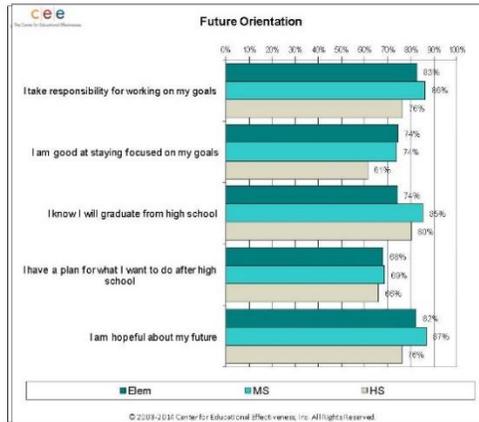
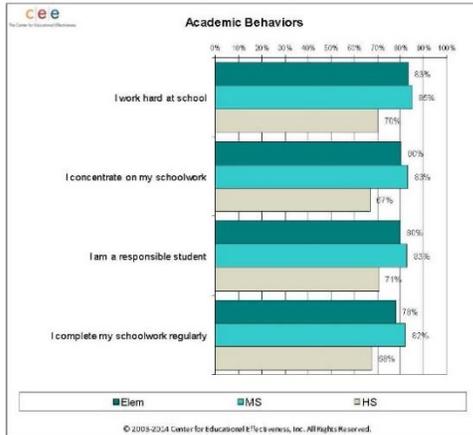
Summary Chart: Percent Positive

Summary Chart: Mean Score View



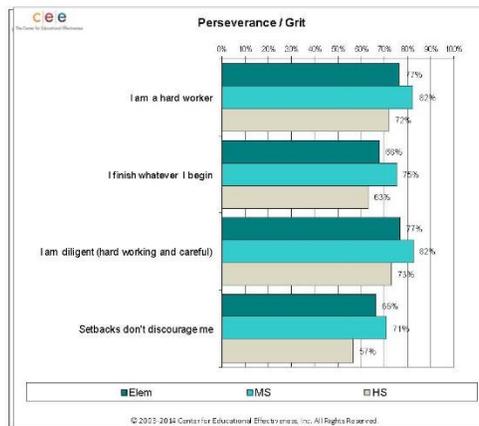
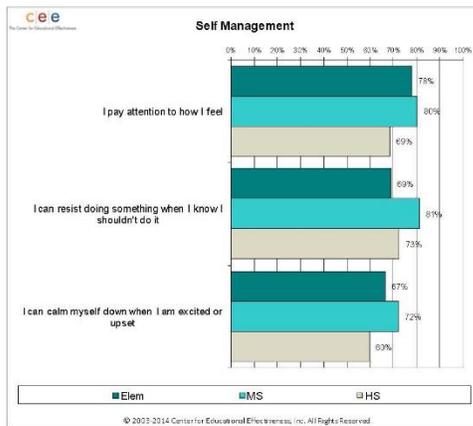
Academic Behaviors

Future Orientation



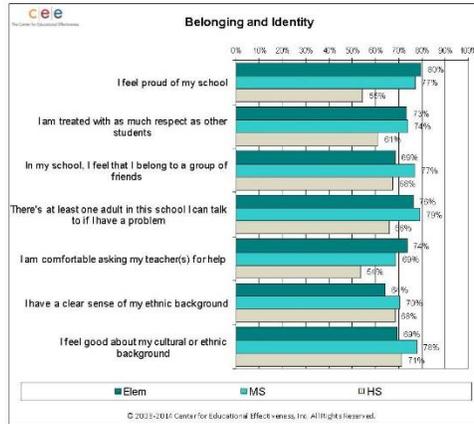
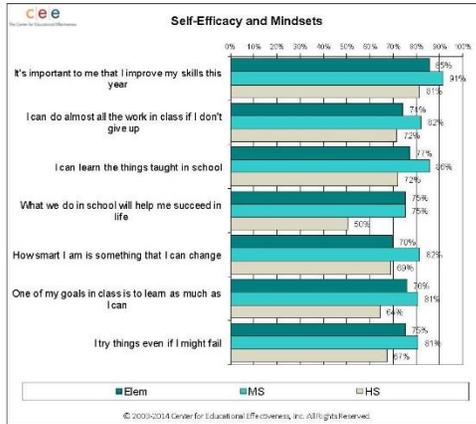
Self Management

Perseverance/Grit



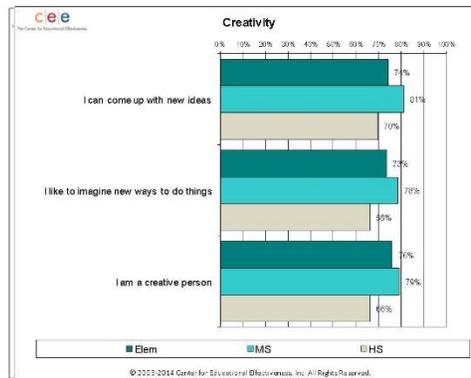
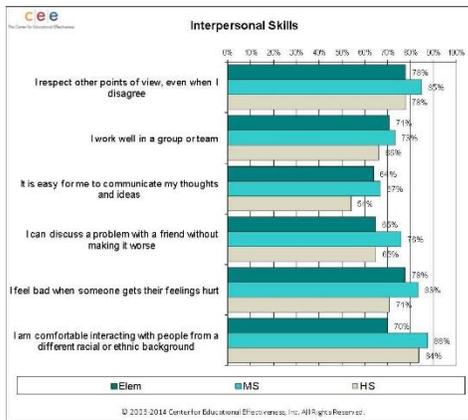
Self-Efficacy and Mindsets

Belonging and Identity

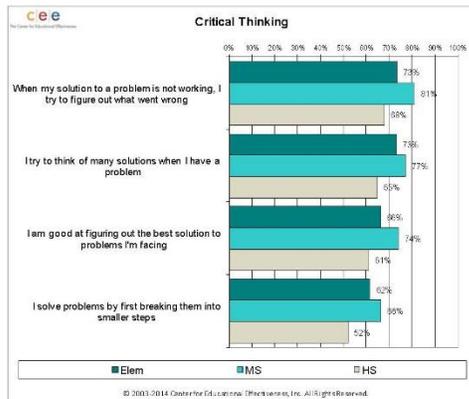


Interpersonal Skills

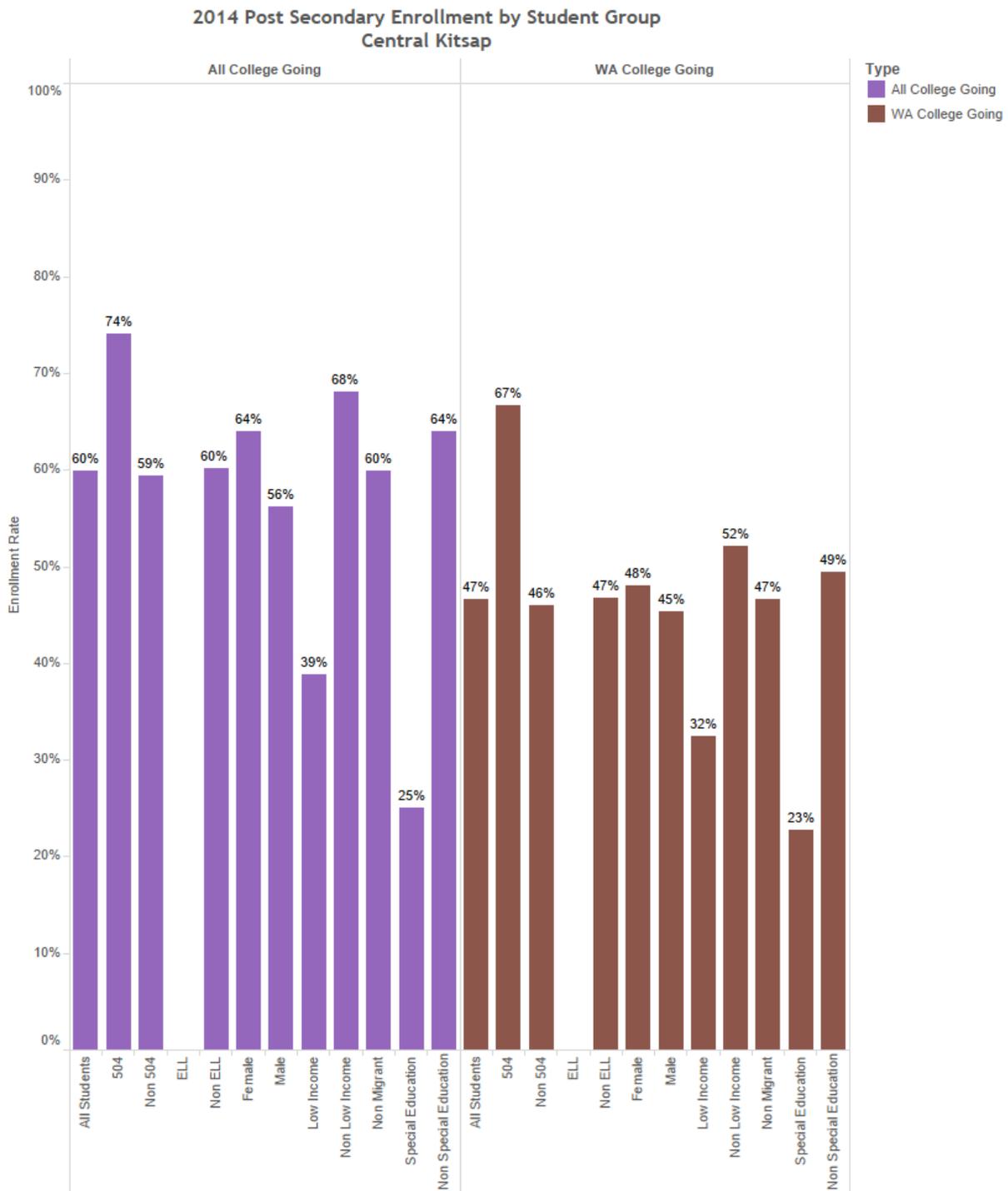
Creativity



Critical Thinking



Appendix B
2014 Post Secondary Enrollment by Student Group



Appendix C
Long Range Future Ready Plan Overview

	2016-17	2017-18	2018-19 (and beyond)
Gear 1 Curriculum, Instruction and Assessment	<ul style="list-style-type: none"> ● Implemented Curriculum Verified Tim (CVT) modules to support blended learning ● High School Future Ready Learning Coach ● Jeff Utecht August keynotes, parent night, work with the Board ● Google Guides in building coaching ● Re-designing Alternative Learning program ● After School Future Ready Series ● Google Glimpse ● Google Guides Cohort C, D ● WO, EM, RMS to Eduro-Tech and Taste ● CUE (CUE is a non-profit community dedicated to inspiring innovative learners) October 2016, April 2017, and May 2017 ● Jeff Utecht August, October ● PBL design and implementation ● Early adopters for PowerSchool Grade book at elementary and secondary ● Continued opportunity for Certificated staff access to mobile device 	<ul style="list-style-type: none"> ● Implement PowerSchool Gradebook at all levels ● Implement online courses in 9-12 programs for initial credit and/or credit recovery ● Research alternative learning environments 	<ul style="list-style-type: none"> ● Establish virtual classrooms ● Establish alternative learning environments

<p>Gear 2 Use of Space and Time</p>	<ul style="list-style-type: none"> ● BOUNCE (open space learning) time at RMS ● Use of social media to communicate with families ● Competency based credit policy ● Library media centers created Makerspaces ● Pilot digital access to classrooms when students are unable to attend ● Continue Next Generation Science Standards (NGSS)Project Based Learning (PBL) for Elem and Middle School 	<ul style="list-style-type: none"> ● Research and implement flexible scheduling ● Credit recovery options ● Online initial credit options ● All 6th graders having Unified Arts rotations ● Identify studio classrooms that model curriculum implementation combined with personalized learning ● Provide professional learning around using digital tools to teach skills and content ● Digital access to classrooms when students are unable to attend ● Student device checkout grades 6-12 	<ul style="list-style-type: none"> ● Expand flexible scheduling ● Investigate opportunities for elementary Unified Arts rotations ● Elementary competency based learning programs ● Increase access to studio classrooms that model curriculum implementation combined with personalized learning
<p>Gear 3 Robust Infrastructure</p>	<ul style="list-style-type: none"> ● Heat Map will identify wifi coverage and dead zones ● 4 buildings upgraded to 10 Gig ● SI, KLSS, BC will have 801.11 ac WAPS ● BC outfitted with CAT6A network cabling ● Future Ready Coaches training DIS NS ● Adjustment of help desk hours 6:45-4:15 ● Piloting Tech Ninja program ● EM Student Who Assist with Technology (SWAT) ● 5, 9, 10 CB roll out ● CKMS Pilot device check out second semester 	<ul style="list-style-type: none"> ● Main Distribution Frame (MDF) location at Barker Creek. ● Buildings updated to 10 Gig ● OHS new construction with 801.11 ac WAPS ● Student training to support buildings ● Implement stage 1 of device refresh plan ● K-1, 11/12 device roll out ● Secondary device check out 	<ul style="list-style-type: none"> ● Complete all sites being 10Gig as needed ● CK Campus will have upgraded WAPS, network cabling ● Continue following device refresh plan for BR

<p>Gear 4 Data and Privacy</p>	<ul style="list-style-type: none"> ● Post Privacy Policy on ckschools.org ● Develop parent guide to technology in schools ● Develop procedures for student device checkout ● Draft updated data and privacy policies aligned with federal regulations ● DIS and C&I awareness and approval prior to grant awards and technology purchases deployments 	<ul style="list-style-type: none"> ● Require Student Privacy compliance practices professional learning for staff ● Refine parent guide to technology in schools ● Develop approval process for digital resources that collect and store student data 	<ul style="list-style-type: none"> ● Implement approval process for digital resources that collect and store student data ● Update and refine parent guide to technology in schools
<p>Gear 5 Community</p>	<ul style="list-style-type: none"> ● Increased use of Google Hangouts ● Learning Playground at Curriculum Days ● Development of CTE partnerships ● Belouga to connect classrooms ● Student cross-continental literature circles 	<ul style="list-style-type: none"> ● Staff are aware of # and tags in social media ● Implement Single Sign On ● Training for SharpSchools ● Community Partnership Options to Staff ● Implement and communicate the personalized learning brand ● Design and pilot a Community Leadership Forum ● Create the personalized learning brand 	<ul style="list-style-type: none"> ● Expectation that staff connects classrooms with the local and global community ● Identify Learning Management System (LMS) ● Staff are using # and tags consistently on social media platforms ● Adjust & plan from Community Leadership Forum outcomes
<p>Gear 6 Personalized Professional Learning</p>	<ul style="list-style-type: none"> ● 3 Job-embedded coaches ● Online CVT technology integration modules ● Future Ready Series opened to classified staff ● Google Educator online classes for clock hours and Training Incentive Program (TIP) dollars 	<ul style="list-style-type: none"> ● Implement CROPS (Collaboration, Reflection, Observation, Planning with Support) with CKSD staff ● Continue Future Ready Learning Series ● Continue job- 	<ul style="list-style-type: none"> ● Continue job-embedded coaching ● Continue CROPS

	<ul style="list-style-type: none"> ● Expanded additional 45 Google Guides (grades K-12) ● Implement CROPS (Collaboration, Reflection, Observation, Planning with Support) with Google Guides 	<p>embedded coaching</p> <ul style="list-style-type: none"> ● Plan for and establish consistent funding for job-embedded coaching ● Assist Google Guides into moving to a site-based coaching role who provide trainings at sites 	
<p>Gear 7 Budget and Resources</p>	<ul style="list-style-type: none"> ● 5th, 9th, and 10th 1:1 Chromebooks. ● 9-12 device identification team selected Chromebooks for 11/12. ● CTE device upgrades at CKHS, OHS ● Prepared for device check out (bags, power supplies, Chromebooks) ● Preparing for single sign on for digital resources. 	<ul style="list-style-type: none"> ● 6-12 Device Check out plan (cases, power supplies, Chromebooks) ● 2:1 Grades 1, 2 touchscreen Chromebook flips ● Homework Gap/ Personal Hot Spots ● Insurance ● Digital Content Management for student devices (teachers can set web browser restrictions to support instruction and assessment) ● Implement TCO vs L-ROI ● Launch single-sign in for digital resource, ClassLink 	<ul style="list-style-type: none"> ● Investigate how infrastructure and safety could Bring Your Own Device (BYOD) ● Learning Management System ● Monitor TCO vs L-ROI ● Prepare for Fall 2019 Round 1 student device tech refresh.
<p>Gear 8 Collaborative Leadership</p>	<ul style="list-style-type: none"> ● Future Ready Learning Coaches provided workshop at Summer Leadership Academy ● Building leaders partnered with Future Ready Learning Coaches to support blended learning and use of Google tools to support staff evaluations ● Executive Director of Elementary Education 	<ul style="list-style-type: none"> ● Future Ready Learning Coaches provided workshop at Summer Leadership Academy- common definition of blended learning and personalized learning ● Introduce ISTE standards for teachers and administrators ● Executive Director of 	<ul style="list-style-type: none"> ● Future Ready Learning Coaches provide workshop at Summer Leadership Academy ● Provide support to help building leaders explore the elements of good lesson designs which utilize blended learning

	<p>and Director of C&I, Director of Information Services attend RTM (a collaborative district leadership group that brings together curriculum and technology to advance student achievement) in October and March</p> <ul style="list-style-type: none">● Jeff Utecht provided a 2 hour overview of supporting technology for admin	<p>Elementary Education and Director of C&I, Director of Information Services attend RTM Fall</p> <ul style="list-style-type: none">● Support Administrators understanding of Digital Citizenship● Provide support to help building leaders explore the elements of good lesson designs which utilize blended learning and digital tools● Provide training on effective and safe ways to use social media to communicate with learning community	<p>and digital tools</p> <ul style="list-style-type: none">● Differentiation of technology. Provide training on how digital resources can support personalized learning
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Quality Service

Jeanne Beckon,
Assistant Superintendent for
Human Resources

David McVicker, Superintendent

Central Kitsap School District
June 2017

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1 Quality Service

1.1 Introduction

“Quality Service” means that Central Kitsap School District intentionally provides exceptional customer service to students, families, staff, and our community *consistently* throughout our district *at every opportunity* through design, delivery, and recovery.

The culture inside of our organization impacts our customer service. It’s more than just hiring the right people, and it’s more than focusing on customer service training. It’s about setting an example of customer service behavior at the top, and infusing its way, through all employees, toward the customer. Exceptional service is the result of great intentionality across a range of important decisions. It is about careful design of service, flawless delivery, and constructing a recovery safety net when service does not go according to the plan.

Starting at the top means our leadership sets the tone. They must practice what they preach and treat our employees like they want our customers to be treated. This is where the customer focused culture begins. It starts with people who want to do the right thing and have a true heart for service.

Steps to creating a culture of service:

1. Hire for the culture. Ask ourselves, will this new employee fit in to the culture we are trying to build or sustain? We must look beyond the attitude to the personality. We must make sure there is a cultural fit.
2. Train for the culture. Once our new employees are hired with the right attitude and personality, our induction program will immerse them into our culture as quickly as possible. Our new staff must understand what CKSD stands for; its mission, vision, goals and expectations.
3. Ensure the culture is aligned in the understanding, importance, and are able to articulate CKSD’s, mission, vision, goals, and expectations.
4. Allow our staff to be innovative. We must empower them to try and take risks to explore new and innovative ideas (as demonstrated by our School Board Innovation Awards).
5. Create a learning environment. If we really let people experiment, and they are truly empowered, there will be much to learn from their successes and failures. Celebrate them all and share these lessons with everyone.

1.2 2016-2017: Strategic Planning

Our School Board Strategic Plan specifically identifies “Welcoming Offices” under Goal 2 – Safe and Supportive Schools. The strategic objective: *Ensure that the front office staff welcomes visitors, supports volunteers, and monitors building access* speaks to the importance our School Board places on our front line staff who greet the students, families and communities of our schools. As we have learned more about quality service, we recognize the need to permeate the concept of “welcome”, well beyond our offices. Each person in our organization has the responsibility to ensure that our students, families, and community have a positive experience when they enter our organization. Additionally, Goal 3-A Well Developed, Highly Skilled, and Effective Staff embodies a quality service connection. In order for our staff to be effective our students, families, and community must experience a certain high level of professionalism at all levels of our district.

1.3 Key Components

If CKSD is an amazing place to work, if our staff love coming to work, and if there is a contagious enthusiasm because we really love how we are treated, what we do and who we are doing it for, then our students and families will feel it. That’s what our customer service focused culture is about.

Our employees need a reason to come to work each day. The work, and the meaning to that work, must be internalized, not memorized.

Our CKSD PURPOSE:

“We inspire growth through learning and engagement.”

This common purpose is a succinct explanation of what you desire our students and families to experience on an emotional level. It is imperative that we make an emotional connection with our students and families. Each and every position in our district has the same “purpose” of employment. In order for CKSD to ensure our staff has understanding of our culture and that we are on the same page, quality standards are created as the operating priorities that guide the consistency of our organization. The four KEYS below are in hierarchy order. These quality standards provide parameters for making quality decisions. They are observable, coachable, and recognizable.

- Safety
- Courtesy
- Presentation
- Efficiency

Safety <i>Basics</i>	Courtesy <i>Basics</i>	Presentation <i>Basics</i>	Efficiency <i>Basics</i>
<p>I practice safe behaviors in everything I do.</p> <ul style="list-style-type: none"> • <i>Know and follow all safety policies and procedures</i> • <i>Safely deliver on Courtesy, Presentation, and Efficiency</i> • <i>Be aware of surroundings and the hazards that may be present</i> <p>I take action to always put safety first.</p> <ul style="list-style-type: none"> • <i>Identify, correct, and</i> 	<p>I project a positive image and energy.</p> <ul style="list-style-type: none"> • <i>Smile</i> • <i>Be approachable and make eye contact</i> • <i>Be present</i> <p>I am courteous and respectful to all.</p> <ul style="list-style-type: none"> • <i>Greet, welcome, and thank all</i> • <i>Engage in respectful interactions</i> • <i>Keep conversations positive and appropriate</i> 	<p>I ensure my area is presentation ready at all times.</p> <ul style="list-style-type: none"> • <i>Keep areas clean, organized, and well maintained</i> • <i>Take action to correct or report things that interfere with my presentation</i> <p>I project professionalism</p> <ul style="list-style-type: none"> • In appearance • In communication and actions 	<p>I perform my role efficiently so others get the most out of my service.</p> <ul style="list-style-type: none"> • <i>Look for ways to reduce wait time and hassles</i> • <i>Provide accurate and timely information</i> • <i>Be knowledgeable about my area and beyond</i> • <i>Take collaborative opportunities to improve my area</i>

<p><i>immediately report safety concerns</i></p> <ul style="list-style-type: none"> • <i>Avoid shortcuts that do not put safety first</i> • <i>Ask "Is this the safest way?"</i> <p>I speak up to ensure the safety of others.</p> <ul style="list-style-type: none"> • <i>Demonstrate care for the safety of others</i> • <i>Appreciate and encourage the safety efforts of others</i> 	<ul style="list-style-type: none"> • <i>Treat each person as an individual</i> <p>I go above and beyond to exceed expectations.</p> <ul style="list-style-type: none"> • <i>Create inspirational moments</i> • <i>Anticipate needs and offer assistance</i> • <i>Provide immediate service recovery</i> 		<p>I use my time and resources wisely.</p> <ul style="list-style-type: none"> • <i>Be prepared and anticipate operational needs</i> • <i>Work as a team and build partnerships across all areas</i> • <i>Take responsibility to conserve resources</i>
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Our excellent staff will provide outstanding service to our students and families through meticulous planning and organization. Our service to others is manifested everywhere that touches our students. Our challenge lies in our ability to design exceptional service, deliver exceptional service, and recover when our student, families, and staff expectations are not met.

When designing exceptional service, it cannot be improved or organized at last minute. It's a process that must be holistically over-managed across the entire system. Improvisation leads to inconsistent delivery. We must ask ourselves, "*What do we want to do for our students, families, and or employees? What experience do we want to provide? What do they want us to do? What can we afford to do?*" This is where the concept of "overmanaging" occurs. Over managing is paying extraordinary attention to the details.

When delivering exceptional service, our processes, places, and people must intersect to ensure quality delivery. Without seamless processes, our place (schools/departments) are at risk to deteriorate. Our staff may be forced to improvise, and our risk increases that students, families or employees will sense that something is off.

At times, service recovery is necessary. Events will occur when our students, families, or staff have expectations that are unmet. When this happens, we must pursue the reconciliation of the relationship, not just the resolution to the issue. The necessity for recovery may not be our fault. It is our problem. Our students, families, and staff want to be HEARD (Hear, Empathize, Apologize, Resolve, Diagnose). They want a genuine opportunity to tell their story and have someone actively listen.

1.4 Planning Process and Input

A small team consisting of Human Resources, Operations, Communication, and Induction participated in a professional development opportunity to learn about Quality Service. This team of leaders will be responsible for providing the messaging, professional development, leadership support, and new employee induction throughout our initiative. In June of 2017, leaders will be introduced to quality service and begin planning for August staff days. The initiative will be kicked off in August of 2017 to all staff by our Superintendent. Several departments will be selected in year one as initial professional development participants. Over the course of the next three years, additional departments and school buildings will focus on quality service components. Working on a culture change takes time, focus, reinforcement, and feedback.

1.5 Strategies

Training: A customer-focused company spends time and money training for soft skills such as relationship building and customer service. The company recognizes that it takes both, technical and soft skills, to break away from being average.

- **Leadership:** The leaders of a customer-focused school district set the vision and mission of the culture, and then they lead by example.
- **People First:** The customer-focused school district knows the importance of putting people first – specifically employees. They develop a culture of happy, engaged and fulfilled employees that deliver a better customer experience.
- **Customer Service:** The customer-focused school district looks at quality service as a philosophy to be embraced by every employee.

1.6 Measures of Success

The measure of our success in this initiative will be provided in data collected through our annual implementation of our climate survey for students, staff and families. In our schools and departments, we expect all staff to perform responsibilities with a high level of excellence.

The Center for Educational Excellence (CEE) provides feedback in a number of areas. These listed below will constitute our key indicators of success:

1. Supportive Learning Environment (2016 CEE Data, “Almost always true”)
 - a. Parents
 - i. This school is orderly and supports learning (61%)
 - ii. I believe the adults in this school care about one another (61%)
 - iii. This school provides a caring/supportive environment for my child (56%)
 - iv. School employees are respectful and courteous of one another (57%)
2. Students
 - a. This school is orderly and cares a lot about student learning (56%)
 - b. Adults in this school are respectful to others (53%)
 - c. I enjoy coming to school (36%)

3. Clear and Collaborative Relationships

a. Staff

- i. Our employees will “go the extra mile” for others (34%)
- ii. We treat each other in a respectful manner (40%)
- iii. My supervisor treats me in a respectful manner (63%)
- iv. There is effective two-way communication between the district and schools (12%)

Each Fall and Spring a small group (approximately 10) of parents, students, and community members will be sent to visit or call a random sampling of schools and departments to experience our customer service. Upon completion of the visit or call, each participant will complete an anonymous survey sharing their experience.

Year 1	<p>Focus on Leadership/Office Staff/GMC/Transportation/Induction</p> <ul style="list-style-type: none"> • June Leadership Council introduction • August Leadership Council in-service • August Office Manager introduction • October Transportation introduction • September GMC introduction • September Principal Planning Conference “overmanagement” • Ongoing Induction Introduction • Three Thursday Early Release Sessions for school staff to ensure QS awareness • Four Sessions will occur for Administrators/ Office Staff/GMC/Transportation throughout year • End of year reflection and revision of plan
Year 2	<p>Focus on School Staff/DIS/Food Service/Induction</p> <ul style="list-style-type: none"> • August Leadership Council in-service • August Office Manager in-service • September Food Service introduction • September DIS introduction • Ongoing Induction Introduction • Four Thursday Early Release Sessions for school staff to ensure QS awareness • Four Sessions will occur for Administrators/ DIS/FS throughout year • End of year reflection and revision of plan
Year 3	<p>Focus on Keeping Four Keys fresh and in staff awareness/conscientious level</p> <ul style="list-style-type: none"> • August Refresher in-service • Focus on development of a service recognition program Development of a recognition program that will enable staff to recognize each other for delivering great service to our students, families, and staff. This recognition provided by peers or administrators reinforces the service behaviors of Quality Service • Winter 2020 implement service recognition program



Safety and Security

Joe Vlach,
Director of Operations

David McVicker, Superintendent

Central Kitsap School District
June 2017

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1 Safety and Security

1.1 Introduction

In the fall of 2014 one of the top priorities of our Thought Exchange process was the safety and security for our students, staff and community. This priority was supported in our focus groups leading to the Strategic Plan as well as in our Phase Two Facilities bond measure in 2016. During that same time some of our schools began to explore Positive Behavior Intervention Supports (PBIS) to support teaching, learning and reinforcing positive behaviors. Our Operations Department reviewed concerns related to several components of safety and security including emergency drills, lockdown procedures and processes, integrated support with first responders, safety standards and safety and risk assessment.

In 2014, we began exploring best practices as related to lockdown procedures. The ALiCE protocol provides us operational flexibility. The differentiated response available with ALiCE allows staff to respond to active threats with best practices. During the 2016-2017 school year we trained all administrators with ALiCE. Next school year we will engage our principals to do a blockade drill. In the 2019-2020 we will deliver age-appropriate curriculum for students as related to ALiCE.

As we look at our district emergency drilling and planning, we know providing scenario based training will help our team respond to real scenarios. In 2015-2016, we began with the statewide earthquake drill. This was a platform to provide site-specific scenarios. The benefit for sites to activate their safety plans and teams with potential scenarios will improve our response in the event of a real scenario. Scenarios include a joint-response with Kitsap Naval Base. In school year 2016-2017 dialog began to formulate these plans. In 2017-2018, we will plan and drill with Kitsap Naval Base utilizing scenarios.

The physical safety includes Crime Prevention Through Environmental Design (CPTED) standards. We are currently underway with our second year of utilizing CPTED. Our sightline improvement projects remaining are Fairview and the Operations Service Center. Once the large projects are done, these will become maintenance items.

Creating a culture of safety includes training and inspection. We have instituted safety reviews with our risk manager. These include physical inspections of all sites with action items and recommendations. These are in addition to the regulatory and mandatory inspections (fire, EPA, Labor and Industry, etc.). Our quarterly walks are a part of our on-going commitment to safety.

We also value the social-emotional safety of our students. As such, we have implemented PBIS. This program is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support. PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

1.2 Implementation

1.2.1 ALiCE

In 2014 we determined the ALiCE protocol was the most articulated and best aligned protocol for student and staff safety. After determining the protocol, train the trainer was the model determined to institutionalize the protocol. In the following year, 5 key staff members were trained as trainers.

In the school year 2015-2016, planning took place with trainers and other experts. This led to an all administrator training in the summer of 2016. As of Fall of 2016, all staff received a required online training. In the Winter of 2017, 11 schools were trained with a live action scenario training. This June, 2017, 7 more schools will receive the same training. Our last group will receive the scenario trainings September of 2018.

In the 2017-2018 school year we will create and deliver a barricade drill still using ALiCe protocol at all sites. These drills will be age appropriate with considerations for students and staff. In conjunction with this, we will team with teachers and counselors to develop age appropriate curriculum for conducting a counter drill.

In school year 2018-2019 we will both deliver curriculum and conduct a counter drill. The protocol will be institutionalized and provide ongoing training. In addition, we will ensure all new staff receive training. In order to institutionalize the training, all new staff will receive the electronic learning and attend a scenario training.

1.2.2 Integrated Drilling

RCW 28A.320.125 defines school drilling requirements, In 2017-2018, we will team with our Navy partners to ensure our schools have articulated plans for military connected students. We plan to conduct a joint drill with Naval Base Kitsap. These drills will include our schools bordering the naval bases.

In 2014, we began partnering with Kitsap County Department of Emergency Services to conduct our district-wide drill with their oversight. During the 2018-2019 school year we plan to conduct an additional Emergency Operations Center drill.

In school year 2019-2020 we plan to drill with other district(s) with EOCs.

1.2.3 CPTED

We are in our third year of the crime prevention through environmental design (CPTED). This summer (2017) the goal is to continue work at Fairview and Grounds, Maintenance and Custodial (GMC). Once clearing is completed, sites will become a part of the preventative maintenance schedule.

1.2.4 Safety Reviews

We will continue the work implemented in 2014 with our risk management group. These safety walks are conducted on a quarterly basis at all sites. This, in conjunction with our fire inspections, creates a third-party process for review of our safety standards. We receive reports and provide corrective action.

State regulations require worksites to have a safety committee to deal with employee safety issues. This requirement is stated in WAC 296-800-1320. Quarterly meetings are held to review safety and health inspections and reports to correct safety hazards. At the district level, we evaluate accident and illness prevention programs and discuss recommendations for improvement if needed. Our teams also evaluate accident investigations conducted to determine if unsafe conditions exist and if so, are corrected.

1.2.5 Planning Matrix

School Year	ALiCE	Integrated Drilling	CPTED	Safety Reviews
2017-2018	<ul style="list-style-type: none"> • All site scenario training • Planning team develops age appropriate curriculum • Plan & Schedule scenarios for new staff 	Plan with base to drill at CV and CC	Complete sightline clearing at all locations	Continue safety walks & reviews
2018-2019	<ul style="list-style-type: none"> • Utilize barricade protocol 	Conduct drill with base using scenarios		
2019-2020	Institutionalize Program	Continue drilling		

1.2.6 PBIS

The district in in summer of 2016 hired a consultant from the University of Washington Tacoma Campus, Greg Benner to provide an overview of Positive Behavior Intervention Supports (PSIB).

Fall of 2016, five elementary schools created a team of approximately five - eight representative members that attended a two or three-day training provided by skilled trainers. The team was comprised of administrators, classified, and regular and special education teachers. The schools focused on three to five behavioral expectations that are positively stated and easy to remember. In other words, rather than telling students what not to do, the school focused on the preferred behaviors. Here are some examples from other schools:

- Respect Yourself, Respect Others, and Respect Property
- Be Safe, Be Responsible, Be Respectful
- Respect Relationships and Respect Responsibilities

After the PBIS teams determined the 3-5 behavioral expectations that suit the needs of their school, they took this information back to the staff to ensure at least 80% of the staff buy into the chosen expectations. Consistency from class to class and adult to adult is very important for successful implementation of PBIS. The teams then created a matrix of what the behavioral expectations look like, sound like, and feel like in all the non-classroom areas. This matrix has approximately three positively stated examples for each area.

In the Fall of 2017, the five buildings continue to work on tier one implementation. They also have begun building tier two levels of support for 10- 12 percent of their students that do not respond to the tier one supports. Four more buildings had a building wide overview for their staff and have created a teams to begin planning for the upcoming steps. Spring of 2017 two more buildings had an overview session with their staff.

Beginning Summer of 2017, CKSD will host a national consultant Randy Sprick to provide the key note to our staff. He will also provide breakout sessions for staff during curriculum days. All staff have been provided a social skills curriculum that will be taught to each grade level. The twelve elementary schools will be in a variety of steps in the process of PBIS implementation.

After reviewing office referrals and suspensions. The district is committed to reducing the number of referrals and suspensions. Five buildings have purchased a behavioral tracking program referred to as SWIS. This is a web based program which graphs office discipline referral data. This program creates instant graphs for behavioral incidents per day- per month, time of day, specific behaviors, location and by specific student. The graphing program provides many other options for the team. Next year buildings will track the various types of behaviors and look for trends to work with their team create solutions.

1.2.7 Restorative Justice

It is well documented that punitive approaches to student discipline has resulted in lower student achievement, decreased graduation rates and an increase in what some have called the “school to prison pipeline”. Restorative Justice works on fixing the problem that led to the misbehavior, applying a fair punishment and restoring the damages done to all parties. Many districts have already implemented practices to establish a Restorative Justice system at all their schools.

During the 2016-2017 school year, Central Kitsap School District began the movement toward a Restorative Justice system by implementing practices that reduced out of school suspensions for our students. Schools began looking for alternatives to suspensions and/or restorative practices in order to keep students in class while still providing accountability for the students. A team of administrators and community members also rewrote our Student Rights and Responsibilities with a “Restorative” lens. This document will be published for all for use beginning in the 2017-2018 school year.

During the 2017-2018 school year the intent is to research and provide professional development for administrators and key staff on Restorative Justice. Also, to begin the work of developing a Restorative Justice system for Central Kitsap School District.

1.2.8 PBIS/Restorative Justice Timeline

School Year	Introduction	Year One	Year Two	Year Three
2015 -16	All Schools (K-12) were provided an overview of PBIS	Three elementary schools formed teams to plan implementation Fairview and CK middle school formed teams to plan and implement	Implementation team worked with consultant to build tier two supports and build positive systems for students. SWIS behavior tracking program used to collect data on time, location and behavior type	Implementation team worked on strengthen tier two and researching tier three interventions. Check-in Check out revised and deeper level of understanding and usage
2016-17	Second Step curriculum provided to grades K-5 CKSD Rights and Responsibilities were revised Introduction K-12 to Restorative Justice	Five elementary schools formed teams to plan implementation Ridgetop middle school revitalized their team and implement past work	Implementation team worked with consultant to build tier two supports and build positive systems for students. SWIS behavior tracking program used to collect data on time, location and behavior type	
2017-18	Second Step curriculum mandated in grades K-5	Four elementary Schools form teams to plan implementation Klahowya form team to plan and implement		

1.2.8 LINK Crew and WEB Plan

The transition from elementary to middle, or from middle to high school is a major event in the life of a young person. The School Board has recognized the need to plan for and “Minimize Transitions” as much as possible for our students. All our schools have added research based transition programs at the middle and high school level in order to help minimize the impact a transition has on the life of a student. The transition program focuses on the three key transition factors for students; safety, information and connections.

At the middle level Where Everybody Belongs (WEB) provides a structure to connect 8th graders to incoming 6th graders and includes effective training and the necessary supports to make the relationship meaningful for the students. This relationship that starts prior to the school year beginning and continues throughout the year, allows students to focus on school rather than wondering how they may fit into the middle level.

At the high school level, Link Crew works to provide a similar mechanism to support the transition from our middle schools to our high schools. A well trained group of juniors and seniors help to provide the support for our incoming freshman. This program “Links” freshman with leaders from the upper classes in order to provide the information and connections they need in order to provide a safe and caring environment.

2 Appendix

A. Drilling Requirements

- a. [RCW 28A.320.120 – Safe school plans – Requirements – Duties of school districts ,schools, and educational service districts – Reports – Drills - Rules](#)

B. Crime Prevention Through Environmental Design

- a. [CPTED](#)

C. OSPI Health Services

- a. [A-Z Index of Health Topics](#)

D. Quality Service

- a. [Quality Service](#)

E. CKSD Long Range Facility Plan – Phase 2

- a. [CKSD LRFP Phase 2](#)



Short Range Facilities Plan

Doug Newell,
Executive Director of
Business and Operations

David McVicker, Superintendent

Central Kitsap School District
June 2017

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1 Short Range Facilities Plan

1.1 Introduction

Central Kitsap School District is in the second phase of a Long Range Facilities Plan (LRFP) to re-capitalize our schools and support facilities. In Phase 1 we built Hawk Elementary School at Jackson Park, modernized Silverdale Elementary School, completed numerous critical and required repairs, and we are replacing our transportation, central kitchen, and warehouse facilities. In Phase 2 our focus is on modernizing our secondary schools, improving security, and completing more critical and required repairs.

This short-range plan (SRFP) outlines a four-year schedule for accomplishing these programmed capital improvements to our schools and support facilities. Constraints related to project management, design capacity, and local construction team availability may limit the ability to complete these projects as outlined in this schedule.

1.1.1 2017

- Secondary Schools
 - Central Kitsap High School
 - Design and start construction of replacement building.
 - Klahowya Secondary School
 - Start construction of new addition (classroom, gymnasium, and music room).
 - Start and finish construction of new football field and track.
 - Olympic High School
 - Design and start construction of new commons, auditorium, and CTE classrooms.
 - Design athletic improvements (stadium, changing rooms, and ADA improvements).
 - Barker Creek Community School
 - Design, construct improvements, and open Barker Creek Community School
 - Central Kitsap Middle School
 - Design and start construction of replacement building.
 - Ridgetop Middle School
 - Design and construct security improvements
- Elementary Schools
 - Emerald Heights Elementary School
 - Design and construct security improvements
 - Silver Ridge Elementary School
 - Design and construct security improvements.
- Support Facilities
 - Operations Support Center.
 - Finish construction of new facility.
 - Maintenance Building.
 - Design seismic upgrade and storage/shop improvements.

1.1.2 2018

- Secondary Schools
 - Central Kitsap High School
 - Continue construction of replacement building.
 - Klahowya Secondary School
 - Finish construction of new addition (classroom, gymnasium, and music room).
 - Olympic High School
 - Finish construction of new commons, auditorium, and CTE classrooms.
 - Construct athletic improvements (stadium, changing rooms, and ADA improvements).
 - Central Kitsap Middle School
 - Continue construction of replacement building.
- Elementary Schools
 - Brownsville Elementary School
 - Complete required repairs to envelope.
 - Cottonwood Elementary School
 - Design and construct security improvements
 - Cougar Valley Elementary School
 - Design and construct improvements to parking and vehicular access drives.
 - Esquire Hills Elementary School
 - Design and construct security improvements
 - Silver Ridge Elementary School
 - Replace HVAC equipment
 - Complete required repairs in multi-purpose room (flooring, operable wall).
 - Complete playground improvements.
 - Woodlands Elementary School
 - Design and construct security improvements
- Support Facilities
 - Maintenance Building.
 - Install seismic upgrade and complete storage/shop improvements.

1.1.3 2019

- Secondary Schools
 - Central Kitsap High School
 - Finish construction of replacement building.
 - Central Kitsap Middle School
 - Finish construction of replacement building.
 - Ridgetop Middle School
 - Replace HVAC equipment
- Elementary Schools
 - Clear Creek Elementary School
 - Design and construct security improvements
 - Cottonwood Elementary School
 - Design and construct security improvements
 - Cougar Valley Elementary School
 - Design and construct security improvements
 - Replace HVAC equipment
 - Green Mountain Elementary School
 - Design and construct security improvements
 - Replace HVAC equipment
 - Hawk Elementary at Jackson Park Elementary School
 - Design and construct security improvements

1.1.4 2020

- Secondary Schools
 - Central Kitsap Campus
 - Additional Site Work (Currently not programmed)
 - CKHS demolition
 - Athletic Complex Improvements
 - Klahowya Secondary School
 - Athletic Complex Improvements (Currently not programmed).
- Elementary Schools
 - Clear Creek Elementary School
 - Complete miscellaneous required repairs
 - Emerald Heights Elementary School
 - Complete miscellaneous required repairs
 - Esquire Hills Elementary School
 - Complete miscellaneous required repairs
 - Green Mountain Elementary School
 - Replace Roof
 - PineCrest Elementary School
 - Complete miscellaneous required repairs
 - Woodlands Elementary School
 - Complete miscellaneous required repairs



Recommendation CKSD Long Range Facility Plan Phase 2

David McVicker, Superintendent

Central Kitsap School District

10/26/2015

Updated June 2017

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1 EXECUTIVE SUMMARY

“.....First we shape our buildings; thereafter they shape us.....” – Winston Churchill

Central Kitsap School District (CKSD) recognizes the need to provide safe, secure schools for educating our children. Local citizens, in partnership with the State of Washington, have a significant investment in our school and support facilities. In 2010 we developed a Long Range Facilities Plan to maintain our investments and modernize our schools to support educating our children. We are now nearing completion of Phase 1 which accomplished the following:

- Critical repairs and safety upgrades at all schools.
- Construction of Bud Hawk Elementary School at Jackson Park.
- Modernization of Silverdale Elementary School (under construction).
- Construction of Consolidated Transportation, Food Services and Warehouse (begins in 2016).
- Technology upgrades; installing a new fiber optic network and deploying new computers.

In late 2014 we started planning for Phase 2 of our Long Range Facilities Plan. The process started with a comprehensive review of all District facilities. We developed a listing of critical and required repairs and identified specific schools that need comprehensive modernization and/or replacement.

The CKSD Board played an active role in this process providing guidance that focused our efforts on solutions that create the most value for our students and our community.

Our secondary schools are in the greatest need for repair, renovation, and/or replacement. Earlier this year we engaged a team of architects and engineers to review the current conditions on secondary campuses. As part of a master planning process, they developed a series of options and solutions. We then entered into a dialog with our staff, community members, and the CKSD Board to develop an approach for Phase 2 of our Long Range Facilities Plan.

Recommended Major Projects – CKSD Long Range Facilities Plan – Phase 2:

- District Wide – conduct critical and required repairs for all schools.
- District Wide – upgrade security for all schools.
- Central Kitsap High School - replace with a new facility.
- Central Kitsap Middle School - replace with a new facility.
- Olympic High School - build permanent classrooms and modernize CTE classrooms.
- Klahowya Secondary School - build permanent classrooms and a gymnasium.

Funding. We recommend funding Phase 2 with a Capital Projects bond measure along with leveraging funding from the State of Washington’s School Construction Assistance Program. The proposed bond measure would replace our existing Capital Projects levy and maintain existing tax rates.

2 INTRODUCTION

Five years ago, CKSD developed a phased approach – our Long Range Facilities Plan (LRFP) – for managing our aging buildings. The plan was developed by evaluating the existing condition of our facilities, reviewing current educational needs, and considering the demographic trends within our District. Phase 1 accomplished the following projects:

- Critical repairs and safety upgrades at all schools.
- Technology upgrades (Networks and Student Computers).
- Construction of the new Bud Hawk Elementary School at Jackson Park.
- Modernization of Silverdale Elementary School (under construction).
- Construction of a Consolidated Transportation, Food Services and Warehouse (CTFW) facility (will begin in 2016).

Phase 1 of the LRFP was funded by the 2011 Capital Projects Levy, state school construction assistance, and federal impact aid. We are on track to complete all Phase 1 work in 2017.

In the Fall of 2014, we started planning for Phase 2 of the LRFP. The CKSD Facilities Infrastructure Review Committee (FIRC) supported by CKSD Staff began by analyzing our current facilities. Their efforts included studying and surveying the District’s facilities, analyzing enrollment trends, reviewing state funding opportunities, and reviewing the current status of Heavy Impact Aid federal funds. CKSD has also engaged our community and worked with a group of architects and engineers to develop an approach and recommendation for Phase 2. This recommendation is the result of this coordinated effort to improve our schools.

3 LONG RANGE FACILITIES PLAN

In 2010, the CKSD Board of Directors asked the Facilities Infrastructure Review Committee (FIRC) to develop and maintain a Long Range Facilities Plan. The CKSD Long Range Facilities Plan (LRFP) provides a phased plan for modernizing and rebuilding existing schools and support facilities within the District.

The LRFP plan is a comprehensive document encompassing a myriad of factors related to school and support facilities within the District. The plan considers (1) the District’s current vision, goals, and future educational needs; (2) the adequacy of existing school facilities; (3) future student population trends; (4) community characteristics affecting the use of District facilities; and (5) the types of systems and subsystems used within various facilities, along with a description and assessment of their physical condition. For the original plan the FIRC analyzed several timetables and recommended that the renovation of District facilities should occur every 35-45 years. The plan projects when a facility will be modernized or replaced, providing essential data to assist the District and the community in the decision-making process. Similar to a budget, it is a document that is adjusted as program needs, policies, staffing formulas, enrollment, and schedules evolve.

Prior to initiating a subsequent phase of the LRFP, the FIRC completes a re-evaluation of facility conditions. This process is used to refine the scope and duration of the phase and forms the basis for the recommendation to start the next phase. The FIRC relies on the conclusions of the professionals

engaged in analyzing our facilities to develop a recommendation to maintain our facilities while minimizing the investment of the local taxpayer.

4 CKSD BOARD GUIDANCE AND ENGAGEMENT

The CKSD Strategic Plan identifies specific goals and objectives for our school district. Our facilities have a direct impact in achieving these goals. The CKSD Board has directed that we align resources with strategic goals to realize our mission and vision; and that we ensure that our long-range facilities planning supports educational goals and safe learning environments.

The CKSD Board has expanded on the objectives in our strategic plan and has provided specific guidelines to follow when making facility modernization and replacement recommendations. The CKSD Board also provided an entering fiscal goal of maintaining current tax rates. The CKSD Board has participated in several sessions to help shape this recommendation.

4.1 BOARD GUIDANCE – LONG RANGE FACILITY PLAN PHASE 2

4.1.1 Minimize school-to school transitions

Research demonstrates that minimizing transitions reduces the likelihood for students to struggle following making a move. Our long range plan for facilities should minimize transitions for our students.

4.1.2 Expand learning options and offerings for students and families

Students and families have different needs and desires. Our public schools should strive to provide for a variety of both traditional and non-traditional options. Our long range facility plan must recognize that space should exist for alternative education programs for all grade levels, including Venture, Off-Campus, New Frontiers, Montessori, TEAM (Teamwork Educates And Motivates).

4.1.3 Help families support their children’s success

Support for students at home increases the chances for success in reaching a career and college ready graduate. Programs and options exist that provide students a variety of experiences for learning, digital learning access 24/7 and increased year round learning opportunities that prepare students for a career or college. Our long range facilities plan needs to support these systems and opportunities.

4.1.4 Increase student connection to schools

We know that students who have strong connections with activities and athletics outside the regular school day are more connected to school. We should involve 100% of students (grades 4-12) in an activity or athletic team outside the school day. Our long range facilities plan should support these student connections.

4.1.5 Reduce reliance on temporary facilities and portables

Our district owns and uses almost 100 portable classrooms. All but eight of these classrooms are beyond the normal life cycle of 20 years, some of them significantly older. Our long range facilities plan needs to reduce reliance on portable classrooms and eliminate them for long term use.

4.1.6 Increase the safety and security of our facilities

We are committed to promoting positive learning environments that are secure, welcoming, and culturally respectful. Most of our schools need upgraded and single, focused entrances, improved sight lines, modified parking and traffic flow as well as additional parking (if possible) in some areas. Our long range facilities plan should address these concerns and issues.

4.1.7 Provide for future flexibility

Our buildings will serve the community for 50-75 years and must provide for future flexibility. We need to design spaces that can easily serve multiple functions with minimal added costs. Finding ways to increase the flexibility and utilization of our schools should be considered when renovating or rebuilding a facility as part of our long range plan.

4.1.8 Renovate/replace schools using State Assistance

The State of Washington provides modernization assistance for buildings that are 30 years old or older. The long range facilities plan should focus on maximizing our ability to renovate or replace buildings as a primary strategy to reduce the backlog in deferred maintenance and repair.

4.1.9 Move toward locating secondary schools on same campus

We should plan to co-locate secondary buildings to minimize transitions, expand learning options, and enable more flexibility. Co-location will reduce costs by sharing core facilities (lunchrooms, music, physical education, and performing and library spaces) and will reduce transportation costs. Our long range facility plan needs should support locating secondary schools on the same campus.

4.2 LONG RANGE FACILITY PLAN STUDY SESSIONS

The CKSD Board held study sessions in May, August, September, and October to listen to options and provide guidance as we developed this recommendation for LRF Phase 2. During these sessions we conducted several activities to ensure that our planning process was aligned to the board's guidance.

At these sessions we evaluated a variety of campus configurations and locations for programs. The resulting guidance was to focus our Secondary Schools on three campuses: 1) Central Kitsap; 2) Olympic; and 3) Klahowya. We will also pursue the development of a school of choice program.

during their review of this report that the most cost effective way to address the problems at CKHS and CKMS is by **replacement or modernization** of the buildings vice repair of the individual existing systems.

The remaining list of deficiencies was reviewed and prioritized by the FIRC. The FIRC identified 49 critical and required repairs. Meng Analysis produced estimates totaling \$17.8M to correct these deficiencies.

6 MASTER PLANNING – SECONDARY SCHOOL CAMPUSES

As part of the review of current facility conditions, the FIRC identified Central Kitsap High School and Central Kitsap Middle School as the two top schools in need of replacement or modernization. Based on the complexities of the Central Kitsap campus the CKSD Board authorized the hiring of an architecture and engineering firm (the Bassetti Group) to create a master plan to evaluate the modernization or replacement of these schools. The master plan helps guide the overall configuration of the campus including location of school buildings, athletic facilities, and parking.

The Bassetti group has designed and assisted in the construction of numerous high schools and middle schools. They were selected through a competitive procurement to develop a master plan for the Central Kitsap campus. As the Board considered this process – and especially the idea of reducing transitions and locating middle schools and high schools on the same campus (a goal begun in 2003) – the master planning effort grew to include the Olympic campus and the Klahowya campus.

Meetings and workshops were held during the summer of 2015 to look at these three campuses and to determine how we might accommodate the current and future needs for our middle school and high school students. In August and September, meetings were held with ~~the staffs~~ at each CKSD secondary school (CKHS, KSS, OHS, CKMS, FMS and RMS) to review the current progress and answer questions. We also ~~have~~ held meetings with parents and community members. Our team ~~has~~ also visited a variety of high schools and middle schools in the Puget Sound region to review design and configuration options.

6.1 APPROACH – MEET CKSD GOALS AND OBJECTIVES

The process started with a review of strategic goals and specific guidelines governing our facilities. We used these to develop a framework as we evaluated options for the Central Kitsap, Olympic, and Klahowya campuses. Specifically, as part of this planning process, the team addressed the following goals: *Minimizing Transitions, Reduce Reliance on Temporary Facilities and Portables, Increase Safety and Security, Provide For Future Flexibility, and Move To Co-Locating Secondary Schools on the Same Campus to the sites.*

CKSD’s secondary school master plan is a guidance document that:

- Identifies current site and building conditions;
- Provides potential options for siting buildings, fields and parking;
- Creates a program for cost estimating.

The master plan is not a final design document. During school design the layout and siting of the facilities will evolve as we consider additional information.

6.2 CENTRAL KITSAP CAMPUS SITE PLAN

The master planning team started by using CKSD existing condition reports and then additional on-site investigations to determine the cost effectiveness of modernizing versus replacing CKHS and CKMS. For both CKHS and CKMS the modernization cost was nearly equal to the cost of replacing the schools. When we factor in the challenges (and additional soft costs) related to phasing modernization of the schools and that the useful life expectancy of a new school is significantly longer than a modernized school, the best value to the community is to replace the existing schools.

We analyzed a variety of site configurations to identify the most efficient layout to support construction of a new middle school and high school. The recommendation is to locate the new high school and middle school buildings near the center of the campus. The schools will be distinct separate entities that will share common support infrastructure (Mechanical Systems, Kitchens, etc.). This school configuration and location meets the board guidelines for *reducing the use of portables, increasing safety and security, provides for future flexibility; supports the goal of minimizing transitions and co-locating secondary schools on the same campus*. It is also the most cost effective approach saving \$12M over the cost of constructing stand-alone facilities.

The site plan for Central Kitsap improves vehicular and pedestrian access, parking, and athletic facilities.



Figure 1: Central Kitsap Campus Site Plan

6.2.1 Central Kitsap High School

The original portion of Central Kitsap High School (CKHS) was built in 1942 with additions completed in the 1950's, 1960's, and 1970's. The current structure needs significant repairs to structural, mechanical, and fire suppression systems. The existing high school is undersized with insufficient room in classrooms, physical education, and commons. The cost to repair and modernize the existing structure

is within 90% of the replacement cost. In addition, modernizing the existing structure does not resolve traffic flow, emergency access, and parking problems related to the existing site. A new school has a significantly longer life and is a more cost effective solution.

Construction of a new high school on the Central Kitsap campus is recommended. The new high school would enable meeting our educational goals for high school education; improving our ability to provide science, technical education, music, and physical education. Siting the new high school near the center of the Central Kitsap campus will improve vehicular and pedestrian access and enable better access to athletic fields.

6.2.2 Central Kitsap Middle School

Central Kitsap Middle School (CKMS) was built in 1959 with an addition completed in 1976. The current structure needs significant repairs to structural, electrical and mechanical systems. CKMS needs a fire suppression system, upgrades to fire alarm systems, and does not meet current seismic codes. The cost to repair and modernize the existing structure is nearly equal to the replacement cost. A new school has a significantly longer life and is a more cost effective solution.

Construction of a new middle school on the Central Kitsap campus is recommended. The new middle school will enable meeting our educational goals for middle school education; improving our ability to provide science, technical education, music, and physical education. Siting the new middle school near the center of the Central Kitsap campus will improve vehicular and pedestrian access and enable better access to athletic fields.

6.3 OLYMPIC CAMPUS SITE PLAN

The master planning team's review of the Olympic campus identified several areas that needed addressing to meet the CKSD board guidelines. The first focus was on reviewing Olympic High School. Olympic High School needs permanent classrooms to *Replace Portable Facilities* and create a facility that *Increases the Student's Connection to their School*. We also explored how to add a middle school to the Olympic Campus to help *Minimize Transitions* and support *Moving towards Co-Locating Secondary Schools on the Same Campus*. During the review the master planning team identified that the technical education classrooms and facilities were dated and no longer supported current educational requirements.

The most effective and efficient location for a middle school is adjacent to the existing Olympic High School building. The placement supports the CKSD board guidelines.

The Olympic Campus is also home to Silverdale Stadium. All CKSD high schools use Silverdale Stadium for athletic competition. There is only limited space on the Olympic Campus to support athletics when Silverdale Stadium is used for a district event. Additional fields are required to *Support Increasing the Student's Connection to their School*. CKSD has an undeveloped property on Tibardis road that should be used for athletic fields. The Olympic Campus site plan shows the proposed addition of new athletic fields.

The team identified a phased approach for improving the Olympic Campus to meet board guidelines. Olympic Site Phases:

6.3.1 Olympic High School – Phase I. Construct Permanent Classrooms, Renovate CTE Spaces, and Enlarge Commons at Olympic High School.

This phase addresses the most pressing needs at the Olympic Campus. When complete Olympic High School will have a new center core with new classrooms and renovated Career and Technical Education spaces. Existing portable classrooms will be removed.

6.3.2 Olympic High School – Phase II. Build a Middle School on the Olympic Campus.

CKSD has long desired to build a middle school on the Olympic Campus. This phase supports multiple board goals, including *Minimizing Transitions, Increasing Options, Providing Flexibility, and Moving Towards Co-Locating Secondary Schools on the Same Campus*. (This scope is currently scheduled for Phase 3 of the CKSD LRFP).



Figure 2: Olympic Campus Site Plan

6.4 KLAHOWYA CAMPUS SITE PLAN

The master planning team’s review of the Klahowya campus identified several areas that needed addressing to meet the CKSD board guidelines. Klahowya Secondary School needs permanent classrooms to *replace existing portable classrooms*. Klahowya also needs a second gymnasium, a band room along with a new all-weather athletic field to support *increasing the student’s connection to their school*.

The best location for the new classrooms, gymnasium, and band room are connected to the north side of Klahowya Secondary School.



Figure 3: Klahowya Campus Site Plan

7 IMPROVING SECURITY AT OUR SCHOOLS

CKSD promotes positive learning environments that are secure, welcoming, and culturally respectful. We need to design our educational facilities to ensure safety and security for students, staff, and the community. We need welcoming and safe schools, with clearly visible and easily identifiable single points of entry. All of our schools can benefit from improving access control and monitoring.

The current designs for most of our schools are inadequate for controlling access. In addition many of our existing monitoring systems are stand-alone, obsolete systems. When we constructed Hawk Elementary School at Jackson Park we built in the modern designs for access control. We also installed an access and monitoring system that is expandable as a district wide solution.

Recommended improvements to our existing schools include electronic access control to improve accountability and security, video monitoring in high-traffic areas and near entrances and exits; and improved alarm notification systems for staff. We will network these new security systems using our existing infra-structure. This will allow remote monitoring and the ability for the district to better support individual schools.

Most of our schools also need a redesigned entrance to provide a welcoming presence and have the ability to secure building access. The new design will enable our schools to provide positive visitor

control to our schools. Benefits include improved access control, improved response time to lockdown a school, increasing deterrence towards loss and vandalism, and a reduction in investigation times.

8 ATHLETIC FACILITIES

Many of our existing athletic fields are in poor condition requiring significant maintenance. In order to provide additional opportunities for our students to participate, we need fields that are easy to maintain and available for use in all weather conditions.

Several of our athletic facilities need specific improvements to enable more access. Specifically we need to improve access and ensure compliance with the Americans with Disability Act (ADA). We also need additional changing rooms for teams on the Olympic and Central Kitsap campuses.

At our elementary schools we need to improve our existing playgrounds. Many contain equipment that is end-of-life and can no longer be maintained. We will conduct a phased replacement based on need across our elementary schools.

9 RECOMMENDATION – LONG RANGE FACILITY PLAN – PHASE 2

We recommend the following scope for the Phase 2 of the CKSD LRFP. This recommendation is based on the research, evaluation, and reviews of CKSD employees. This recommendation meets board guidelines for educational facilities and goals for fiscal responsibility.

9.1 SCOPE – LONG RANGE FACILITY PLAN - PHASE 2

The following projects are recommended for completion as part of the Phase 2 of the CKSD LRFP. This scope addresses the Districts most pressing needs.

9.1.1 Central Kitsap High School

- Replace Central Kitsap High School with a new facility. The new school will provide an up-to-date modern learning environment.
- Improve vehicular and pedestrian access, parking, and athletic fields.

9.1.2 Central Kitsap Middle School.

- Replace Central Kitsap Middle School with a new facility. The new school will provide an up-to-date modern learning environment.
- Improve vehicular and pedestrian access, parking, and athletic fields.

9.1.3 Olympic High School – Phase I

- Construct new classrooms at Olympic High School to replace temporary classrooms.
- Modernize existing Career and Technical Education classrooms at Olympic High School to support the skills needed in our economy.
- Expand and improve the commons at Olympic High School.

9.1.4 Klahowya Secondary School

- Construct new classrooms at Klahowya Secondary School to replace temporary classrooms.
- Construct a band room at Klahowya Secondary School.
- Construct an auxiliary gymnasium at Klahowya Secondary School.

9.1.5 District Wide Critical and Required Repairs.

- Complete identified Critical and Required Repairs (all schools except the newly renovated/replaced HEJP and SIES. No repairs are planned for CKMS and CKHS as they will be replaced).

9.1.6 District Wide Security Improvements

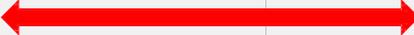
- Improve entrance design and access control at all schools. (All schools except the newly designed HEJP and SIES. These schools meet entrance requirements).
- Install new electronic access control systems (All schools except the newly replaced/renovated HEJP and SIES. These schools have new access control systems).
- Install new monitoring systems (All schools will receive new monitoring systems).

9.1.7 *Athletic Facilities (Costs Included as part of Critical/Required Repairs and Campus Costs)*

- Add an all-weather practice field on the Central Kitsap Campus.
- Add an all-weather practice field on the Klahowya Campus.
- Improve ADA access at Olympic, Klahowya and Central Kitsap Campuses.
- Add changing rooms at Silverdale Stadium
- Phased replacement of playground equipment at six (6) elementary schools.

9.2 SCHEDULE – LONG RANGE FACILITY PLAN - PHASE 2.

The Facilities Infrastructure Review Committee (FIRC) and Community Finance Committee (CFC) working together developed a recommendation that the second phase of the LRFP be for a period of 8 years (2017-2024). The majority of the work will be completed within the first five (5) years. A notional schedule for accomplishment:

Program Element	2016	2017	2018	2019	2020	2021
Central Kitsap CKHS/CKHS						
Olympic Classrooms/CTE						
Klahowya Classrooms/Gym						
Critical/Required Repairs						
Security Improvements						
Athletic Facilities						

9.3 ESTIMATED COSTS – LONG RANGE FACILITY PLAN – PHASE 2

CKSD used a variety of sources to develop cost estimates. The cost estimates for our critical and required repairs were completed by Meng Analysis. Meng Analysis uses a combination of field construction experience and engineering analysis to develop repair estimates.

For our building estimates, Bassetti Architects developed detailed construction programs with the CKSD team. These programs were reviewed by a team of mechanical, civil, and electrical engineers to identify site specific costs. All of this information was provided to a construction cost consultant (The Robinson Company) to develop cost estimates. Robinson specializes in estimating school construction costs, developing over 200 cost estimates a year at all levels of design.

Security Improvement cost estimates were obtained from a local vendor and in consultation with the architect involved in designing the new entrance for Silverdale Elementary School.

Athletic Field estimates were initially developed by the Robinson Company and refined by an on-site analysis from a state-qualified construction contractor.

CKSD - Long Range Facilities Plan - Phase 2 - Estimated Costs

Central Kitsap High School	\$	117,100,000
State Assistance (CKHS)	\$	(20,400,000)
Central Kitsap Middle School	\$	60,800,000
State Assistance (CKMS)	\$	(13,300,000)
Olympic High School (Phase 1)	\$	33,150,000
Klahowya Secondary School	\$	25,220,000
State Assistance (Tracyton/Seabeck)	<u>\$</u>	<u>(6,000,000)</u>
Building Costs (Total)	\$	196,600,000
Critical/Required Repairs	\$	17,800,000
Security Improvements	\$	5,400,000
<i>Athletic Facilities (Included as part of School Costs)</i>		
Estimated Costs (after state assistance)		\$ 219,800,000

9.4 FUNDING – LONG RANGE FACILITY PLAN – PHASE 2

In Washington State, local communities have the primary responsibility to provide school buildings. The State of Washington’s School Construction Assistance Program (SCAP) assists school districts with funding for new construction and modernization of existing buildings. CKSD will leverage the SCAP to support the construction and modernization of our facilities.

A common practice for funding the construction of schools buildings is through a bond measure. Currently CKSD has a Capital Projects Levy. We recommend funding Phase 2 by requesting authority to issue Capital Projects Bonds. The bond measure will replace the existing Capital Projects Levy and maintain the existing tax rate.

CKSD evaluated a variety of scenarios for funding LRF Phase 2. Our focus was to find the best financial solution for the community. We recommend replacing the existing Capital Projects Levy with a Bond measure that maintains the existing tax rate. We will structure the bond issues to front load repayment to provide financial flexibility in the future. The term of the bonds will be 20 years with a level tax rate for the first eight (8) years and then a subsequent small reduction in projected tax rate.

10 DETAILS ON PROGRAM SCOPE AND COST

Appendix A

I. Central Kitsap High School and Central Kitsap Middle School

- a) Program.
 - i) Construct New High School.
 - ii) Install new all-weather athletic field; renovate athletic fields.
- b) Size. 218,524 square feet.
- c) Estimated Cost. \$117,100,000
- d) Estimated State Assistance. \$ 20,400,000

II. Central Kitsap Middle School

- a) Program.
 - i) Construct New Middle School.
 - ii) Renovate athletic fields.
- b) Size. 106,694 square feet
- c) Estimated Cost. \$ 60,800,000
- d) Estimated State Assistance. \$ 13,300,000

III. Olympic High School

- a) Program.
 - i) Permanent Classrooms. Construct 12 permanent classrooms to replace existing temporary classrooms.
 - ii) Modernize CTE classrooms. Modernize 8 existing CTE classrooms.
 - iii) Enlarge Commons to support existing student population.
 - iv) Install new all-weather athletic field
- b) Size. 66,754 square feet.
- c) Estimated Cost. \$33,150,000.

IV. Klahowya Secondary School

- a) Program.
 - i) Permanent Classrooms. Construct 15 permanent classrooms to replace existing temporary classrooms.
 - ii) Band Room. Construct 1 band room.
 - iii) Gymnasium. Construct an auxiliary gymnasium and additional boys and girls locker rooms.
 - iv) Install new all-weather athletic field
- b) Size. 44,392 square feet.
- c) Estimated Cost. \$25,200,000.
- d) Estimated State Assistance. \$6,000,000.

V. Critical and Required Repairs

- a) Program. Complete 49 identified critical and required repairs.
- b) Schools. Fourteen (16) Schools and Sites
- c) Cost. \$17,800,000

VI. Security Improvements

- a) Program. Install and integrate access control and monitoring systems; modify school entries to provide single point of access.
- b) Schools. Improvements will affect all schools.
- c) Cost. \$5,400,000

Appendix B

1 Short Range Facilities Plan

1.1 Introduction

Central Kitsap School District is in the second phase of a Long Range Facilities Plan (LRFP) to re-capitalize our schools and support facilities. In Phase 1 we built Hawk Elementary School at Jackson Park, modernized Silverdale Elementary School, completed numerous critical and required repairs, and we are replacing our transportation, central kitchen, and warehouse facilities. In Phase 2 our focus is on modernizing our secondary schools, improving security, and completing more critical and required repairs.

This short-range plan (SRFP) outlines a four-year schedule for accomplishing these programmed capital improvements to our schools and support facilities. Constraints related to project management, design capacity, and local construction team availability may limit the ability to complete these projects as outlined in this schedule.

1.1.1 2017

- Secondary Schools
 - Central Kitsap High School
 - Design and start construction of replacement building.
 - Klahowya Secondary School
 - Start construction of new addition (classroom, gymnasium, and music room).
 - Start and finish construction of new football field and track.
 - Olympic High School
 - Design and start construction of new commons, auditorium, and CTE classrooms.
 - Design athletic improvements (stadium, changing rooms, and ADA improvements).
 - Barker Creek Community School
 - Design, construct improvements, and open Barker Creek Community School
 - Central Kitsap Middle School
 - Design and start construction of replacement building.
 - Ridgetop Middle School
 - Design and construct security improvements
- Elementary Schools
 - Emerald Heights Elementary School
 - Design and construct security improvements
 - Silver Ridge Elementary School
 - Design and construct security improvements.
- Support Facilities
 - Operations Support Center.
 - Finish construction of new facility.
 - Maintenance Building.
 - Design seismic upgrade and storage/shop improvements.

1.1.2 2018

- Secondary Schools
 - Central Kitsap High School
 - Continue construction of replacement building.
 - Klahowya Secondary School
 - Finish construction of new addition (classroom, gymnasium, and music room).
 - Olympic High School
 - Finish construction of new commons, auditorium, and CTE classrooms.
 - Construct athletic improvements (stadium, changing rooms, and ADA improvements).
 - Central Kitsap Middle School
 - Continue construction of replacement building.
- Elementary Schools
 - Brownsville Elementary School
 - Complete required repairs to envelope.
 - Cottonwood Elementary School
 - Design and construct security improvements
 - Cougar Valley Elementary School
 - Design and construct improvements to parking and vehicular access drives.
 - Esquire Hills Elementary School
 - Design and construct security improvements
 - Silver Ridge Elementary School
 - Replace HVAC equipment
 - Complete required repairs in multi-purpose room (flooring, operable wall).
 - Complete playground improvements.
 - Woodlands Elementary School
 - Design and construct security improvements
- Support Facilities
 - Maintenance Building.
 - Install seismic upgrade and complete storage/shop improvements.

1.1.3 2019

- Secondary Schools
 - Central Kitsap High School
 - Finish construction of replacement building.
 - Central Kitsap Middle School
 - Finish construction of replacement building.
 - Ridgetop Middle School
 - Replace HVAC equipment
- Elementary Schools
 - Clear Creek Elementary School
 - Design and construct security improvements
 - Cottonwood Elementary School
 - Design and construct security improvements
 - Cougar Valley Elementary School
 - Design and construct security improvements
 - Replace HVAC equipment
 - Green Mountain Elementary School
 - Design and construct security improvements
 - Replace HVAC equipment
 - Hawk Elementary at Jackson Park Elementary School
 - Design and construct security improvements

1.1.4 2020

- Secondary Schools
 - Central Kitsap Campus
 - Additional Site Work (Currently not programmed)
 - CKHS demolition
 - Athletic Complex Improvements
 - Klahowya Secondary School
 - Athletic Complex Improvements (Currently not programmed).
- Elementary Schools
 - Clear Creek Elementary School
 - Complete miscellaneous required repairs
 - Emerald Heights Elementary School
 - Complete miscellaneous required repairs
 - Esquire Hills Elementary School
 - Complete miscellaneous required repairs
 - Green Mountain Elementary School
 - Replace Roof
 - PineCrest Elementary School
 - Complete miscellaneous required repairs
 - Woodlands Elementary School
 - Complete miscellaneous required repairs