



## Continuous School Improvement Plan (CSIP)

Adams Elementary School

2016 - 2018

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### School Overview

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

The Adams Elementary staff reviewed and approved our 2016-17 C-SIP on 11/9/2016.

## Mission

Our mission is to provide an engaging, appropriately challenging, arts-infused education that maximizes the academic, social, emotional and physical growth of every student

**Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:**

**ALO (or HC -highly capable): Advanced Learning Opportunities.** Building based program that serves students with a designation of advanced learners.

**BLT: Building Leadership Team.** A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

**Career Ladder Teachers.** teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

**ELL: English Language Learners.** Students who have been identified as needing additional support learning English.

**IEP: Individualized Education Plan.** An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

**MTSS: Multi-Tiered System of Support.** Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

**PD: Professional Development.** Instruction and learning activities for teachers to improve or broaden instructional practice.

**PLC: Professional Learning Community.** A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

**RULER- Recognizing Understanding Labeling Expressing Regulating:** a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

**SMART Goal.** Specific, Measurable, Attainable, Realistic and Timely

**SIT: Student Intervention Team.** A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

## School-Wide Programs/Multi-Tiered System of Support

<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>The analysis of data from several sources, including MTSS data collected over time, teacher input, Smarter Balanced Assessment scores, staff and student climate survey results, and attendance rates, leads us to conclude that approximately 61% of Adams students make adequate progress in core academics. 39% of Adams students, which includes the majority of our students of color and those who are English language learners, receive remedial support and even with support, are not always benefitting from instruction in a way that allows them to consistently meet grade level expectations. Our C-SIP goals are designed to focus staff energy and resources on continuing to improve core instruction, while also putting more targeted, effective supports in place to continuously increase the number of students who meet grade level expectations in literacy and mathematics.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>A wide range of educational services support student achievement at Adams. Students with special learning needs receive specially designed instruction in our FOCUS classrooms and in our resource room. Qualifying students receive targeted intervention and support in reading through LAP (Learning Assistance Program). Our ALO program provides opportunity for students designated as advanced learners to meet grade level expectations one year advanced in mathematics and literacy, and students designated as highly capable to meet grade level expectations two years advanced in mathematics and literacy. Differentiated literacy instruction, and a walk to math program, allows students to receive instruction at their present performance level. English language learners receive support from an English Language Development teacher and/or a bilingual paraprofessional in-class or through small group instruction. Our "morning math" program provides before-school support and skill development for qualifying students. By participating in Summer Staircase, eligible students receive instruction in mathematics and literacy during June and July as a way to prevent "summer slide."</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>Our 2016-17 professional development plan for the use of early release and TRI days is to enhance our Professional Learning Community (PLC) structure and practices by becoming increasingly skilled at analyzing student learning data, and using that information to develop targeted instructional action plans that ensure all students receive time and opportunity to meet grade level standards. As part of this work, we will continue to learn effective ways to strengthen tier one instruction by developing opportunities for students to use art to demonstrate their understanding of specific skills, knowledge and concepts with a specific emphasis on infusing drama into core instruction. We will also use existing professional development time to learn together as we implement the new district scope and sequence for mathematics.</p> <p>Our professional development focus was determined as a way to strengthen core instruction (and thereby reduce the number of students relying on "tier 2" MTSS support), and to close the achievement gap at our school.</p> <p>This work will be led primarily by our Career Ladder Teacher team in conjunction with our arts-integration team.</p>

	<p>District-directed professional development opportunities are communicated to Adams teachers through the weekly "Adams Announcements" and through the SPS grade level Schoology groups to which all Adams teachers belong.</p>
<p>Our school will increase parent/family engagement.</p>	<p>Adams is very proud of and grateful for its parent, staff and community involvement. Our active PTA provides a multitude of enriching activities and daily support. The PTA works to enhance educational experiences for Adams children, strengthen their love of learning and add to the sense of belonging among the families and staff at Adams. Communication with Adams families takes many forms: a weekly newsletter, an active Facebook page, periodic email "broadcasts," and a network of grade level parent representatives who facilitate the dissemination of school and PTA-related information.</p>
<p>Our staff is involved in decision-making.</p>	<p>The staff at Adams use a decision making matrix that helps inform participation in decision making, and guide decision-making processes.</p>
<p>We will assist our students to meet standard.</p>	<p>Students who are not meeting standards are identified through our MTSS and Student Intervention Team (SIT) processes. Specifically, data acquired through common assessments is tracked over time in a spreadsheet to which all staff members have access. Weekly SIT meetings provide an opportunity to analyze student achievement, and to identify and implement specific interventions. Yearly all-school SIT meetings provide an opportunity to review the progress of every student at Adams to ensure that all students in need of support are identified and connected with interventions.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>Research indicates that one of the best ways schools can retain highly effective and qualified staff is to ensure that teachers work collaboratively, have access to customized job-embedded professional development, and feel a strong sense of efficacy in their ability to continuously improve learning outcomes for students. Additionally, schools that ensure that teachers have the support and resources needed to do their jobs effectively demonstrate higher retention rates than those that do not. Our focus on developing our PLC structure, our use of grant and Career Ladder Teacher resources to provide targeted professional development, and our use of PTA resources both to supplement our school's supply budget and to hire lunchroom &amp; recess supervisors are all decision made with the goal of supporting and retaining teachers.</p> <p>34% of Adams teachers have five or fewer years of teaching experience, 41% have between six and fourteen years, and 25% have fifteen or more years of teaching experience.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>In August 2016 we offered the Jump Start program for incoming kindergarten families for the first time. The success of the program in helping students transition successfully to kindergarten causes us to be committed to offering the program in the future. In addition to Jump Start, a school tour and information meeting in January, and new kindergarten family meetings in May and August are ways that we strive to make sure families are informed and prepared for their child's transition into kindergarten.</p> <p>In preparation for middle school, our resource room teachers take field trips in the spring with students to each of the middle schools they will attend so that they can become familiar with the building and meet their teachers. Our PTA sponsors a 5<sup>th</sup> grade information evening for parents and students at which Adams graduates share their</p>

	experience and advice for middle school.
Our system of support assures our highly qualified staff are support students.	All staff members at Adams are highly qualified and appropriately credentialed for their roles.

The following table describes how funds are allocated to support and improve student learning.

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	\$ 3,159,698	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	\$ 62,555	Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success of ELL students
2016-2017	Combined Funds	Self Help	\$ 33,151	Building funds to support classroom and building programs
2016-2017	Combined Funds	PTSA Grant	\$ 74,635	PTSA funds to support programs within the building
2016-2017	Combined Funds	Free & Reduced Lunch	\$ 68,457	Funding to support MTSS supports at all schools
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$ 38,875	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12
2016-2017	Specific Use Funds	Special Education	\$ 762,778	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP
2016-2017	Specific Use Funds	Adams Arts Impact Project	\$ 30,000	Grants to support arts-infused instruction

## Building Based Goals

We have chosen to focus on the following area(s) over the 2016-17 school year

Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>There is a significant gap in achievement in the performance of Black and Hispanic students, when compared to the achievement of students of other races/ethnicities, on the Smarter Balanced Assessment in Mathematics. In the spring of 2016, 92% of Black students in grades 3-5, and 63% of Hispanic students did not meet standard on the SBA in math.</p>	<p>The number of Black students meeting standard on the spring 2017 SBA in math will increase by 25% or more. The Number of Hispanic students meeting standard on the spring 2017 SBA in math will increase by 20% or more.</p> <p>Specific action that will support achievement of our goal:</p> <ul style="list-style-type: none"> <li>All classroom teachers will implement the Seattle Public Schools elementary math scope and sequence.</li> <li>All teachers will participate in twice monthly PLC meetings at which they will analyze student work and collectively determine next instructional steps.</li> <li>Teachers of the highly supported math classes will participate in a math PLC to address problems of practice aimed at improving targeted support, and ongoing progress monitoring for students who are under-performing in math.</li> <li>Identified students participation in "morning math" using IXL math.</li> </ul> <p>Progress toward attaining our goal will be monitored by:</p> <ul style="list-style-type: none"> <li>Use of Seattle School District "exit slip" formative assessments.</li> <li>Amplify Quick Check assessments (grades 3-5).</li> <li>Seattle Schools beginning, end and midyear assessments.</li> </ul>	<p>Tim Moynihan and Doug Sohn</p> <p>Classroom teachers</p>	<p>June 2017</p>

Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
Students who are not yet working at grade level standard are often hampered in their acquisition of mathematical content based on a deficit in their understanding of whole number relationships and place value in base ten. Without a strong conceptual understanding of number and operations in base ten, students struggle in other strands of mathematics such as Operations and Algebraic Thinking, and Number and Operations.	<p>Students in grades 1 – 5 who are not currently working on grade level standards in mathematics will demonstrate more than one year of growth in the strand of Number and Operations in Base Ten as measured by attainment of end of year report card benchmarks.</p> <p>Specific action that will support achievement of our goal:</p> <ul style="list-style-type: none"> <li>All classroom teachers will implement the Seattle Public Schools elementary math scope and sequence.</li> <li>All teachers will participate in twice monthly PLC meetings at which they will analyze student work and collectively determine next instructional steps.</li> </ul> <p>Progress toward attaining our goal will be monitored by:</p> <ul style="list-style-type: none"> <li>Use of Seattle School District and/or teacher made "exit slip" formative assessments.</li> <li>Amplify Quick Check assessments (grades 3-5).</li> <li>Seattle Schools beginning, end and midyear assessments.</li> </ul>	<p>Tim Moynihan</p> <p>Doug Sohn</p> <p>Jennifer Fontaine</p> <p>Selena Nuutinen</p> <p>Cathy Alward</p> <p>Kenzi Steed</p> <p>Yasmin Matta</p>	June 2017

Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
During the 2015-16 school year, 21% of students at Adams missed ten or more days of school due to illness and vacation. The research is clear	<p>We will reduce the number of students who miss 10 or more days of school by 5% or more during the 2016-17 school year.</p> <p>Specific action that will support achievement of our goal:</p> <ul style="list-style-type: none"> <li>Monthly attendance monitoring meetings to review the student</li> </ul>	<p>Tim Moynihan</p> <p>Doug Sohn</p> <p>Classroom Teachers</p>	June 2017

<p>regarding the impact regular school attendance in the elementary grades has on acquisition of critical academic and social skills that are foundational for subsequent learning.</p>	<p>attendance watch list.</p> <ul style="list-style-type: none"> <li>• Ongoing communication with families of students who have attendance concerns to support improved attendance as necessary.</li> <li>• Awareness in our school community about the amount of absenteeism, and the impact of attendance on academic and social/emotional growth.</li> </ul> <p>Progress toward attaining our goal will be monitored by:</p> <ul style="list-style-type: none"> <li>• Ongoing monitoring of students on the attendance watch list, and decreasing the number of students whose attendance status is designated "low" and "very low."</li> </ul>		
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**School Culture Goal**

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>While the quality of adult-student relationships at Adams remains strong, the results of our 2015-16 student climate survey indicate a decrease in students reporting that they feel noticed, understood and responded to by the staff. Knowing that the quality of adult-student relationships has significant impact on social and academic outcomes for students, we will focus on improving the quality of the student experience at Adams.</p>	<p>There will be a 20% or greater improvement in positive student survey responses administered in spring 2017 to the following questions:</p> <ol style="list-style-type: none"> <li>1. I am treated with as much respect as other students.</li> <li>2. My teachers take the time to get to know me.</li> <li>3. Adults at school treat students fairly.</li> <li>4. Adults notice if someone is bullied at school.</li> </ol> <p>Specific action that will support achievement of our goal:</p> <ul style="list-style-type: none"> <li>• Implement student-initiated "Buddy Bench" program as a means of encouraging students to request and respond to attempts to find and be better friends on the playground.</li> <li>• Monthly meetings with the playground/lunchroom staff to train, support and teach conflict resolution skills on the playground.</li> <li>• Staff meeting time that focuses on strategies for making deliberate effort</li> </ul>	<p>Adams Teachers</p> <p>Jennifer Greenstein</p> <p>Tim Moynihan</p> <p>Douglas Sohn</p> <p>Playground and lunchroom staff</p>	<p>June 2017</p>



	<p>to foster relationships with all students.</p> <ul style="list-style-type: none"><li>• Explicit instruction for students in identifying and responding to bullying.</li><li>• Common behavior guidelines</li><li>• Preparation for adoption of RULER, a social emotional curriculum for grades K-5 (target date, September 2017).</li></ul> <p>Progress toward attaining our goal will be monitored by:</p> <ul style="list-style-type: none"><li>• Use of interim climate survey data.</li></ul>		
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