



Continuous School Improvement Plan (CSIP)

Daniel Bagley Elementary

2016 - 2018

Carla Holmes, Principal



School Overview

Introduction

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.

BLT approved on 11/28/16

Mission and Vision

Mission

We are an inclusive learning community that empowers students to be their best by providing quality whole-child education in a safe and supportive environment.

Vision

Challenging ALL students to be their best.

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>Disaggregated 2016 SBA data shows that students with special education services and students who are identified as other than "white" represent a significant proportion of students who scored at level 1 or 2 on this measure.</p> <ul style="list-style-type: none"> • 74% of Special education students scored a level 1 or 2 on the SBA ELA (17 students) • About 34% of ethnically diverse students scored a level 1 or 2 on SBA ELA (19 students) • 69% of Special education students scored a level 1 or 2 on SBA Math (16 students) • About 40% of ethnically diverse students scored a level 1 or 2 on SBA Math (23 students) <p>Strengths:</p> <p style="padding-left: 20px;">Students have families who are involved and care about their learning</p> <p style="padding-left: 20px;">Students have team of teachers to support them. (classroom, SPED, ELL, interventionists)</p> <p style="padding-left: 20px;">Students have funds of knowledge they bring with them</p> <p style="padding-left: 20px;">Students have desire to learn and grow</p> <p style="padding-left: 20px;">Peer supports</p> <p>Student learning goal:</p> <p>The problem listed above connects with overall work of PLCs to collaborate on shared goals for students and to use formal and informal data to drive instruction. The goal is to support students' growth towards grade level proficiency, or one year's growth. For students below grade level, this includes supporting students with accelerated growth beyond just one year.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>Strengthening the core:</p> <ul style="list-style-type: none"> • Clear learning targets for whole group (linked to CCSS) • Differentiation for specific students' needs. • Teachers referring to other teachers the student works with to make connections in their learning (integration) • Use of formative assessment to inform student progress toward learning goal • Modification of lesson during and after based on assessment results.

	<p>Progress monitoring includes:</p> <ul style="list-style-type: none"> • Year-long and unit/lesson planning aligned to standards • Use of summative and formative data to inform instruction • Use of small group instruction to differentiate • Implementing resources/materials to best meet student needs <p>Specific instructional techniques and resources being implemented to support diverse learners includes:</p> <ul style="list-style-type: none"> • Balanced Literacy and the Montessori Language Curriculum • Readers & Writers Workshop (Mini-lessons) • MTSS teachers will provide instruction to groups of children based on specific student needs (System 44/READ180, iRead; LLI; Read Live) • Words Their Way • RAZ Kids (school license) • Walk to Math (contemporary) • Flexible groups/Differentiated lessons • Alignment of instruction to CCSS • Technology (ST Math, Reflex, Xtra Math, Think Through Math, Compass, TenMarks) • Manipulatives <p>ALO students are identification by Bagley teachers, with parent permission, and at least one of the following additional criteria:</p> <p>For Reading,</p> <ul style="list-style-type: none"> • Spring MAP scores in reading of 95% or higher OR Level 4 on the Smarter Balanced Assessment for ELA • Fountas and Pinnell Reading Level of at least one grade higher • Teacher Recommendation <p>For Math,</p> <ul style="list-style-type: none"> • Spring MAP scores in math of 95% or higher OR Level 4 on the Smarter Balanced Assessment for math • A passing score of 85% or higher on a CCSS-aligned math assessment. • Teacher Recommendation <p>Most of the differentiated instruction will occur within the classroom; some students may move to other classroom for math as part of a “walk to math” model.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>Building effective PLC structures at each grade level. PLCs are integral to teachers having ownership in their learning and in creating effective learning environments for their students.</p> <p>The BLT developed our PD schedule which includes weekly, monthly and annual trainings targeted at social/emotional work, literacy, technology and PLCs. The calendar is posted in our main office.</p> <p>BLT- Staff PD Survey in September</p>

<p>Our school will increase parent/family engagement.</p>	<p>Events include: New Family Open House (9/6) Curriculum night (September) Special Ed. Family Night (10/12) RULER family nights (4) Literacy night (November) Math night (March) monthly newsletters principal coffees (monthly) Other PTA events – Harvest Hootenanny; Movie Night, etc.</p> <p>Based on Spring Parent Survey data, several areas of need identified include:</p> <ul style="list-style-type: none"> • Linking families to community resources (60% responded favorably) • Knowing about special programs at school or district (50% responded favorably) • Cultural barriers between staff and families have been overcome (35% responded favorably) <p>These are areas our staff will be working on this year, through MTSS process, BLT process as well as coordinating with our ELL teacher and support staff.</p>
<p>Our staff is involved in decision-making.</p>	<p>BLT/GLB (monthly) BLT reviewed decision making matrix and a copy has been submitted to HR and the Executive Director of Schools. TRI days in August and October</p>
<p>We will assist our students to meet standard.</p>	<p>F&P Benchmark Assessments (3x a year) SRI/SPI (for students below grade level) Unit tests (Math) Rubrics and Checklists (Writing)- calibrating across programs Informal observation MAP (Spring) MTSS team meets weekly GLPM (Grade level progress monitoring) teams meet in 6 week cycles</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>GLB and PLC time Staff PD survey for input on PD topics and format Sunshine Committee</p>
<p>How do we support the</p>	<p>Jump Start WAKIDS</p>

transitions of new students and families into our school?	<p>New Family Open House (September)</p> <p>Connect with Middle School Principals in winter to set up proactive Spring visits 6th grade panel comes to do Q&A with 5th graders during the school day (Brooke Doyle)</p> <p>Need to find out information about math placement criteria</p>
Our system of support assures our highly qualified staff are support students.	<p>64% of teachers have Masters degrees</p> <p>Average years' experience = 12</p> <p>Current Reading/Math Specialist has Master's in Teaching and 10+ years' experience teaching elementary and middle school.</p>

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	\$2,494,153	Instruction for all students aligned to state standards
2016-2017	Specific Use Funds	Transitional Bilingual	\$41,589	Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success
2016-2017	Combined Funds	Self Help	\$34,589	Building funds to support classroom and building programs
2016-2017	Combined Funds	PTSA Grant	\$57,500	PTSA funds to support programs within the building
2016-2017	Combined Funds	Free & Reduced Lunch	\$115,152	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 & math for Tier 2 students
2016-2017	Specific Use Funds	SPED	\$778,541	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

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 ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:

Students' experience across classrooms and with multiple teachers will be aligned to specific standards (with formative assessments) and learning goals, so there is connection and integration in the students' learning.	Nearly all of the Special Education students who take the SBA will show one year's growth on the F&P Spring Benchmark Assessment. In addition, the % of Special Education students not proficient with a L1 will decrease from 52% to 34%. Data to monitor progress includes, F&P running records, DIBELS, SPI/SRI scores; SBA Interim Measure assessments.	3 rd -5 th grade teachers SPED teachers Reading Specialist Principal	June 2017
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Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
See above	Nearly all of 2nd grade ELL students will show 1 year's growth on F&P Benchmark assessment. <i>(May also add MAP, need to check if can track growth from Spring to Spring.)</i> Data to monitor growth includes iRead (for some students) and F&P LLI running records.	2 nd grade teachers ELL teacher Reading Specialist Principal	June 2017

Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
See above	3rd-5th graders average proficiency rate on SBA ELA will increase from 78% to 83%. (By increasing the number of Special Education students and ethnically diverse students who score a level 2 and 3 on the SBA ELA assessment.)	3 rd -5 th grade teachers SPED teachers Reading Specialist Principal	June 2017

School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:

<p>See above</p>	<p>3rd-5th grade responses on the climate survey regarding "Students in my school treat each other with respect" will increase from 45% to 65%.</p> <p>Climate survey data (3x a year)</p> <p>RULER – Classroom Charter, Mood Meter</p> <p>MTTS B- meets weekly to support individual learning needs; also beginning work around behavior matrix for supporting consistent behavior expectations in common areas; participating in PD with David Lewis and his team</p> <p>Invest in Youth – after school tutoring and homework support</p>	<p>Principal Head Teacher All teachers</p>	<p>June 2017</p>
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