



School Picture Here



### School Overview

Catharine Blaine is a K-8 school that serves over 700 students.

### 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.

## Mission and Vision

### Mission

Type Here

### Vision

The staff, families and community of Catharine Blaine K-8 School envision a creative, student-centered school environment. We encourage every child to develop a love of learning, to appreciate diversity, and to reach his or her highest potential intellectually, socially, physically and emotionally.

## 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>We receive LAP funds to support student academic growth. All students K-8 are monitored through a combination of Classroom Based Assessments and state or district assessments. Identified students receive tier 2 support with in the structure of the classroom setting.</p> <p>We continue to use a MTSS excel document to track student progress in the areas of Math, ELA, and social emotional growth.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>We use Reader and Writer’s curriculum to ensure that students are reading and writing text that is at their instructional level. This allows advanced learners as well as struggling learners to access the curriculum in meaningful ways.</p> <p>We continue to work in grade level teams for curriculum planning, using the Common Core State Standards to ensure adherence to grade level expectations and track growth.</p> <p>To meet the needs of advanced learner’s teachers, work with families to support individual student growth providing access to above grade level curriculum when appropriate. Accelerating math pathways having all 8<sup>th</sup> graders enrolled in Algebra. Following the Reader’s and Writer’s curriculum pushing students with in a mini lesson structure when needed.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>The career ladder teacher team meets regularly to plan and develop professional development focused on whole staff and individual teacher support. The CLT is focused this year on supporting the use of data driven instructional practices by helping to focus PLC teams.</p> <p>As a whole school we have begun work around Project Based Learning, using PBL as an instructional strategy to support all learners and increase student engagement across the school day. We have also embarked on whole staff book study including the book, <u>Grit</u> by Angela Duckworth.</p>
<p>Our school will increase parent/family engagement.</p>	<p>We continue to work collaboratively with the PTA to bring families into the school. Parents and family members will continue to be invited to events like literacy night, science night, cultural night. PTA will be hosting multiple PTA meeting with topics of high interest to families.</p> <p>We participate in parent/teacher conferences K-8.</p>

<p><b>Our staff is involved in decision-making.</b></p>	<p>Our Building Leadership team is designed to represent the school K-8. We devote time during staff meetings to illicit constituent feedback about issues with in the school. The BLT participates and recommends budget decisions for the Spring budget season.</p>
<p><b>We will assist our students to meet standard.</b></p>	<p>We have to rely on core instruction to meet the needs of all students K-8. Given our limited funds we are able to maintain a reading specialist, she primarily supports students K-3 consulting with teachers as needed. We have a full time counselor to support student social emotional growth K-8. We continue to use the Second step curriculum as well as TIGERS to recognize positive student behaviors.</p>
<p><b>Retain high quality, highly effective, and highly qualified staff.</b></p>	<p>We have a highly collaborative staff that works well together. The majority of our staff is highly experienced and provides mentorship to those new in the profession.</p>
<p><b>How do we support the transitions of new students and families into our school?</b></p>	<p>Fortunately we maintain a large number of students K-8. We work collaboratively to build cohorts of students who move through the school together. All families are invited and encouraged to attend events like open house and curriculum night. The last two years we have worked collaboratively with PTA and other outside groups to host “Ready, Set, School” a welcome to school event hosted in August.  School counselor works with new students and families to support the transition into a new school community.</p>
<p><b>Our system of support assures our highly qualified staff are support students.</b></p>	<p>We receive \$39,856.00 in LAP funding to support reading intervention. We made the decision to use the money combined with PTA to support the hiring of a full-time reading specialist.  We do not receive any funding for math support. In working with PTA we have purchased computer-based program IXL to support additional math practice.</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		Core instructional services.
2016-2017	Specific Use Funds	Transitional Bilingual	20,829	.2 FTE Bilingual teacher
2016-2017	Combined Funds	Self Help/PTSA grant	98,224	Enhances core staffing, filling in gaps. Supports the counselor, consultation with math specialist
2016-2017	Combined Funds	Free & Reduced Lunch	17,102	Supports reading specialist
2016-2017	Specific Use Funds	Learning Assistance Program (LAP)	39,856	Support reading specialist position

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>We have identified students K-8 who are not meeting grade level standards.</p> <p>We continue to strengthen the core instructional teams and align curriculum to support differentiation, as well as tier two supports.</p>	<p>100% of the students identified as not yet at grade level reading/math standards will make at least one full calendar year of growth in reading/math.</p> <p>Use of CBA assessments to monitor on-going tier two interventions, reporting to the MTSS team on a regular basis to inform next steps.</p>	All core teaching staff K-8	June 23, 2017

--	--	--	--

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:
Approximately 10% of our students are listed as needing Tier 2 supports in Reading, Writing, Math or social emotional supports.	<p>100% of our students will show gains across the curriculum with in the classroom structures through differentiation and meeting individual student needs.</p> <p>We will reduce the number of students on the MTSS list 10%.</p>	Core teachers	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:
Approximately 10% of our students are not make Adequately Yearly Progress as measured by SBAC.	Students in the 10% will show growth on CBA as well as reported to the MTSS team. With strong tier two support students will show growth on the SBAC.	Core staff	June 2017

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>Overall our climate survey data is above district average. We continue to focus in on gaps in reporting and supporting students K-8</p>	<p>We will continue to implement the TIGERS program increasing the student recognition by 25% over the course of the school year.</p> <p>We will continue to focus on monthly character traits K-8 (books, TED talks.)</p> <p>Implementation of RULER principles k-5.</p>	<p>All staff Assistant Principal Counselor Principal</p>	<p>June 2017</p>
--	---	--	------------------