



Continuous School Improvement Plan (C-SIP)
Catharine Blaine K-8 School
2016 - 2018
Principal: Ryan LaDage

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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.

Our CSIP was approved during our BLT on November 26, 2016.

Mission and Vision

Mission:

Develop a love of learning.

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.

Terminology

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.

STEM: Science, Technology, Engineering, and Mathematics

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

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 within the structure of the classroom setting.

We continue to use a MTSS excel document to track student progress in the areas of Math, ELA, and social emotional growth.

Students who qualify for Advanced Learning are served with in the context of the general education classroom with the support of core teachers

We will use research-based strategies that help targeted students.

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.

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.

Our school offers professional development that is high quality and ongoing.

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.

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, Grit by Angela Duckworth.

Our school will increase parent/family engagement.

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, and cultural night. PTA will be hosting a multiple PTA meeting with topics of high interest to families.

Introduction of cultural night, broaden the support for students and families especially our newer to Blaine ELL families.

We participate in parent/teacher conferences K-8.

Our staff is involved in decision-making.

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.

We will assist our students to meet standard.

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.

Retain high quality, highly effective, and highly qualified staff.

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. 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.

How do we support the transitions of new students and families into our school?

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.

How do we support students identified as Highly capable?

Students who qualify for Advanced Learning are served with in the context of the general education classroom with the support of core teachers. 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.

Multi-Tiered System of Supports Budget

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

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	41,943	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	4,658,275	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	16,889	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	45,502	Building funds to support classroom and building programs.
2017-2018	Combined	PTSA Grant	104,165	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	67,845	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	338,117	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 2017-18 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:
<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>	<p>All core teaching staff K-8</p>	<p>June 23, 2017</p>

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:
<p>Approximately 10% of our students are listed as needing Tier 2 supports in Reading, Writing, Math or social emotional supports.</p>	<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>	<p>Core teachers</p>	<p>June 2017</p>

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ 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 Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Overall our climate survey data is above district average. We continue to focus in on gaps in reporting and supporting students K-8	<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>	All staff Assistant Principal Counselor Principal	June 2017