



Continuous School Improvement Plan (CSIP)

Broadview Thomson PK8

2016 - 2018

RJ Sammons, 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 APPROVAL: November 7<sup>th</sup> 2016

## Mission and Vision

### Mission

We will be working with our stakeholders to develop a new Mission statement and anticipate finishing this by June 2017

### Vision

We will be working with our stakeholders to develop a new Vision statement and anticipate finishing this by June 2017

**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 emotions.** 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 Goal.

**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>We conduct Multi-Tiered System of Support sessions weekly, monthly and quarterly. Our teachers collaborate weekly to review student data and information that contributes to their lesson and unit planning and assessment.</p> <p>Grade level teams are released every 6-8 weeks to review student academic performance along with behavior monitoring. The team is comprised of teachers, interventionists, counselors and administrators who help make recommendations for re-teaching and or behavior modifications.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>We strive to meet the needs of all students at Broadview Thomson both academically and socially/emotionally. We do this through our Multi-Tiered System of Support (MTSS) in which we progress monitor all students in both ELA and Math from K-8th grade in order to identify both academic and behavioral supports. All students are baselined at the beginning of the year using multiple data points (ELA: Fountas and Pinnell Benchmark Assessment and high frequency wordlists / Words their Way Spelling Inventory, K-2 MAP, 3-5 SBA Interims. Math: grade Level aligned exit tickets and performance tasks aligned with goals, SBA Interims). We also use the SSBS (to identify students who are in need of more intensive behavioral supports as we know that behavior and academics are closely aligned and impact one another.</p> <p>Once we have tiered students through progress monitoring we then set up Interventions through our school counselors (behavior) and specialists and/or tutors for academics. Students are pulled out in small groups or one on one depending on level of need. These groups are fluid as we progress monitor throughout the year. We have a team of staff members that are attending the PBIS / MTSS cohort trainings from the district in order to strengthen our behavior supports and rewards.</p> <p>Our focus through our MTSS work this year has been strengthening our core academic, behavioral and social/emotional instruction in all classrooms with the end goal of having fewer students who need more intensive supports. One way we have been doing this through professional development in Balanced Literacy focused around Guided Reading, Shared Reading, and Close Reading in grades K-5. and providing access to grade level texts within the general education classroom for all students. Our K-2 Teachers have participated in professional development from the REACH Associates.</p> <p>We are also utilizing a workshop model of math instruction in grades K-5 in order to differentiate to meet the needs of all students. Our K-2 teachers have tutor support in their rooms daily during math in order to pull small groups while the tutors reinforce the skills taught through games. We are also working closely with the UW with the Inspire Grant to improve core math instruction at the K-2 level. Our 3rd-5th students receive core math instruction from their homeroom teacher then receive an additional 30 minutes of math instruction in smaller groups three times each week. Our 3-5 teachers are attending the Formative Practices Institute year-long training with the district to develop common assessments and differentiated instruction based on the results of those assessments.</p> <p>As mentioned above, one of the reasons that a workshop model is utilized for English Language Arts and math instruction is the ability to differentiate instruction to meet the</p>

needs of diverse learners within their classroom. An important focus of this instruction design is providing opportunities for advanced learning. Based on research and district recommendations for Spectrum students and other advanced learners in mastering Common Core State Standards, teachers go deeper into the common core standards and require student mastery of grade level concepts in order to progress successfully to concepts at higher grade levels. Differentiation and targeted instruction begins during the first weeks of school as teachers assess student knowledge and develop flexible instructional groups, and will continuously evolve as students' skills develop and needs change. For standards that progress linearly, after students demonstrate concrete, pictorial and abstract understanding, as well as fluency of a particular standard at grade level, teachers will adjust instruction of that standard to address the learning targets of the next grade level.

At the middle school level, a team of teachers is attending Assessment Training Institute professional development experiences to similarly strengthen skills at assessing what students have learned and planning their instruction to successfully support students in learning to reach those targets. That professional development work is also occurring frequently within our school. Similarly, to what is described above, middle school students are provided advanced learning opportunities within their regular English Language Arts or other subject area classes. In addition, students have the opportunity to take math classes that are one level above their grade level.

For students with IEP's are delivery model follows our district's "Continuum Approach". This flexible approach derives its resilience from teamwork. We have Resource, Access and Service Model 4 (SM4) programs at both the elementary and middle school levels, as well as a Developmental Preschool program. The educators that work in these programs share skills, resources and opportunities to meet the individual needs of students, creating the diverse instruction and support ecosystem that can grow and change with the students they serve.

Our school utilizes both aligned sheltered instruction and collaborative teaching models to support students who are English Language Learners, to best meet the needs of such students. Teachers use an aligned sheltered instruction model, in which they teach students who are learning English in a separate area from their classroom because they are emphasizing language development, and at times the group may need to be able to talk throughout the instructional period. At other times our teachers employ a collaborative teaching model in which they collaborate with classroom teachers to design appropriate language scaffolding and individualized instruction.

For all grade levels, K-8, we are also focusing on core instruction for students on how we expect for them to behave in order to be successful in school through a model of Positive Behavior Intervention Supports (PBIS). This program reinforces positive behavior and creates a system to monitor, re-teach and provide incentives for all students. Various students are recognized daily and entered into a monthly drawing for "Lunch with the Principals" and other rewards through our Virtue Value program.

We also are also continuing to teach all of our students from Preschool to 8<sup>th</sup> grade social/emotional literacy through our RULER Program. RULER stands for:

	<p><b>Recognizing emotions in self and others</b></p> <p><b>Understanding the causes and consequences of emotions</b></p> <p><b>Labeling emotions accurately</b></p> <p><b>Expressing emotions appropriately</b></p> <p><b>Regulating emotions effectively</b></p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>We pride ourselves on consistently providing intentional and relevant Professional Development (PD) for all staff. Per Seattle Education Associations Collective Bargaining Agreement (CBA), our administration conducts 2 all staff meetings per month with grade levels meetings conducted during the other weeks.</p> <p>We have focused and will continue to focus our staff meeting Professional Development sessions on the following—in conjunction with and guided by our Building Leadership Team (BLT).</p> <p>Areas of focus for our professional development include:</p> <p><u><b>RULER</b></u></p> <p>The 2016-2017 school year is our 3<sup>rd</sup> year of implementation of this Social and emotional intelligence program based out of Yale University. Our RULER program is embedded in our daily routine.</p> <p><u><b>Race and Equity</b></u></p> <p>We need to be culturally responsive and aware as educators within our extremely diverse learning community. We have completed some of the Seattle School District’s Race and Equity Departments Professional Development sessions:</p> <p><b>1) Steppingstones to our Racial Identity:</b></p> <p><b>a. Outcomes:</b></p> <ul style="list-style-type: none"> <li>i. Community building,</li> <li>ii. Uncovering our racial lens,</li> <li>iii. Examining implicit bias</li> <li>iv. Learning that everyone has a racial lens.</li> <li>v. Exploring what this means for our work with students?</li> </ul> <p><b>2) Micro-Aggressions:</b></p> <p><b>a. Outcomes:</b></p> <ul style="list-style-type: none"> <li>i. Examining the definition of “micro-aggression”</li> <li>ii. Exploring the different forms of micro-aggressions</li> <li>iii. Understanding how and why we all perpetuate micro-aggressions</li> <li>iv. Practice interrupting micro-aggressions</li> <li>v. Become more comfortable talking about race</li> </ul> <p>As of the fall of 2016-2017, Broadview Thomson was selected to be 1 of 10 schools in the district to establish a Race and Equity team. This team will receive professional development and then share and help lead our race and equity work with our staff—this is very exciting!</p>

	<p><u>Trauma Informed Practice</u> Our staff continues to receive trauma information as it relates to teaching and how we respond to various circumstances. Starting in the 2016-2017 school year, we are partnering with our district’s new Behavioral Management department who will help us continue and extend our trauma informed practice and response.</p> <p><u>Special education and English Language Learner (ELL) Strategies</u> All of our staff receive on-going professional development focusing on best practice strategies which is in turn best for all students. These sessions and offerings vary in length and are embedded in our staff meeting and release time.</p> <p><u>Math and Literacy</u> We partner with the University of Washington who provides consultation and professional development for our elementary math program which focuses on differentiated small group “workshop” model. We also partner with our district’s literacy department who conducts various on-going professional development. We also fund literacy and math interventionists who serve as daily resources for teachers and help provide small group instruction</p> <p><u>Advanced Learning</u> We currently partner with our district’s Advanced Learning Department and they provide a consulting teacher to plan and model lessons for elementary teachers.</p>
<p>Our school will increase parent/family engagement.</p>	<p>We have a strong and supportive PTA who have raised funds to complete our phase 1 playground remodel and they continue to coordinate successful annual school auctions which help provide opportunities to all students and their families.</p> <p>We have an elementary and middle school parent representative on our BLT and volunteer coordinator who helps reach out to our families for on-going classroom help, special events, field trips and all other volunteer opportunities.</p> <p><b>Family Engagement Events and Actions:</b></p> <ul style="list-style-type: none"> <li>• Open house &amp; Popsicles on the playground</li> <li>• Curriculum Nights</li> <li>• Translation services for parent/community meetings</li> <li>• “We are the World” Multi-cultural night</li> <li>• Art Walk</li> <li>• Math game night</li> <li>• Family movie nights</li> <li>• Home visits (as needed)</li> <li>• Evening conferences (as needed)</li> <li>• Monthly joint newsletter with our PTA</li> <li>• Family breakfast events</li> <li>• Email communication and automated informational calls</li> </ul>
<p>Our staff is involved in decision-making.</p>	<p>We have certificated and classified staff representatives serving on our BLT. Our BLT primarily oversees our building CSIP, school budget and our professional Development plan. That said, we often seek feedback from all staff to help guide our decision making process and our BLT representatives are often asked to pass and gain information from their grade</p>

	level or represented group.
We will assist our students to meet standard.	<p>We conduct Multi-Tiered System of Support sessions weekly, monthly and quarterly. Our teachers collaborate weekly to review student data and information that contributes to their lesson and unit planning and assessment.</p> <p>Grade level teams are released every 6-8 weeks to review student academic performance along with behavior monitoring. The team is comprised of teachers, interventionists, counselors and administrators who help make recommendations for re-teaching and or behavior modifications.</p> <p>We currently fund two elementary Literacy Interventionists and one K5 Math Interventionist (these positions vary per annual budget cycle and staff vote) These interventionists help support small group instruction and monitor students who are below or approaching grade level standard. Whenever possible and appropriate, our Math Interventionist can help support advanced learners also through smaller group instruction.</p> <p>We conduct professional development described above to continually strengthen our core instruction to ensure our students meet or exceed standard</p>
Retain high quality, highly effective, and highly qualified staff.	<p>Recruiting, hiring and retaining the most effective staff remains at the forefront of our belief in how to close the opportunity gap. We partner with the University of Washington’s Seattle Teacher Residency program which gives us a direct hiring pipeline to hire highly effective new teachers who complete this rigorous program.</p> <p>We also continue to focus on our culture and climate which can help contribute to our teacher and staff retention. We celebrate staff weekly/monthly via our “Staff spotlight” and have a rotating Bulldog where staff acknowledge each other and pass it along to someone else monthly. This helps builds respect, trust and relationships amongst staff.</p> <p>This is sophisticated and complex work and we want to wraparound our staff to celebrate and support them as often as possible.</p>
How do we support the transitions of new students and families into our school?	<p>We are willing and encourage meet and greets whenever possible. Our administration is committed to meeting with new and or prospective students and their families to provide information, answer questions and tour our learning community.</p> <p>New students are usually assigned a “buddy” and typically meet with our counselor (as needed 4<sup>th</sup>-8<sup>th</sup>) to complete a needs assessment.</p>
Our system of support assures our highly qualified staff are supporting students.	<p>We have three interventionists at the Elementary Level that are highly qualified. We have a full time math specialist, a full time K-3 reading Interventionist, and a .6 4-5 Reading Interventionist. These staff members work closely with grade level teams to provide guidance around Core Instruction as well as provide small group instruction to our Intervention Students. Additionally, we have a .6 Counselor that serves grades K-3 and a full time counselor for grades 4-8. Both of these staff members provide both grade level and classroom support around RULER and PBIS as well as provide small group and one to one counseling supports as needed.</p> <p>We also provide math and literacy intervention at our Middle School level. Core math and language arts teachers provide small group intervention classes. We dedicate levy funds to</p>

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

Multi-Tiered System of Support Budget			
Academic Year	Funding Source	Amount	How Funds will improve student learning
2016-2017	Basic Ed/WSS	\$ 4,116,194.00	Instruction for all students aligned to state standards.
2016-2017	FRL/Mit	\$ 227,929.00	Funding to support MTSS supports at all schools
2016-2017	Bilg	\$ 271,050.00	Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success of ELL students
2016-2017	SPED	\$ 1,697,009.00	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP
2016-2017	FEL	\$ 151,558.00	City Levy funds to support targeted students and increase attendance at funded schools.
2016-2017	Levy Perf Pay	\$ 27,863.00	Additional support for students
2016-2017	Self Help	\$ 8,064.00	Building funds to support classroom and building programs
2016-2017	LAP	\$ 77,750.00	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12
2016-2017	Title I	\$ 119,738.00	Additional support academic support staffing and resources
	provide a fulltime Academic Interventionist who manages academic and behavior caseloads and also helps core teachers plan and align their instruction to our State's Common Core State Standards		

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:
Our math data indicated lack of performance across the board. The percentages of African American students meeting standard was disproportionate to Caucasian students.	<p>By June 2017, African American students (male and female) will increase their L1 and L2 MTSS levels in math by at least 1 level and maintain or increase if they are level 3 or higher.</p> <p>Data and assessment use to measure:</p> <ul style="list-style-type: none"> <li>Using formative assessments</li> <li>Using the interim benchmark assessments</li> </ul>	Administration, Elementary and Middle School staff who teach and or assist with math instruction	June 2017



	<ul style="list-style-type: none"> <li>• MAP data for primary</li> <li>• SBA data</li> <li>• Possible use of UW tools (Cognitive CGI)</li> <li>• LEVY interim data</li> <li>• Exit tickets</li> </ul> <p>Attendance and behavior data as it impacts classroom attendance and participation.</p>		
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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:
Our math data indicated lack of performance across the board. The percentages of African American students meeting standard was disproportionate to Caucasian students.	<p>K-2: By June 2017, African American students (male and female) will increase their L1 and L2 MTSS levels in math by at least 1 level and maintain or increase if they are level 3 or higher.</p> <p>3-5: By June 2017, African American students (male and female) will increase their L1 and L2 MTSS levels in math by at least 1 level and maintain or increase if they are level 3 or higher.</p> <p>Middle School: By June 2017, African American students (male and female) will increase their L1 and L2 MTSS levels in math by at least 1 level and maintain or increase if they are level 3 or higher.</p>	Administration and Grade level bands	By 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:
Our math data indicated lack of performance across the board.	<p>By June 2017, 100% of students will increase their L1 and L2 MTSS levels in math by at least 1 level and maintain or increase if they are level 3 or higher.</p> <p>Data and assessment use to measure:</p> <ul style="list-style-type: none"> <li>• Using formative assessments</li> <li>• Using the interim benchmark assessments</li> <li>• MAP data for primary</li> <li>• SBA data</li> <li>• Possible use of UW tools (Cognitive CGI)</li> </ul>	Administration, Elementary and Middle School staff who teach and or assist with math instruction	June 2017

	<ul style="list-style-type: none"> <li>• LEVY interim data</li> <li>• Exit tickets</li> <li>• Attendance and behavior data as it impacts classroom attendance and participation.</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:
Per school-wide student survey, most students do not feel like they have a trusted adult to talk to.	<p><b>School-wide goal:</b> By June 2017 95% of PK8 students will be able to identify a trusted adult in-building to talk to as measured by school based surveys quarterly and as needed.</p>	All staff	June 2017
	<p><b>Subset goal:</b> By June 2017 4<sup>th</sup>-8<sup>th</sup> grade students will increase their ability to identify a trusted adult in-building to talk to from 60% to 80% as measured by school based surveys quarterly and as needed.</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Student surveys</li> <li>• Staff communication</li> <li>• Climate committee input</li> <li>• Race &amp; Equity team guidance from district trainings</li> </ul>	4 <sup>th</sup> -8 <sup>th</sup> grade staff	June 2017