

# Continuous School Improvement Plan (CSIP)

## Frantz H. Coe Elementary School

2016 - 2018

Virginia Turner, 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. On October 5, 2016, the Coe Elementary Building Leadership team reviewed, provided feedback, and approved this Continuous School Improvement Plan. On October 12, 2016, the plan was presented to the entire Coe Staff who also reviewed, provided feedback, and collectively granted approval.

#### Mission and Vision

##### Mission

Each student at Coe receives a solid academic foundation, develops a love of learning, and acquires a sense of responsibility for our school, our community and our world. We nurture curious, thoughtful, responsible and resilient young people.

##### Vision

To prepare students for middle school academically, socially 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><b>Step 1:</b> In the Spring of 2016, the Coe Elementary Building Leadership Team initially analyzed Smarter Balanced Results for grades 3-5 in ELA and Math in order to establish improvement performance goals for the 2016-2017 school year.</p> <p><b>Step 2:</b> All Coe Staff contributed toward “Riser Reflection” professional learning communities in which barriers and supports were identified in relation to student performance in academics and behavior.</p> <p><b>Step 3:</b> The Building Leadership Team developed and presented goals to the entire staff who provided feedback in order to ensure the goals helped targeted students meet grade level standards.</p> <p>Additionally, Coe has developed a plan for “School-wide Common Assessments &amp; Data-Guided Planning for Reading and Math-Informing Multi-Tiered Systems of Support.” This plan ensures increased accountability for all students across all grade levels based on common measures. See section below.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p><b><u>Meeting the Needs of Targeted Students Not Meeting Standard:</u></b></p> <ul style="list-style-type: none"> <li>• Establishment of MTSS Team informing school wide supports</li> <li>• Common Core Aligned Literacy, Writing &amp; Math Curriculum</li> <li>• School-Wide Common Assessments and Data-Guided Progress Monitoring (plan included below)</li> <li>• All students will receive targeted instruction through a balanced literacy approach in which students are instructed at appropriate reading levels based on school-wide common assessments. As a school learning community, we recognize the key foundational components of literacy instruction:             <ol style="list-style-type: none"> <li>1. Phonemic Awareness</li> <li>2. Phonics</li> <li>3. Fluency</li> <li>4. Comprehension</li> <li>5. Vocabulary</li> <li>6. Writing</li> </ol> </li> <li>• Culturally and Linguistically responsive instruction</li> <li>• Differentiated learning activities (small-grouping) in all grades</li> <li>• Small-Group Interventions &amp; Supports through Reading Specialist</li> <li>• Small-Group/1 on 1 interventions &amp; supports through ELL Specialist &amp; IA</li> <li>• Remedial support &amp; enrichment as needed through Math Specialist</li> <li>• Walk-To-Math model offered to ALL 3-5 students in order to provide targeted instruction based on a students’ learning needs and proficiency</li> </ul> <p><b><u>Meeting the Needs of Advanced Learners:</u></b></p> <p>Coe Elementary has a large number of students who test and qualify for Advanced Learning or Highly Capable services each year, with the vast majority of those students choosing to remain at Coe. To meet the needs of these students, the staff at Coe is committed to an Advanced Learning Opportunities (ALO) program which reinforces their current</p>

differentiated teaching model. Throughout Coe classrooms the needs of the high achievers are intentionally identified and met through the design of instruction, which includes rigor and challenge. Classroom teachers provide differential learning opportunities in all areas.

In addition to the focus on differentiated instruction, Coe offers two programs aimed at advanced learners:

1. Coe's ALO literacy program provides additional challenge in the areas of reading, writing, research and communication in a small group setting outside of the regular classroom. Students meet with their academic peers on a weekly basis to work toward mastery of literacy standards beyond their current grade level. Working both independently and collaboratively, students will strengthen their reading and writing muscles with a variety of activities, including tackling complex text, conducting research, engaging in discussion, writing and presenting to an audience.
2. Coe's Advanced math program includes daily pull-out, year ahead classes in grades 1 and 2. Advanced math classes are held at the same time as the regular classroom math period. In grades 3-5 students participate in the "Walk to Math" model. Qualified students walk to a classroom to be taught 4th, 5th and 6th grade math curriculums, respectively. One day a week is spent on Advanced Topics in Problem Solving: in third grade the class explores serious research topics in number theory while strengthening basic math skills. Students also been known to play math games that challenge their powers of logic and deduction. In fourth grade, students work with many higher level topics - for example: pi, the Pythagorean Theorem, square roots, sigma notation, factoring and more. In fifth grade students explore divisibility, modular arithmetic, alternate base theory, number system properties, advanced fractions, trigonometry and more.

As part of its Advanced Learning program, Coe also has the following after school enrichment opportunities: Coe's Math Club, Debate Club, and World Languages programs. Coe's Math Olympiad team meets weekly. Math Olympiad highlights more complex problem-solving techniques and features periodic tests given nation-wide.

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

- Coe has a team of 4, highly qualified Career Ladder Teachers who support staff (particularly those new to the building) who are integral in planning professional development activities that strengthen our ability to support students and close the achievement gap.
- Beginning of year PD Survey is completed by staff (informing PD Planning for the year)
- MTSS analyzes data (attendance, discipline, academic) in order to inform PD planning

**Specific PD Examples for 2016-2017:**

- Relationships & Resiliency – Adverse Childhood Experiences & Trauma
  - Student Commitment Reflections
  - Presentation by David Lewis from Behavior Health on January 18
- Effective strategies for Culturally & Linguistically Responsive Instruction via ELL Specialist
- Career Ladder Teacher Mentoring & Support to "New to the building" staff
  - CLT's facilitate Learning Walks throughout the building

- Staff Collaboration- Compass Point Protocol
- Ongoing eVAL training and support through site-based teacher “eVAL Champion”
- OneDrive training to increase capacity to manage meaningful data and collaborate during Data-Guided Progress Monitoring (see plan)
- Incident Command Protocol Training

- Our school will increase parent/family engagement.**
- Family Outreach Initiatives through Coe PTA (New Family Orientation, School Tours, PTA Family Education Presentations, Back-to-School Bash, Ongoing PTA Events accessible to all families)
  - ELL Teacher and IA Family Outreach Initiatives (Bilingual Family Connections)
  - Curriculum Nights (K-2 , 3-5)
  - Multicultural Night
  - Follow-up for families not in attendance at Curriculum Night
  - 100% Parent Teacher Conference Participation
  - Weekly Email Communication from classroom teachers in all grades
  - Weekly School Bulletin
  - Schoology
  - Parent Representation on Building Leadership Team (2 individuals)

**Our staff is involved in decision-making.**

Coe staff are involved in shared leadership and decision making that is evidenced by the Coe Decision Making Matrix that outlines the sense of empowerment among staff and stakeholders that results in increased capacity to accomplish substantial outcomes.

**2016-2017 COE Decision-Making Matrix:**

Issue	Group						
	ALL STAFF	BLT	GRADE LEVEL	SIT	PTSA	Principal	Dist. Policy
Budget	SD	R			I	SD	SD
School-Wide Events	SD	R			I	D	X
Student Assessment							X
Attendance Policy						D	X
Website/Technology	I	I	I		I	D	X
Fiscal Management	I	R				D	SD/X
Curriculum	SD		SD			SD	X
After School Activities					I	D	X
Discipline Policy	SD	R				D	X
Field Trips	SD		SD			SD	X
Fundraising	I				D	SD	X
Grant Requests	SD		I		SD	SD	X
Staff Hiring	I		I		I^	D	X
Master Schedule	A*	R	I			SD	
Room Assignments	I					D	
Safety	I				I	D	X
Staff Evaluations	I					D	X

<b>Tutors</b>	I			R		D	X
<b>Building Use</b>	I				I	D	X
<b>Class Placement</b>	SD		SD		I^	SD	

<p><b>Code:</b></p> <p><u>A</u>pprove</p> <p><u>R</u>ecommend</p> <p><u>D</u>ecide</p> <p><u>SD</u> Shared Decision</p> <p><u>I</u>nput/Informing</p> <p><u>X</u> Seattle School District Policy Impacts Decision</p>
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**We will assist our students to meet standard.**

Coe leadership has implemented a data driven plan for improved teaching and learning.

Staff routinely use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice, or moving forward with instruction is appropriate at both the group and individual level.

**Coe School-Wide Common Assessments  
& Data-Guided Planning for Reading & Math**  
(informing Multi-Tiered Systems of Support- MTSS)

**Guiding Principles:**  
Using common assessments, grade level teams will continually leverage data and other measures to differentiate instruction and plan strategic intervention for students by:

- Using assessment results for screening, diagnostic and progress monitoring purposes.
- Monitoring student progress to inform instruction and intervention.
- Intervening early and strategically.
- Understand the usefulness, as well as the limitations of data.

**The Protocol:**

1. Based on the “Common Assessment & Data-Guided Team Planning Schedule”, classroom teachers will input reading and math proficiency scores into the *“Coe Common Reading and Math Assessments & Team Data Guided Planning” file located on One Drive.*
2. Grade levels will analyze common data in reading and math in order to differentiate and plan interventions for students who are of concern or are not meeting proficiency benchmarks.
3. This analysis AND intervention planning will be recorded within the same file in One Drive: *“Coe Common Reading and Math Assessments & Team Data-Guided Planning”*

	<p>a. <b>For Reading:</b> The Coe Reading Specialist will coordinate, facilitate, and document quarterly data-guided planning for reading. She will collaborate with the grade level team to strategize intervention and provide support. Other school specialists, resource teachers, and administration will support this planning as needed. The reading specialist will input intervention planning into the reading data spreadsheet on OneDrive.</p> <p><b><u>Coe Common Reading Assessments:</u></b></p> <p><b>K-2:</b> WaKids, Phonological Awareness Screener, Quick Phonics Survey, Oral Reading Fluency, MAZE (Comprehension), Spelling Inventory, MAP, DIBELS (2<sup>nd</sup>)</p> <p><b>3-5:</b> Quick Phonics Screener (as needed), Oral Reading Fluency, MAZE (Comprehension), Spelling/Vocabulary Inventories, SBA (3-5)</p> <p>b. <b>For Math:</b> Grade level teams will analyze data and strategize interventions at the end of each math chapter test with one team member recording intervention planning on the data spreadsheet. School math specialists, resource teachers, and administration will support these conversations as needed. One member per team will record intervention planning onto the One Drive spreadsheet. Laptops will be made available to teams to support collaboration and streamline the process.</p> <p><b><u>Coe Common Math Assessments:</u></b></p> <p><b>K-2:</b> Math in Focus/Supplemental Curriculum Pre- and Post- Unit Assessments, Benchmark Assessments, MAP, Reflex Math Fluency Progress Monitoring (2<sup>nd</sup>)</p> <p><b>3-5:</b> Math in Focus/Supplemental Curriculum Pre- and Post- Unit Assessments, Benchmark Assessments, SBA, Reflex Math Fluency Progress Monitoring (3<sup>rd</sup>, as needed)</p> <p><b>The Goals:</b></p> <ul style="list-style-type: none"> <li>• Data-Informed grade level collaborative conversations.</li> <li>• Identify non-proficient groups of students and plan effective interventions.</li> <li>• Share strategies that are working &amp; and acknowledge those that are not.</li> <li>• Brainstorm grade level next steps in collaboration with other school resources (as needed).</li> <li>• Leverage grade level data and planning to guide school wide initiatives, professional development, and support CSIP goals.</li> <li>• Improve our overall efforts to increase student success and close achievement gaps.</li> </ul> <p><b>The Conversation:</b></p> <ol style="list-style-type: none"> <li>1. <b>Define:</b> What is the problem?</li> <li>2. <b>Analyze:</b> Why is it occurring?</li> <li>3. <b>Implement:</b> What are we going to do about it?</li> <li>4. <b>Evaluate:</b> Is it working?</li> </ol>
<p><b>Retain high quality, highly effective, and highly qualified staff.</b></p>	<p>Student needs and learning are at the center of all site-based human resource decisions and Coe’s hiring process is rigorous, focused on maintaining high standards for instructional practice.</p> <p>Our efforts have produced a positive work environment that attracts highly qualified talent and we continually search for staff with outstanding potential. We strive to place staff in roles where their strengths can shine and support diverse learners within the school. Currently, all instructional staff are considered “highly-qualified” per NCLB.</p>

	<p>We are dedicated to shared leadership and decision making, where decisions are made about resources that result in improved teaching and learning while allowed staff to feel empowered throughout the process.</p>
<p><b>How do we support the transitions of new students and families into our school?</b></p>	<ul style="list-style-type: none"> <li>• WaKids Family Connections Meetings for incoming Kindergarten Students (each family meets with the kindergarten teacher)</li> <li>• K Readiness Presentation (by administration) at local preschools</li> <li>• Tours for prospective families</li> <li>• New Family Meet &amp; Greet event</li> <li>• Back to School Bash event</li> <li>• Bilingual Family Connections event</li> <li>• Middle School Tour at McClure for 5<sup>th</sup> grade students</li> <li>• “Riser Meetings” for 5<sup>th</sup> grade students with IEP’s transitioning to McClure (in collaboration with McClure Staff)</li> <li>• In collaboration with McClure staff complete appropriate math placement for students transitioning to 6<sup>th</sup> grade</li> </ul>
<p><b>Our system of support assures our highly qualified staff are supporting students.</b></p>	<p>By monitoring, assisting, and evaluating effective instruction and assessment practices across the school, it is our goal to be a driving force to build capacity for staff to initiate and implement improved instruction and assessment practices.</p> <p>Coe leadership provides detailed, formative assessment with clear feedback that leads to improvement, builds capacity in staff to accurately and validly assess self and others, promotes a culture of continual improvement due to ongoing evaluation of effective instruction and assessment practices.</p> <p>Coe has a team of 4, highly qualified Career Ladder Teachers who support staff (particularly those new to the building) who are integral in planning professional development activities that strengthen our ability to support students and close the achievement gap.</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	3,110,069.00	Instruction for all students aligned to state standards
2016-2017	Specific Use Funds	Transitional Bilingual	62,509.00	Teachers/IA positions, translations, extra time to support translation at family events, resources to support academic success of ELL students.
2016-2017	Combined Funds	Self Help	58,169.00	Building funds to support classroom and building programs
2016-2017	Combined Funds	PTSA Grant	240,000.00	Additional support for students-
2016-2017	Combined Funds	Free & Reduced Lunch	18,473.00	Funding to support MTSS supports
2016-2017	Combined Funds	Learning Assistance Program (LAP)	38,875.00	Supplemental state dollars to support K-4 Literacy and supplemental reading for Tier 2 students.
2016-2017	Specific Use Funds	SPED	389,639.00	Teachers and IA positions, 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 <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>The percentage of Hispanic &amp; Latino students meeting standard on SBA is low in comparison to other ethnic populations at Coe Elementary.</p> <p><b><u>MATH</u></b></p> <p>Based on Spring 2016 Smarter Balanced Assessment scores, 38% of 5th grade Hispanic and Latino students (3 out of 8) were proficient in mathematics.</p> <p>*Per the recommendation of BLT, the CSIP goal for 5<sup>th</sup> Grade Students for 2016-2017 will reflect the proficiency percentage of the cohort (so their 4<sup>th</sup></p>	<p><b><u>MATH:</u></b>  <b>For 5<sup>th</sup> grade Hispanic students, we will increase the percentage of students proficient on the Math SBA from 57% (4 out of 7 students) to 71% (5 out of 7). The staff responsible for this</b></p>	3-5 Grade Teachers, Admin, Specialists	May 2017



<p>grade spring 2016 SBA proficiency percentage). The SBA MATH proficiency percentage of this year's incoming 5<sup>th</sup> graders was 57% or 4 out of 7 students.</p> <p><b><u>ELA/LITERACY</u></b> Based on preliminary Spring 2016 Smarter Balanced Assessment scores, 38% of 5th grade Hispanic students (3 out of 8) were proficient in ELA/Literacy.</p> <p>*Per the recommendation of BLT, the CSIP goal for 5<sup>th</sup> Grade Students reflects the proficiency percentage of the cohort (so their 4<sup>th</sup> grade spring 2016 SBA proficiency percentage). The SBA ELA/Literacy proficiency percentage of this year's incoming 5<sup>th</sup> graders was 57% or 4 out of 7 students.</p>	<p><b>goal includes John Brannan; Kelli Munro; Gretchen Salter.</b></p> <p><i>If students meet this goal, the gap will continue to shrink.</i></p> <p><b><u>ELA/ LIT</u></b> <b>For 5<sup>th</sup> grade Hispanic students, we will increase the percentage of students proficient on the ELA SBA from 71% (5 out of 7) to 85% ( 6 out of 7). The staff responsible for this goal includes John Brannan; Kelli Munro; Gretchen Salter.</b></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:
<p><b><u>PROBLEM #1:</u></b></p> <p><b>Problem Consideration:</b> Since the first year of SBA administration, it has become apparent that the platform of testing can be particularly challenging for Hispanic and Latino students, even with embedded accommodations. While we may see significant growth through common assessments, benchmark tests, or language</p>	<p><b><u>GOAL #1</u></b></p> <p><b>For 5<sup>th</sup> grade Hispanic students, we will increase the percentage of students proficient on the state test (SBA) from 38% to 50% in math and</b></p>	<p>3-5 grade Teachers, Admin, Specialists,</p>	<p>May 2017</p>

<p>assessments, this growth is not always reflected on the Smarter Balanced Assessment. This year, in collaboration with the ELL Teacher and IA, ELL students will complete Amplify interim assessments as a progress monitoring measure to become familiar with the testing platform and to generate consistent progress monitoring data directly aligned to performance on the SBA.</p> <p>This year the ELL Teacher and IA are already collaborating closely with classroom teachers through a “push-in only” model. Students will be provided language support directly within the content area. This is something Coe teachers have advocated for as a best practice. Our new ELL teacher (who joined the staff in June) quickly responded to teacher input and created a highly collaborative model.</p>	<p><b>ELA. (3 of 8 students to 4 of 8 students).</b></p> <p><i>If students meet this goal, the gap will continue to shrink.</i></p>		
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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:
<p><b><u>SUBGROUP:</u></b> As a learning community, we have rallied resources around the subgroup of Hispanic students through a variety of strategies, resources, and professional development: -Ongoing progress monitoring &amp; intervention -Instructional support via ELL IA -ELL Collaborating Teacher Support and Training -Collaborative Conversations PD via district ELL department</p> <p>Our staff has focused professional development on collaborative conversations and differentiation for Hispanic and Latino students. Our Career Ladder Teachers have facilitated learning walks, showcasing small group instruction emphasizing engagement of Hispanic and Latino ELL students. We have a</p>	<p><b><u>GOAL #1 (SUBGROUP)</u></b> <b>We will increase the percentage of Hispanic students demonstrating one year’s growth in reading based on multiple measures, including common assessments in reading.</b></p> <p><b><u>GOAL #2 (SUBGROUP)</u></b> <b>We will increase the percentage of Hispanic students demonstrating one year’s growth in reading based on multiple</b></p>	All Staff	June 2017

variety of outreach, engagement, and support resources available to these families. This year, we are examining the impact of trauma and adverse childhood experiences on the whole learner. We recognize that these factors can have a direct impact on our Hispanic and Latino students, as with any child. Simply, we are continuing to build our repertoire of strategies to close the achievement gap of Hispanic and Latino students at Coe.

We will continue to deploy strategies to close the achievement gap of this subgroup.

- Analysis of Spring SBA data
- Analysis of 2015-2016 Common Assessment Data
- Analysis of spring 2016 Climate Survey Data
- Riser Reflection Feedback from PLC's

#### **Advanced Learning**

We are committed to promoting the accessibility to advanced learning opportunities for all students at Coe, particularly those from diverse demographic backgrounds. Our PTA generously funds additional support via two ALO positions (math & reading) in the building. These individuals (in addition to the entire Coe staff) support students and families in accessing district advanced learning opportunities through the district qualification process.

#### **WHOLE SCHOOL**

Coe Elementary Staff are committed to monitoring the academic growth of all students by establishing growth goals that reflect individual progress for each learner. These goals directly support the whole school CSIP goals in reading and math. Baseline data is collected in reading and math and appropriate growth goals reflecting at least one year's growth for each individual are established. Monitoring and ensuring the growth for each learner is a challenging, involved undertaking on the part of all staff and stakeholders. We are committed to school wide common

**measures, including common assessments in reading.**

#### **GOAL #3 (ALO)**

**We will continue to increase the number of students accessing Advanced Learning Opportunities and provide to support to all families through the application and evaluation process.**

#### **GOAL #3 (WHOLE SCHOOL)**

**Most students will demonstrate at least one year's growth in reading as evidenced by multiple measures, including common assessments in reading and statewide assessments.**

#### **GOAL #4 (WHOLE SCHOOL)**

<p>assessments and progress monitoring and have a strong system in place for ensuring each learner has the support required to demonstrate significant growth.</p>	<p><b>Most students will demonstrate at least one year's growth in math as evidenced by multiple measures, including common assessments in math and statewide assessments.</b></p>		
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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>Based on 2016 Spring Climate Survey Data, 45% of students answered positively to the question: <i>Adults notice when someone is being bullied at school.</i></p> <p>This 45% positive response rate was alarming in this category. After analyzing parent climate survey and other sub sections of the student climate survey (where students clearly articulated they feel "safe" at school), we believe the data is guiding us to address the "perception" of bullying at Coe and how students perceive bullying is being observed. Our plan is to increase bullying awareness and education through various programs and strategies (as we already do in so many ways):</p> <ol style="list-style-type: none"> <li>1. Steps to Respect (Grade 3)</li> <li>2. Roots of Empathy (Grade 2)</li> <li>3. Taproot Anti-Bullying Program (K-5)</li> <li>4. Superflex Curriculum (K-1)</li> <li>5. Structured Classroom Meeting Social Stories developed by counselor (K-5)</li> </ol>	<p><b>For grades 3-5 students, we will increase the percentage of students responding positively to the following question: "Adults notice when someone is being bullied at school" from 45% to 70%. The persons responsible are: Coe Staff.</b></p>	<p>All Staff</p>	<p>May 2017</p>

<p>6. Input and analysis of classroom meetings by MTSS Team</p> <p>7. Parent Education Night (Held Nov., 3, 2016)</p>			
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