



Continuous School Improvement Plan (C-SIP)
Dunlap Elementary School
2016 - 2018
Principal: Winifred Todd

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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.

The Dunlap staff reviewed and approved the CSIP goals on November 16, 2016.

Mission and Vision

Mission:

The mission of the Dunlap School is to successfully prepare students to become readers, writers and mathematicians. We are committed to providing a program that inspires students to become life-long learners ready for college and career.

Focus: Teaching, Learning and Positive Social Development

Motto: The Path to College and Career Starts Here.

Vision:

The vision of the Dunlap Elementary School is to provide a positive learning environment where diversity is respected, acknowledged and every student strives to reach their highest potential.

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.

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.

SBA (English Language Arts and Math), MAP, WELPA and Student Climate Survey data was analyzed by the staff. Specifically, we analyzed proficiency percentages rate, gender, race, English Language Learners and Homelessness. Based on the analysis of data, the school's primary concerns regarding student learning are as follows:

- Students designated as ELL, African American and Hispanic were meeting proficiency at a lower percentage than the District average
- Students whose proficiency was Level 2 on the SBA that did not increase their proficiency to level 3 the next year
- Students whose proficiency was Level 3 in 3rd grade but decreased to Level 2 in 4th grades
- Male students of color demonstrating challenging behaviors that interfere with their learning and the learning of others

The specific learning problem is three-fold: **(1)** How to increase the number of students meeting proficiency Level 3 on 3rd grade ELA **(2)** How to maintain those students at proficiency Level 3 or higher the next two years in 4th and 5th grades and **(3)** How to increase the number of students who achieved proficiency Level 2 to increase to proficiency Level 3. Specific subgroups of students for focus are: ELL, African American, Hispanic and males of color. Student strengths to build upon are grit, perseverance and sense of belonging as noted in the Spring Student Climate survey.

The academic focus is on English Language Arts and the social emotional focus is on PBIS. Literacy is the foundational skill that supports all academic learning within a school environment conducive to learning

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

Dunlap addresses the needs of all students by implementing a variety of Multi-Tiered Systems of Support (MTSS) Tier 1 and Tier 2.

- Staff will continue to implement the researched based balanced literacy model. Every classroom utilizes a leveled library so that all students have access to books at their individual and instructional reading levels. In addition, the staff also has access to the leveled book room. The focus of the balanced literacy workshop model is the use of the mini lesson format. Teachers use connection, model, student active engagement and link strategies to improve student learning through lesson design and implementation. Teachers also continue to confer with individual students, set goals and design groups for re-teaching skills. Use of conferring notes and assessment data to differentiate instruction is implemented. The balanced literacy model also includes guided reading, independent reading, shared reading, interactive read aloud and word work. Literacy is taught in a 90- minute block. (ALL students)
- Students who need additional literacy support are getting a "double dose" of reading with the intervention teachers through the use of the Level Library Intervention. (Level 2 proficiency)
- Progress monitoring is implemented through the use of TC and Fountas and Pinnell assessment, exit tickets, running records, SBA interim benchmark assessments, MAP, WA KIDS and classroom based assessments. (ALL students)
- Use of SBA interim assessments to plan instruction and form specific skill groups (Level 2)
- Team Read literacy intervention that occurs after school that pairs high school student with 2nd and 3rd grade students who are below standard to focus on reading fluency and comprehension. (Level 2 proficiency)
- School-wide math intervention/enrichment using ST Math with focus on conceptual math skills and understanding the literacy foundation of math word problems. (ALL students)
- Student Intervention Team (SIT) meets regularly to discuss and strategize around students who are not making expected progress. There is also an opportunity for two all-day SIT meetings so that staff are able to discuss all of their students in terms of learning and positive social development. (African American, Hispanic, ELL, Level 2, males of color)

- Teachers have small group tutoring afterschool for students that are not meeting proficiency. Some teachers implement “recess club” for tutoring during the school day. (Level 2 students)
- Seattle SCORES an afterschool program for 4th and 5th grade students that pairs writing poetry with soccer. (African American, Hispanic, ELL, Level 2, males of color)
- Smarti an afterschool program that is grounded in STEM. However, reading for an authentic purpose is a component as well. This afterschool program is offered to students identified and/or associated with Seattle Housing Authority. (ELL, African American, Hispanic, Level 2, males of color)
- Imagine Learning, an afterschool program is geared towards students that have exited ELL services but are still in need of academic assistance. (ELL)
- In addition to alternative instructional techniques and services, the ELL program tracks students closely in order to provide appropriate support and interventions throughout the year. (ELL)
- The collaboration model pairing a general education teacher and English Language Development teacher is used in 1st, 3rd, 4th and 5th grades. Use of small group instruction for pre-teaching academic language and literacy strategies occur outside of the classroom, as well as in the classroom. Instructional assistants work in the classroom or in small groups with students receiving ELL services. (ELL, African American, Hispanic, Level 2)
- An inclusion and pull out model is used for students receiving special education services in kindergarten-5th grades. (Level 1, Level 2)
- Check and connect system used daily with male students demonstrating challenging behaviors to build positive relationships in order to decrease the amount of time students are out of class due to disruptive behaviors (males of color)
- Differentiated instruction, extended lessons, and opportunities for peer teaching. (ALO) It is sometimes a misconception that schools that have lower proficiency rate standardized test scores don’t have students that score well above standard. At Dunlap we continue to have students that score all Level 4 (well above).
- The principal, assistant principal, career ladder teachers conduct regular classroom walkthroughs focusing on the instructional elements from the Danielson Framework. The staff uses the Danielson Framework to guide their instructional practice. (ALL students)
- Grade level staff have a common planning period (PCP) for 40 minutes daily. This allows for collaboration and planning for effective instruction. (ALL students)
- PLCs have been reorganized and strengthened this year with commitment to use of data to guild instructional practices based on teacher problem of practice. (ALL students)
- A Monday morning assembly is used to bring the school community together to focus for the week. Word of the week, the Dunlap school pledge and recognition of self-managers promote positive social development. The Dynamite Dolphins Incentive program Self Managers rewards students for both positive learning and social behaviors. (ALL students)
- The RULER approach for regulating emotions and problem solving is implemented. (ALL students)
- -PBIS committee formed to implement school-wide routines based on Dunlap’s Value words (ALL students)

Advanced Learners:

- Differentiated Instruction in small groups to extend lessons
- Participation in after school programs SMARTi (technology), SCORES
- Opportunities for peer teaching
- Independent reading leveled to students’ ability level
- Student goal setting with progress monitoring
- Adapted computer assisted learning for reading and math

Homework policy:

- Homework—Homework philosophy is independent practice of skills with emphasis on achieving mastery

Homework is given out in a daily and/or weekly basis.

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

Dunlap’s professional development plan has a foundation based on intentionality. Major focus areas for professional development include; data analysis, strengthening the PLCs, use of Fountas and Pinnell assessment, peer observation to improve instruction, continuing our work on cultural competence, PBIS and understanding the effects of childhood trauma on academic and social development. The professional development plan is aligned to the C-SIP through the focus of literacy as a foundational skill to increase the proficiency rate of students meeting standard, as well as, PBIS systems to improve the social emotional skills for students. As we (school staff) become more intentional regarding our instructional strategies based on data (Fountas and Pinnell, data analysis, PLCs, peer observation, cultural competence, PBIS, Effects of Trauma) student achievement and positive social development will increase.

New staff will participate in the Early Learning training for literacy. Teachers work with principal and career ladder teachers to enhance /refine the use of leveled libraries, mini lesson format, use of assessment, shared reading, guided reading, work word,

conferring, word walls, and independent reading through coaching and modeling of instruction. Professional development in PBIS implemented through the school PBIS team with collaboration from the District coach.

We have several days each school year when the staff participates in professional development (PD) based on the schools' PD plans, as well as, what the data indicates as a need for enhanced instruction.

The District also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science. We have access to instructional / content coaches who provide peer-coaching in refining instructional skills and putting into practice the best use of our curricular materials.

The first staff meeting of the month and early release days are used for professional development. The second and fourth Wednesdays of the month are designated for PLCs to meet for literacy and math. The 3rd Wednesday is for Grade Band meetings to discuss professional development opportunities, implementation of instructional strategies and share other insights across the grade band as it pertains to teaching, learning and positive social development. Teachers meet weekly for collaborative planning.

Our school will increase parent/family engagement.

The school wide improvement plan and the parent involvement plan were advertised to parents through the newsletter, flyers and was available for review and input at curriculum night. The plan is available in the office and on the parent information board in the front of the school. The parent information board has pertinent information regarding the school that is readily accessible to parents. Parents were also asked to complete a survey to provide input regarding parent involvement and what words categorize Dunlap as a part of our PBIS. The PSTA is established and is holding meetings prior to family night events to encourage participation. Three family education nights are done each school year based on information provided from parents regarding their interests in teaching, learning and positive social development. Dunlap offers parent English as a Second Language class two days a week with childcare provided. Dunlap families are excited about school events and attendance is usually good. A student incentive program is used to encourage families to come to school events. There are also parent incentives (usually raffle with gift baskets) at each event. Events are organized between daytime and night based on family input.

School events are as follows:

Curriculum Night/Open House

Literacy Night

Math Night

SBA Night

Multicultural Day

Poetry Slam

Young Authors Day

Parent Education Nights

Parents are encouraged to advocate and to have a voice in the school. Parent volunteer information is given the first day packet, there is assistance through the ELL department, and the Family Support Worker to get information completed. The principal has an open door policy and will address parents' concerns and ideas as they arise. Parents are encouraged to talk with their child's teacher when there is an issue to problem solve and to be a part of a home-school plan for success. Parent conferences, phone calls, monthly newsletter from the school, newsletter from specific grade levels are used to keep parents informed.

In reviewing the Parent Survey in 2016 it was noted that Parent/Family Influence and Decision Making was down 12 points from the previous year. Specific areas that decreased from the 2015 school year were: encourages feedback, responsive to feedback, reaches out to families, 1 adult that cares about my child, I know special program and I know what my child will learn. There was a change in leadership for the 2015-2016 school year and it was surprising to analyze these results. There is a concerted effort to regain the trust of parents in this area. Opportunities for parent feedback and questions are welcomed and planned for during each Family Event. There is also a new Family Support Worker this school year that is highly responsive to family needs. Parent responses to School Educational Quality and Welcoming/Culturally Responsive School Climate were also down from 2015 however, there was not a significant decrease.

Our staff is involved in decision-making.

Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and our representatives report back to their grade band teams. BLT representatives also bring issues and input to BLT meetings from their team members. The staff meets to review and edit the Comprehensive School Improvement Plan regarding goals and strategies. The School Improvement Plan is also discussed individually with teachers during goal setting conferences, midyear review and evaluations because teacher goals are aligned with the C-SIP.

Decision Making at Dunlap School is organized in a way to ensure that all voices are heard. As stated in the book *Schools that Learn* every organization is a product of how its members think and interact. Our focus must always lie in the philosophy of children first.

It is our responsibility to have a genuine interest in creating what is best for the future of the children. Reflection questions for decision making are as follows:

As a staff:

- Do we hold productive conversations or do we advocate for our view so strongly that others cannot be heard?
- Do we blame others for problems or do we look at problems from the perspective of the system as a whole, where no one is individually to blame because all actions are interrelated?
- Do we assume that our view is the only plausible view or do we inquire into different perspectives?
- Are we open to talking about the differences and similarities in the hopes and aspirations we hold?
- Are we genuinely interested in creating something new for our future and the future of the community's children?

The three- part decision process includes:

1. Issues are brought to the Building Leadership Team for discussion
2. Information is then brought to grade-level teams: K-2, 3-5, ELL, Specialist, Classified

Continued discussion and voting takes place in the general staff meeting with a simple majority for consensus.

We will assist our students to meet standard.

Dunlap staff uses various measures to identify students who are not achieving the state standards during the school year. SBA scores in English/Language Arts and Math are analyzed looking specifically at skills/claims that are challenging for students. SBA is also analyzed to identify the students who are level 2 (closed to proficiency) in order to determine specific strategies to get students to proficiency. Intermediate teachers use SBA data to develop subset and whole class goals. Students' data is monitored using EXCEL spread sheet to indicate MAP, TC, SBA and SBA Interim scores. Information from SBA, as well as, MAP and TC are used to place students in intervention groups.

SBA Interim Benchmark Assessments are used to analyze students' progress/growth in English/Language Arts and Math; MAP reading and math RIT scores are analyzed to determine students that are having difficulty in specific skills. Reading scores from the Teachers College assessment, Dibbles and running records are used to identify students having difficulty meeting standards in reading. Math in Focus Unit tests are also used to identify students not meeting standard in math.

Throughout the year, teachers attend meetings with the Student Intervention Team to discuss students that are presenting academic and social challenges. Teachers have an opportunity to discuss strategies they have implemented and problem solve additional strategies. The SIT coordinator schedules follow-up meeting with teachers to determine the effectiveness of the strategies implemented. Twice per year, all classroom teachers are asked to inform the principal and SIT Team about any students who are not performing at grade level at the school-wide SIT meeting.

Assessments and teacher input are considered when deciding which interventions will be utilized for individual students or small groups of students.

All students receive math intervention through use of Mathletics and/or ST Math.

Title I staff (Instructional Assistant) provides targeted and intensive support to students in literacy through use of Level Library Intervention. Intervention teachers work with students K-5 that are not meeting standard in English/Language Arts through use of Level Library Intervention.

Collaboration model and small group instruction used to work with students that receive ELL services.

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

New teachers at the school meet once a month with the principal and/or assistant principal to have open discussion regarding becoming a successful instructor. Teachers that participate in the STR program meet with their cohort to discuss educational topics pertinent to being a first year teacher. The career ladder teachers support teachers through modeling lessons, planning and searching out resources. The staff meeting schedule has been rearranged to give teachers time to collaborate: 1st Wednesday— general all staff with focus on professional development; 2nd Wednesday Grade level PLC; 3rd Wednesday Grade Band Meeting; 4th Wednesday Grade level PLC. Teachers have a 40-minute common PCP time to collaborate with each other.

Various committees are established in order for staff to become a part of the school community.

The principal has an "open door" policy to encourage professional discourse. In-house buddy teacher assigned to new teachers.

Recognition of new teachers at the end of the school year.

Staff appreciation lunch provided yearly. Monthly First Friday Fun is established for staff to meet in the staff lounge after school for treats and conversation for community building.

Mentor teachers are provided for teachers new to our school to help them with instruction and district requirements. Many opportunities for professional development through Seattle Public Schools. These activities help new staff feel supported and maximize their skill base in order to best serve students.

100% of teachers and staff at Dunlap Elementary are highly qualified. In order to attract and retain high quality staff, professional development is intentional to support and enhance instructional practices. The professional development calendars developed at the beginning of the school year so that teachers can plan know what they will focusing on for the year. In the staff lounge charts regarding profession development information and professional development, opportunities are posted.

100% of the staff at Dunlap Elementary is highly qualified. All instruction is planned by certificated teachers who are highly qualified in the areas in which they plan instruction. The master schedule is strategically designed to ensure the maximum amount of learning time. Staffing decisions are carefully made to ensure all students have excellent instruction. Small groups, individual tutoring, interventions and in class support are intentionally designed and planned for maximum effectiveness.

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

- Dunlap has two preschool developmental special education classrooms. Students are transitioned to kindergarten based on their individual needs in order to provide the least restrictive environment. Parents have the opportunity to visit kindergarten programs based on what has been determined best to meet the needs of students. The preschool teachers also meet with the incoming kindergarten teachers and do transition observations of students at the beginning of the school year. Dunlap also has a head start program. The head start program has a “buddy” kindergarten classroom that students participate in shared reading activities. Parents in the head start program also have transition to kindergarten meetings at the end of the school year. Both the special education preschool and head start attend school assemblies and family events.
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- Prior to the start of the school year, incoming families are invited to participate in Jump Start to support making a smooth transition to kindergarten. Students are able to meet the teachers, start to build relationships with peers and get a sense of what it is like to be in school.
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- Our 5th grade students meet with the middle school counselor from our pathway towards the end of the school year. 5th grade students have also done tours to visit to the middle school. The 5th grade teachers are also in communication with the middle school regarding the summer programming, math placement and middle school information nights. The counselor also talks with students and families during the middle school night meeting.

How do we support students identified as Highly capable?

Advanced Learners:

- Differentiated Instruction in small groups to extend lessons
- Participation in after school programs SMARTi (technology), SCORES
- Opportunities for peer teaching
- Independent reading leveled to students’ ability level
- Student goal setting with progress monitoring

Adapted computer assisted learning for reading and math.

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	Title I, Part A	147,085	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	83,886	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,284,523	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)	68,646	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	240,689	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	60,983	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Combined	Seattle Preschool	165,829	Enables participating students to achieve pre-academic skills and develop socially/emotionally.
2017-2018	Specific Use	Transitional Bilingual	227,087	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	538,598	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>Black and ELL students are the largest demographic groups either continuing to score at levels 1 or 2 on the SBA at Dunlap. Black students in 4th grade have made modest gains. 6% of students increased their scores last year over their scores on the 2015 SBA. In the previous year, the ELA SBA trend showed that the percentage of students scoring a “3” or higher on the SBA dropped from 37% to 34.1 % for the same cohort. 39% stayed at a level 2 or moved to a level one.</p>	<ul style="list-style-type: none"> The majority of students (ELL/Level 2/African American) that scored level 2 on the 3rd grade SBA in English/Language Arts (ELA) will increase their score to proficiency Level 3 on the 4th grade SBA in ELA given May 2017. Students that scored Level 3 (proficient) on the 3rd grade SBA in ELA will remain at the proficient range (level 3 or 4) on the 4th grade SBA in ELA given May 2017. For K-2, the majority of students will meet their typical growth goal as measured by the reading MAP by May 2017. 	<p>Winifred Todd, Kelley Archer, Career Ladder teachers, District Race and Equity dept.</p>	<p>May, 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>Though students appear to be successful in class as supported by informal observations, curricular tests or exit tickets, students are not performing at the same level on standardized tests such as the SBA or SBA Interim assessments.</p>	<p>The majority of 4th grade students will improve their literacy skills (comprehension) by increasing at least 3 levels as measured by the TC assessment pre/post given September 2016 and May 2017.</p> <ul style="list-style-type: none"> Teachers with strong will and strong skill (although different from each other) Have clear coherent lesson structure (both classes) They write up learning objectives 	<p>Principal, Assistant Principal, Career Ladder teachers, 4th grade teachers</p>	<p>May 2017</p>

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	<ul style="list-style-type: none"> ● They are committed to bringing the kids up front; doing the mini-lesson first; doing independent practice; committed to turn-and-talks; working in collaborative groups ● Classroom management ● Teachers plan together ● Common planning 		

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:
Compared with the scores from the 2014/15 SBA, students at a level 2, 9 stayed a level 2, 9 moved from a Level 2 to Level 1 and 5 Level 2 students moved to Level 3 or 4. Level 2 students are not making enough progress to move to a higher level as measured by the SBA.	The majority of students (school-wide) will improve reading skills (comprehension) by increasing at least 3 levels as measured by the TC assessment pre/ post given September 2016 and May 2017. Data will be analyzed by grade level percentages for comparison.	Career Ladder Teachers, Principal, Assistant Principal, District coaches, BLT	May, 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:
Students need support in developing positive relationships and discourse with each other and adults in the school.	<ul style="list-style-type: none"> ● The number of students answering climate survey questions favorably in the "Classroom Environment" section will increase from 38% to 65% by May 2017. ● The number of students answering climate survey questions favorably in the "Healthy community" section will increase from 61% to 75% by May of 2016. <ul style="list-style-type: none"> ○ Classroom Environment: "Students in my class are respectful to adults." "Students in my class are focused on learning." ○ " Students in my class help each other learn." 	PBIS and RULER teams Assistant Principal, District consultants: Julie Sullenzino, Tricia Hagerty, BLT	May 2017

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	<ul style="list-style-type: none"><li data-bbox="537 212 1122 310">○ Healthy Community: "Students in my school treat each other with respect." "We learn to solve conflicts with each other at my school."		