



Continuous School Improvement Plan (CSIP)

Fairmount Park

2016 - 2018

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School Overview:

Fairmount Park serves 520 students in grades K-5 and 20 students in our Developmental Preschool. Our school also provides services for students who have been district identified as Highly Capable.

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 FPE Building Leadership Team (BLT) approved the C-SIP on October 28, 2016.

Mission

Connecting every child to self, others and possibilities.

Vision

Linking Learning to Life.

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

<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>We have only Learning Assistant Program (LAP) funds for academic support. As such, we have identified all students not at grade level for reading who would benefit from additional support. All students were administered the Teacher's College Running Records and we found 53 students in grades 1-5 were below grade level reading standards. We have used our LAP funding to create a .8 reading intervention position.</p> <p>We are using a Multi-Tier Systems of Support (MTSS) Excel document to track student progress in the areas of math, English Language Arts (ELA), and social/emotional. Students (in general education and our advanced learning program) who are struggling to meet math standards receive small group support in math in their homeroom.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>All students in grades 1-5 not at reading standards have been identified. This includes students who are also receiving support from our English Language Learners (ELL) and special education staff members. We have selected Leveled Literacy Intervention (LLI) to use as our reading intervention program. Students receiving additional reading support will be assessed five times (September, late November, late January, late March, and June) during the school year.</p> <p>We use Readers Workshop as our reading overview. This ensures that students are reading text at their instructional level approximately 90% of the time. This allows our advanced readers to access higher level reading materials based on their individual needs. Teachers assess advanced readers in general education and who are Spectrum identified up to one year above grade level. (Highly Capable Cohort (HCC) students are assessed up to two grade levels above their chronological grade.) Once students have shown that they are a year advanced (two years for HCC) with narrative texts, teachers tailor instruction for these students to ensure that they also demonstrate the same skill levels in multiple genres such as historical fiction, informational text, memoirs, biographies, autobiographies, and poetry.</p> <p>Yearly curriculum maps have been created for every K-5 classrooms. These maps include the units of instruction for all content areas. Common Core State Standards are listed for each reading, writing, and math unit of study. This ensures that the core instruction is planned so that all students are taught the grade yearly standards.</p> <p>We offer walk to math for grades 1-5. This ensures who have mastered grade level math standards can receive math instruction at one or two levels above their grade level.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>The Career Ladder Team (CLT) meets regularly with the assistant principal to plan professional development. The CLT embraces the formal and informal feedback they receive from their colleagues about professional development needs.</p> <p>One area of professional development for 2016-2017 will be strengthening the core math instruction that all students receive. Walk to math does allow one level of differentiation</p>

	<p>but we are fully aware that we still have very different levels of skill development within each classroom.</p>
<p>Our school will increase parent/family engagement.</p>	<p>We will implement robocalls to notify/remind families of upcoming events.</p> <p>We will continue regular communication with families via the weekly school newsletter and inform and invite them to evening events and class and writing celebrations.</p> <p>Parents are family members will be invited to at least four writing celebrations in each individual classroom to view/hear published written work.</p> <p>We will increase communication home to families speaking Arabic, Somali, and Spanish by scheduling time for our bilingual assistants to make robo calls home twice a month informing parents of school events.</p>
<p>Our staff is involved in decision-making.</p>	<p>Our K-5 teaching staff made the decision during the Spring 2016 budget process to use LAP dollars to support students not at reading standards. Our BLT approved this decision in June 2016.</p> <p>Our K-5 teaching staff made the decision during the Spring 2016 budgeting process to use free and reduced dollars to support our school counselor position. Our K-5 teaching staff approved the PTA grant to increase the staffing level of the counseling position. Our BLT approved this decision in March 2016.</p>
<p>We will assist our students to meet standard.</p>	<p>We have additional reading support for students not at grade level standards in our general education program.</p> <p>We have to rely on core instruction to meet math needs. The professional development plan for 2016-2017 will include time for staff professional development and collaboration to enhance our core math instruction. We have also purchased a Dreambox (an interactive math program that supports remediation and acceleration) site license and encourage parents to have students access this program during the school year and the summer months.</p> <p>We have a school counselor who supports students with social and emotional needs. Giving the students this additional social and emotional support ensures that the students will be ready to receive their core instructional services. Our school has adopted Positive Discipline as our core social/emotional program. The counselor supports individual students and classrooms using 1:1 support, small group work, and the <i>Second Step</i> curriculum.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>We have a highly collaborative staff that works well together. The majority of our teaching staff is highly experienced and provides mentorship for teachers new to the profession. Every K-5 teacher chose to apply and work at Fairmount Park. The teachers fully embrace the power of their collective efficacy and take 100% responsibility for what happens during the school day.</p>

<p>How do we support the transitions of new students and families into our school?</p>	<p>All new families were sent multiple mailings during the spring and summer months. An area of improvement would be translating all of these notices for families who need information in languages other than English.</p> <p>All families are encouraged to attend our opening Open House on the day before school. This allows new students and parents (as well as those returning families) to meet the teachers and tour the building during this event.</p> <p>All parents encouraged to attend our Curriculum Night at the end of September. Parents are provided with a curricular overview of the upcoming year.</p> <p>Two areas of focus this year will be:</p> <ol style="list-style-type: none"> 1. Room parents will be asked to reach out to new families on behalf of the entire school community. 2. Formal school tours will be set up intended for newly assigned families.
<p>Our system of support assures our highly qualified staff are support students.</p>	<p>We received \$38,875 in LAP funding for reading intervention. We made the choice to fund a .8 instructional assistant in order to serve the most amount of students needing additional reading support. Leveled Literacy Intervention (LLI) is a research based reading program that can be successfully delivered by either a certificated staff member or an instructional assistant. The program is highly scripted and sequential and allows for implementation by a highly skilled instructional assistant.</p> <p>We do not receive any funding for math support. We have secured a site license for DreamBox, an interactive math program, that allows students extra support for remediation and acceleration.</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	2,867,575	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	41,520	We receive \$368 for extra time for interpreting services and additional instructional materials. The remaining funds for our .8 ELL teacher.
2016-2017	Combined Funds	Self Help	0	
2016-2017	Combined Funds	PTSA Grant	50,000	PTA grant was accepted to support social and emotional learning of students.
2016-2017	Combined Funds	Free & Reduced Lunch	14,461	Supports the school counseling position to provide social/emotional services.
2016-2017	Combined Funds	Learning Assistance Program (LAP)	38,875	.8 Instructional assistant who teaches LLI intervention groups for students needing additional support in reading.
2016-2017	Specific Use Funds	Special Education	637,266	Teachers and IAs; extra time for Individualized Education Program (IEP) writing; supply funds.

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 ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>We have identified 56 students who are not meeting grade level reading standards.</p> <p>We need to strengthen guided reading practice, offer additional intervention support for identified students, and create home reading plans with parents.</p>	<p>100% of the students identified as not yet at grade level reading standards will make at least one full calendar year growth in reading by June 23, 2017.</p> <p>Teachers' College reading assessment used to monitor reading growth of all students in our general education program.</p>	All K-5 academic teaching staff.	June 23, 2017

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 25% of students in our school have been identified as needing Tier 2 intervention support during core math instruction.</p> <p>Without any math intervention support staff, we must ensure that our core instructional practices are consistent across the building and maximize student growth opportunities.</p>	<p>100% of our students will score at 80% or higher on their end of course math assessment.</p>	<p>All K-5 academic teaching staff.</p>	<p>June 23, 2017</p>

Whole School Goal			
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 not meeting grade level reading standards.</p> <p>We need to strengthen guided reading practice, offer additional intervention support for identified students, and create home reading plans with parents.</p>	<p>100% of the students identified as not yet at grade level reading standards will make at least one full calendar year growth in reading by June 23, 2017.</p> <p>Teachers' College reading assessment used to monitor reading growth of all students in our general education program.</p>	<p>All K-5 academic teaching staff.</p>	<p>June 23, 2017</p>

School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Only 52% of students who completed the student climate survey reported positively that they feel 'students in my school treat each other with respect.'	<p>We will increase the percentage of students responding positively to the survey question of 'students in my school treat each other with respect' from 52% in 2015-2016 to 62% in 2016-2017.</p> <p>We will accomplish this task by implementing the following steps:</p> <ol style="list-style-type: none"> 1) School-wide monthly character trait focus that will be introduced at Friday assemblies and then carried through the month across all classrooms. 2) Counselor will continue to teach targeted <i>Second Steps</i> lessons based on the needs of each individual classroom and grade level. 3) Individual classrooms will have class meetings to survey what 'respect' means to students. Each classroom will set three goals for their classroom to reach so that all student see an increase of respect level towards one another. The following two questions concerning respect will be posed for each classroom: <ol style="list-style-type: none"> A. "I feel respected when..." B. "I can show respect by..." 	All Staff	June 2017