



Continuous School Improvement Plan (CSIP)

Gatewood Elementary
2016 - 2018

Principal
Kyna Williams



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.

Gatewood’s Building Leadership Team reviewed this CSIP in June 2017 and will reconvene for approval in the Fall.

Mission and Vision

Mission	Vision
We will foster independent learning skills that inspire each child to become a confident, compassionate, and optimistic life-long learner with the ability and intense desire to think independently.	At Gatewood we want our students to love life, learning and to challenge each other to make the world a better place for all. We want our students to become advocates for social justice, caretakers of the planet, and compassionate citizens who understand and honor our global community. We want our students to recognize mistakes are opportunities to learn. We also want students remain curious, become responsible philosophers, creative thinkers, and leaders who are filled with empathy and courage.

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.

At Gatewood, we use the following assessments to determine goals to help targeted students meet grade level standards:

1. Fall to Spring growth on Measure of Academic Progress (MAP) in Reading and Math for Kindergarten, First, and Second Grade Students
2. Smarter Balance Assessment (SBA) utilizing Class Data Profiles, English Language Arts (ELA) and Math Level Comparisons, Math Achievement by Sub-Groups.

3. Teachers College Running Records
4. Math in Focus (MIF) unit tests
5. Words Their Way Assessments
6. Wired for Reading teacher designed assessments
7. WAKids (Kindergarten)

At Gatewood we will focus our Multi-Tiered Systems of Support (MTSS) work on Behavior. We will use attendance data, discipline data, and Student Climate Surveys administered at three points throughout the year to guide our goal setting. The purpose behind this focus is that we meet the social and emotional needs of students so they can access core instruction. We want to make sure our students are ready to learn. Biologically when we shut down as humans, we cannot access learning. To meet the varied needs of students in academic areas, we will incorporate a variety of interventions from all three MTSS/PBIS tiers and determine next steps for students using assessments tracked school wide on a data dashboard system.

Demographics

Gatewood Elementary is a K-5 school located in West Seattle. As of the October student count we had 430 students enrolled. Our demographics are: American Indian/Alaska Native 0.2%, Asian 2.1%, Native Hawaiian/Pacific Islander 0.5%, Black 13.3%, Hispanic 10%, White 64% and 2 or more races 10%. We have 30% low income, 12.8% Special Education, 9.3% Limited English and 0.2% Migrant students.

Tier 1 Academic:

- CBA (classroom based assessment)
- Aligned, rigorous, engaging teaching
- Differentiation and adjustment (within core, ELL, SpEd)
- Culturally responsive teaching
- Family engagement

Tier 2 Academic:

- On going assessment
- Dreambox
- iRead
- LLI
- Wired for Reading
- Reading Intervention
- FastForward
- Tutor Americorp
- Math manipulatives
- Visuals
- chunking

Tier 3 Academic:

- Wired for Reading
- LLI
- IEP
- Ongoing assessment
- Small groups

Tier 1 Behavioral:

- RULER
- Buddy Rooms
- Kelso's Choice
- Second Step
- Zones of Regulation
- Steps to Respect
- Class Meetings
- PBIS

Tier 2 Behavioral:

- RULER
- Buddy Rooms
- Zones of Regulation
- PBIP's
- Classroom Behavior Plans
- Social Groups
- UW School of Psychology
- Role Play
- Super Flex
- Acknowledgements and Encouragements-Gator Grams
- Class Meetings
- Check and Connect
- Sensory Breaks

Tier 3 Behavioral:

- Zones of Regulation
- Role Play
- Cognitive Behavior Therapy
- Navos Counseling
- Social Skills Thinking
- Super Flex
- Acknowledgements and Encouragements-Gator Grams
- Point Sheets-SEL
- SEL Program
- CPI-Isolations and Restraints
- Check and Connect
- Sensory Breaks

Math

- To meet the needs of all learners in mathematics, we will teach math using a workshop model with certain days dedicated to differentiation (Diff Days). Whole class mini lessons will be followed by stations, focused small group or independent work. Teachers can then meet with small groups or individual students for additional support. Formative assessments will be used regularly to drive Diff Days and allow teachers to utilize a system of flexible grouping and multiple learning targets. Based on the results of formative assessment, lower learners can be given remediation and scaffolding to set them up for success for meeting the grade level learning target. Advanced learners can be identified and given a vertically aligned, higher-level learning target.

- As a method for assessing student progress in math teachers will guide students in the development of rubrics that will be used for peer and self-assessment. Students will use language from rubrics to give each other descriptive feedback on work during peer evaluation.

Advanced Learning

To meet the needs of advanced learners we will differentiate our instruction. We provide weekly small group instruction for advanced learners in reading based on reading level. We use the Words Their Way Spelling Inventory assessment to determine student ability and advanced spellers are given more challenging word sorting activities. When student writing production is advanced, the writing teacher ensures students continue to increase the level of writing production. We ensure access to math content according to each student's math achievement level for advanced learners. For example, teachers offer "diff days" in their class where they design math activities for students at different levels. Using the Workshop model in Reading, Writing, and Math teachers form small groups and modify content to challenge and extend the learning for students who are ready. At Gatewood, the most salient component in meeting the needs of advanced learners is the use of ongoing formative assessments in order to determine flexible groupings as individual skill levels are identified.

- Accelerated reading and writing instruction above grade level is available within the regular classroom using a balanced literacy approach facilitated through units of reading and writing (Reader's and Writer's Workshop Model)
- Advanced literacy opportunities are offered to students identified by the district, as well as those identified by MSP, MAP, Amplify, TC reading assessment, teacher recommendation based on observable behaviors and/or achievement on classroom assessments.
- Accelerated math instruction above grade level is available within the regular classroom using a math workshop model.
- Advanced math opportunities are offered to students identified by the district, as well as those identified by MSP, MAP, Amplify, MIF assessments, teacher recommendation based on observable behaviors and/or achievement on classroom assessments.

Areas of Opportunity

Areas of opportunity at Gatewood for the 2017-2018 school year include:

- Continue to build on the work by our PBIS team to implement Tier I systems. Begin work on implementing Tier II.
- Increase the implementation of the school wide behavior expectations to improve school climate through the use of RULER.
- Increase the collaboration time and professional development opportunities for staff around research based best practices.
- Begin the implementation of the new Literacy curriculum from the District, CCC Collaborative Literacy.

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

We will increase cooperative learning through Workshop Model which features partner learning, books clubs, guided reading groups and flexible groupings. We will also use formative assessments to differentiate our instruction. We also use clear teaching points aligned with specific skills and Common Core State Standards (CCSS). Teachers will use formative, embedded, and authentic assessments to determine if students have met the learning outcome. Flexible groupings are formed based on the results of the assessments and individualized and differentiated instruction is delivered in small groups.

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

We have groups of staff members attending district level professional development about RULER, a social emotional program from Yale. RULER stands for:

Recognizing emotions in others.

Understanding the causes and consequences of emotions.

Labeling emotions accurately.

Expressing emotions appropriately.

Regulating emotions effectively.

We are also a pilot school for Positive Behavioral Interventions & Supports (PBIS). Our PBIS committee attends district trainings facilitated by the Coordinated School Health department and they return to implement those programs at school. We have professional development from the English Language Learner (ELL) department to learn about increasing student dialogue. One of our Professional Learning Communities (PLC) is working collaboratively on creating learning outcomes and aligned assessment to form flexible groupings. Our Career Ladder Teachers (CLTs), MTSS team, and school leaders will provide professional development and guidance to help teachers analyze student data to guide instructional planning for differentiated small group instruction. We are also teaching how to create formative assessments that are aligned to the Common Core State Standards (CCSS).

Our school will increase parent/family engagement.

We will coordinate with the Parent Teacher Association (PTA) to hold parent education and social events. We hold evening events that teach families about PBIS and RULER.

- There are also evening events that teachers participate in around content areas; Literacy, Math, Science, Art and Conservation. There are also social events: K-2 and 3-5 Celebration Nights, Field Day, Talent Share, Book Exchange and a Spring Preview event.
- This year we our equity team hosted a workshop for parents: Undoing Racism and Teaching Equity to Children.
- This year we are also working closely with our PTA to utilize our school website for more timely communication.

Gatewood provides families with a homework policy.

Our staff is involved in decision-making.

We have a highly involved Building Leadership Team (BLT) that helps guide the work that happens at Gatewood. We also have a variety of committees that staff are involved in to help implement the work we do. There is a decision making matrix and process we follow when making building wide decisions and allows for all staff members voices to be included. The BLT, Career Ladder Teachers (CLTs), and school leaders are developing a Master professional development calendar.

We will assist our students to meet standard.

We offer differentiated instruction in literacy using the workshop model. To meet the needs of Highly Capable students we differentiate instruction within the classroom, students have access to books at their individual reading levels in the classroom library and the school library and teachers offer differentiated and flexible groups with acceleration inside the classroom. For math we offer a math workshop model with flexible groupings and acceleration, tiered assignments, and tiered homework. There are different enrichment opportunities for students such as Global Reading Challenge, Gatewood Reads, and a variety of other extra-curricular programs.

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

We have a rigorous site based interview process to help select the most qualified staff. We also offer regular professional development opportunities in instruction and classroom management. In addition, we have growth opportunities for staff through participation in the Career Ladder Teacher program, and through an active Building Leadership Team, as well as committee work that focuses on PBIS, MTSS, Safety, and Equity. The CLT team works with STAR Mentors for first year teachers as well as facilitates Lab Days, where teachers participate in lesson study and co-teaching of lessons. The Lab Days include an opportunity for teachers to share their expertise with colleagues and get feedback on areas of growth need.

By implementing our Advanced Learning Opportunities (ALO) plan and offering instructional professional development in the Workshop Model in both Math and Literacy we support our teachers in their core instruction. We also have a reading specialist who supports students needing extra instruction in literacy. In addition, we have an ELL program to support students who are learning English and robust Resource Room and two Social Emotional Learning programs, one Primary and one Intermediate, to support our students who qualify for Special Education services in the area of social and emotional learning. We support all students through use of formative assessments which guide teachers in the formation of small group, differentiated learning.

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

School leaders communicate with the parent/guardians and previous school staff to determine the best possible class placement. Incoming families are provided a district packet with the necessary forms. School leaders will revise our Family Handbook and this will go out to all families in October 2017 and any incoming families thereafter. School leaders give families a tour of the building on the first day. In the classroom, teacher welcome students by providing name tags and materials necessary to complete learning tasks and feel part of the community. Teachers identify a buddy for the student and all students in the classroom are encouraged to help the new student learn the Gator Way.

How do we support students identified as highly capable?

Advanced Learning

To meet the needs of advanced learners we will differentiate our instruction. We provide weekly small group instruction for advanced learners in reading based on reading level. We use the Words Their Way Spelling Inventory assessment to determine student ability and advanced spellers are given more challenging word sorting activities. When student writing production is advanced, the writing teacher ensures students continue to increase the level of writing production. We ensure access to math content according to each student's math achievement level for advanced learners. For example, teachers offer "diff days" in their class where they design math activities for students at different levels. Using the Workshop model in Reading, Writing, and Math teachers form small groups and modify content to challenge and extend the learning for students who are ready. At Gatewood, the most salient component in meeting the needs of advanced learners is the use of ongoing formative assessments in order to determine flexible groupings as individual skill levels are identified.

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Multi-Tiered System of Supports Budget

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

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	41,943	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,293,926	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)	26,127	Funding to support MTSS supports at all schools.
2017-2018	Combined	PTSA Grant	50,000	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	67,914	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	640,723	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>2017 Spring Standardized Test Data</p> <p>ELL Not Proficient on ELA SBA: 94%</p> <p>SPED Not Proficient on ELA SBA: 60%</p> <p>Students of Color Not Proficient on ELA SBA: 64%</p> <p>ELL Not Proficient on Math SBA: 82%</p> <p>SPED Not Proficient on Math SBA: 50%</p> <p>Students of Color Not Proficient on Math SBA: 61%</p> <p>ELL Not Met Reading on MAP: 92%</p> <p>SPED Not Met Reading on MAP: 83%</p> <p>Students of Color Not Met Reading on MAP: 62%</p> <p>ELL Not Met Math on MAP: 96%</p> <p>SPED Not Met Math on MAP: 86%</p> <p>Students of Color Not Met Math on MAP: 61%</p> <p>Our ELL, SPED, and Students of Color are underperforming compared to other students. Many of our ELL and SPED students are students of Color. Our SEL and ELL program students are mainly students of color.</p> <p>We notice a need for continued work around clear learning targets and aligned assessments to develop flexible grouping for targeted instruction.</p>	<p>Students in grades 3-5 ELL, SPED, and Students of Color will make growth or be at grade level proficiency in ELA and Math as measured by interim SBA and TC Running Records.</p> <p>Students in grades K-2 ELL, SPED, and Students of Color will make growth or be at grade level proficiency in Reading and Math as Measured by MAP and TC Running Records.</p>	<p>New Principal and Gatewood BLT</p>	<p>June 2018</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>2017 Spring Standardized Test Data</p> <p>3rd Grade:</p> <p>ELL Not Proficient on ELA SBA: 100%</p> <p>SPED Not Proficient on ELA SBA: 50%</p> <p>Students of Color Not Proficient on ELA SBA:86%</p> <p>ELL Not Proficient on Math SBA: 80%</p> <p>SPED Not Proficient on Math SBA:37%</p> <p>Students of Color Not Proficient on Math SBA: 86%</p> <p>2nd Grade:</p> <p>ELL Not Met Reading on MAP:89 %</p> <p>SPED Not Met Reading on MAP: 89%</p> <p>Students of Color Not Met Reading on MAP: 44%</p> <p>ELL Not Met Math on MAP: 96%</p> <p>SPED Not Met Math on MAP: 99%</p> <p>Students of Color Not Met Math on MAP: 54%</p>	<p>Grade 3 ELL, SPED, and Students of Color will make growth or be at grade level proficiency in ELA and Math as measured by interim SBA and TC Running Records.</p> <p>Grade 2 ELL, SPED, and Students of Color will make growth or be at grade level proficiency in Reading and Math as Measured by MAP and TC Running Records.</p>	<p>New Principal and Gatewood BLT</p>	<p>June 2018</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>Whole School Goal: 2017 Spring Standardized Test Data</p> <p>Grades 3-5: Not Proficient on ELA SBA: 45% Not Proficient on Math SBA: 40%</p> <p>Grades K-2: Not Met Reading on MAP: 51% Not Met Math on MAP: 52%</p> <p>School Culture Goal: 55% of students responded favorably in the area of Classroom Environment:</p> <ul style="list-style-type: none"> • Helping each other learn: 62% • Friendly to each other 51% • Respectful to adults: 52% • Focused on Learning: 54% 	<p>All students in Grades 3-5 will make growth or be at grade level proficiency in ELA and Math as measured by SBA and TC Running Records.</p> <p>All students in Grades K-2 will make growth or be at grade level proficiency in Reading and Math as Measured by MAP and TC Running Records.</p>	<p>New Principal and Gatewood BLT</p>	<p>June 2018</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:
<p>All students in Grades 3-5 will make growth or be at grade level proficiency in ELA and Math as measured by SBA and TC Running Records.</p> <p>All students in Grades K-2 will make growth or be at grade level proficiency in Reading and Math as Measured by MAP and TC Running Records.</p>	<p>We will help students feel more positive about their classroom environment by increasing the level of positive responses on the School Climate Survey. We will do this by continuing to implement RULER and PBIS, model respectful behaviors, teach students how to peer and self-assess, and focusing on building positive classroom climate.</p>	<p>New Principal and Gatewood BLT</p>	<p>June 2018</p>