



Continuous School Improvement Plan (CSIP)

Bailey Gatzert

2016 - 2018

Greg Imel, 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.

Bailey Gatzert's Building Leadership Team (BLT) approved the school's 2016-2017 C-SIP plan on October 28, 2016.

Mission and Vision

Mission

At Bailey Gatzert we will...

- Create a passion for high academic achievement
- Engage students with a comprehensive curriculum
- Help each other as a community of learners
- Be empowered through our diverse community
- Foster students who ethically create a humane and sustainable global society

Vision

At Bailey Gatzert, we honor and cultivate each child's individual gifts and talents while developing academic excellence and social– emotional strength. We empower children to contribute positively to our diverse and dynamic society through lifelong learning and personal integrity.

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>The administrative team along with the instructional staff have taken the opportunity to analyze the state and district assessment data. We are aware of the decline of fifth grade students meeting or exceeding standard on the SBA (Smarter Balanced Assessment). The end of the unit - math tests results in 3-5 are a predictor of student success on the SBA. With this understanding, we will continue to monitor the unit tests as well as administer Block Assessments (assessments to monitor progress on a particular standard) twice during the school year. As a staff, we also plan to be more intentional about the intervention services provided to the students, analyzing exit tickets, and providing timely feedback to the students, while consistently filling in the academic skill gaps. We would like to continue student growth in math, as 60% of the current fourth and fifth graders are coming in meeting or exceeded standard on the SBA, a portion of their success can be attributed to the co-teaching model these students have experienced. We will continue to utilize the co-teaching model, we have found great student growth results with this model in the second through fourth grade classes, and would like to expand the model in other grade levels.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>Through weekly MTSS (Multi-Tiered System of Support) meetings, we study the effectiveness of interventions and student progress. Adjustments are made based on data. Grade levels meet every six weeks with specialists/interventionists. Targeted interventions are used to continuously build foundational skills filling in the academic gaps/skills needed for more complex materials. The instructional staff will analyze exit tickets, assessments and notes to determine needs of students (reteaching, small group, challenge group, walk to read). Several teachers also use the co-teaching</p>

	<p>model (parallel teaching). Students who are working above grade level may participate in the Walk to Read/Math model, (they receive instruction at their academic level – possibly in another classroom) or challenge groups within their own classrooms. Through small group instruction teachers are meeting with students of all the academic/skill levels in the classroom, modifying instruction based on individual student levels.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>Through the BLT (Building Leadership Team) and staff meetings during the 2015-2016 school year, we began to see a pattern of topics in our conversations and discussions. A summary of professional development offerings was developed for the 2016-2017 school year. The BLT and constituents prioritized the professional development topics. This year staff is committed to focusing on Trauma Informed practice, Racial Equity, Trust Building and Inclusion. Expertise within the building, school district and community have been sought out to provide the staff with ongoing professional development on these topics. Teachers have also committed to participating in book study groups on topics of race, working with children of color and building relationships.</p>
<p>Our school will increase parent/family engagement.</p>	<p>Bailey Gatzert has an active FEAT (Family Engagement Action Team) team comprised of staff, parents/families and community partners. They meet monthly to discuss important topics/issues in the school and community. We will also hold two additional Curriculum Nights for families to attend in the winter and spring. Through our partnership with Seattle University, families are offered the opportunity to participate in a variety of classes taught by their peers and professionals on topics of technology, parenting, learning English, parent/teacher conferences. Historically, Gatzert has had a low number of parents completing the survey in the spring. The FEAT team will look at ways to increase the number of families responding to the parent survey.</p>
<p>Our staff is involved in decision-making.</p>	<p>Staff are given the opportunity to attend BLT meetings held monthly and are assigned a representative who communicates with them directly. The staff will also participate in meetings throughout the year in which they are asked to vote on issues such as: budget, staffing, classroom configurations, professional development, curriculum.</p>
<p>We will assist our students to meet standard.</p>	<p>Students are identified and monitored through three meetings, the MTSS meetings for both academics and behavior, the third meeting is focused on the individual student, SIT (Student Intervention Team). The MTSS (academic) meets with the grade level teachers, interventionists and resource room teacher, along with administrators and the levy coordinator. Based on individual student need a child might then be referred to SIT which would then include the parent and the school psychologist in the development of a plan for success. MTSS (behavior/attendance) meets weekly to discuss attendance and wrap-around services for students. Referrals are made to the counselor, family support worker, mental or physical health services, reading or math interventionists The student will then be monitored throughout the intervention, making changes if needed.</p>
<p>Retain high quality, highly effective, and</p>	<p>Teachers are given common planning time with their colleagues. Our Career Ladder teachers coordinate several peer walk throughs during the school year. The majority of our staff have been at Gatzert for +4 years. We have a few staff members who have been at Gatzert for +15 years! At Gatzert we take pride in fostering teacher leaders and capitalizing on people's assets and talents.</p>

highly qualified staff.	There are many opportunities for staff to take the lead on projects, committees, and afterschool programming. We encourage staff to attend trainings outside of school.
How do we support the transitions of new students and families into our school?	Gatzert will continue to work with area preschools to arrange site visits. We have two on-site Pre-K programs, in which students visit the kindergarten classrooms and eat lunch with the kindergarten and first grade classes. We host a parent visit in June for incoming families. Materials and resources for summer learning activities are provided to families as well. Postcards and notes of upcoming dates for JumpStart are mailed home. In fifth grade, students participate in a few visits to the local middle school (Washington Middle School), to meet teachers and attend student performances. Gatzert students participate in a transition night where current 6 th graders speak to the incoming students and families.
Our system of support assures our highly qualified staff are support students.	Gatzert has been able to capitalize on people's strengths and expertise, in a variety of areas. Staff share their expertise with one another and with the students. Our interventionists have the category for the subject area they are providing services for. By meeting weekly, the MTSS teams, and the SIT team, have the ability to meet multiple times to progress monitor student growth and instruction.

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	\$ 2,122,385.00	Instruction for all students aligned to state standards. Descriptive Text
2016-2017	Specific Use Funds	Transitional Bilingual	\$ 188,057.00	Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success of ELL students
2016-2017	Combined Funds	Self Help	\$ 785.00	Building funds to support classroom and building programs
2016-2017	Specific Use Funds	SPED	\$ 980,323.00	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP
2016-2017	Combined Funds	Free & Reduced Lunch	\$ 139,385.00	Funding to support MTSS supports at all schools
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$ 97,188.00	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12
2016-2017	Combined Funds	Title I	\$ 201,192.00	Supplemental federal dollars to support K-5 literacy and math and supplemental reading 5th grade students
2016-2017	Combined Funds	PreK-3 Coalition	\$ 1,456.00	Additional support for students
2016-2017	Specific Use Funds	Seattle Pre Res	\$ 15,424.00	Additional funding to support students Pre-K Program
2016-2017	Specific Use Funds	Seattle Preschool	\$ 152,820.00	Teachers and IAs, extra time, services, and resources
2016-2017	Combined Funds	FEL	\$ 244,500.00	City Levy funds to support targeted students and increase attendance at funded schools.
2016-2017	Combined Funds	Levy Perf Pay	\$ 70,631.00	City Levy funds to support targeted students and increase attendance at funded schools.
2016-2017	Combined Funds	ARTS for Central Arts	\$ 2,500.00	Additional support for students

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 Goal¹ to target level of performance desired)

Assigned to:

Target Date for Completion:

State Assessment –MSP/SB

African American Students	MSP – ELA 2013 - 2014	ELA – 2014- 2015	ELA 2015 - 2016	MSP – Math 2013 - 2014	Math 2014 - 2015	Math 2015 - 2016
Third Grade	55.3%	35.1%	38.5%	60.5%	43.2%	61.5%
Fourth Grade	43.3%	48.5%	32.1%	50.0%	36.4%	67.9%
Fifth Grade	36.4%	24.0%	30.3%	18.2%	20.0%	17.6%

District Assessment - MAP

Afr. Am. Students	ELA '13 – '14 F/S	ELA – '14-'15 F/S	ELA '15 – '16 F/S	Math 2013 - 2014	Math 2014 - 2015 F/S	Math 2015 - 2016 F/S
Kinder.	48%/66%	34%/51%	26%/42%	51%/71%	51%/73%	41%/60%
First Grade	43%/67%	56%/80%	40%/60%	43%/67%	27%/54%	30%/54%
Second Grade	18%/21%	21%/25%	20%/29%	21%/29%	27%/39%	20%/29%
Third Grade	27%/33%	37%/49%	29%/42%	12%/18%	39%/53%	37%/50%
Fourth Grade	39%/47%	26%/32%	43%/52%	54%/63%	62%/71%	40%/52%
Fifth Grade	42%/48%	35%/36%	29%/32%	20%/24%	28%/32%	32%/38%

By June 30, 2017 K-5 African American students meeting or exceeding the Norm Grade Level Score (RIT) on the MAP ELA and Math will increase by 10% from fall to spring. This will be achieved through targeted interventions during and after school, progress monitoring of data collected by teachers, MTSS team and the administrative team.

Administrative Staff

MTSS Team

Instructional Staff

June 2017

<p>*3-5 grade students on the ELA portion of the SBA have either stayed stagnant or declined over the past three years. While scores in the area of math have increased or plateaued in third and fourth grade. Fifth grade has taken a large decrease when comparing 2014-2015 and 2015-2016. The cohorts of students meeting or exceeding standard has gradually decreased between 10-50%.</p> <p>*The same pattern is true for our African American students in the area of ELA, and our fifth grade class from 2015-2016. The incoming fourth and fifth graders are entering with a larger number of students, than previous years, who have met or exceeded standard on the SBA.</p> <p>* Through MTSS we look to replicate the interventions that are used in the third and fourth grades and apply these strategies to the fifth grade classes in the area of math. We are also using a new intervention program (Leveled Literacy Intervention) for ELA for grades 1-5. As an MTSS team, we meet weekly rotating grade levels every 6 weeks. The effectiveness of the interventions is discussed and evaluated. Adjustments are made based on data and student need with a follow-up meeting in 6 weeks.</p>			
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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>State Assessment – MSP/SBA</p> <table border="1" data-bbox="193 1084 919 1282"> <thead> <tr> <th>Afr. Am. Students</th> <th>MSP – ELA 2013 - 2014</th> <th>ELA – 2014-2015</th> <th>ELA - 2015 - 2016</th> <th>MSP – Math 2013 - 2014</th> <th>Math 2014 - 2015</th> <th>Math 2015 - 2016</th> </tr> </thead> <tbody> <tr> <td>Fourth Grade</td> <td>43.3%</td> <td>48.5%</td> <td>32.1%</td> <td>50.0%</td> <td>36.4%</td> <td>67.9%</td> </tr> <tr> <td>Fifth Grade</td> <td>36.4%</td> <td>24.0%</td> <td>30.3%</td> <td>18.2%</td> <td>20.0%</td> <td>17.6%</td> </tr> </tbody> </table> <p>* The cohorts of our African American students meeting or exceeding standard has gradually decreased between 10%-50% in the area of ELA and Math. The incoming fourth and fifth graders are entering with a larger number of students, than previous years, who have met or exceeded standard on the SBA. Through</p>				Afr. Am. Students	MSP – ELA 2013 - 2014	ELA – 2014-2015	ELA - 2015 - 2016	MSP – Math 2013 - 2014	Math 2014 - 2015	Math 2015 - 2016	Fourth Grade	43.3%	48.5%	32.1%	50.0%	36.4%	67.9%	Fifth Grade	36.4%	24.0%	30.3%	18.2%	20.0%	17.6%	<p>By June 30, 2017, 5th Grade African American students meeting or exceeding standard on MAP and SBA will increase by 10%. Through the targeted instruction and intervention in the content area of math.</p>		<p>Administrative Staff</p> <p>MTSS Team</p> <p>Instructional Staff</p>	<p>June 30, 2017</p>
Afr. Am. Students	MSP – ELA 2013 - 2014	ELA – 2014-2015	ELA - 2015 - 2016	MSP – Math 2013 - 2014	Math 2014 - 2015	Math 2015 - 2016																						
Fourth Grade	43.3%	48.5%	32.1%	50.0%	36.4%	67.9%																						
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MTSS we are looking to replicate the interventions that are used in the third and fourth grades to the fifth grade classes in the area of math. We are also using a new intervention program (Leveled Literacy Intervention) for ELA. As an MTSS team we meet weekly rotating grade levels every 6 weeks. The effectiveness of the interventions is discussed and evaluated. Adjustments are made based on data and student need and revisited in 6 weeks.

District Assessment - MAP

Afr. Am. Students	ELA 2013 – 2014 F/S	ELA – 2014- 2015 F/S	ELA 2015 - 2016 F/S	Math 2013 – 2014 F/S	Math 2014 - 2015 F/S	Math 2015 - 2016 F/S
Fourth Grade	39%/47%	26%/32%	43%/52%	54%/63%	62%/71%	40%/52%
Fifth Grade	42%/48%	35%/36%	29%/32%	20%/24%	28%/32%	32%/38%

* Due to our large population of African American students who receive ELL services, having the directions given verbally will increase the result of the student growth data. This was determined by looking at a cohort of students who started in kindergarten, and comparing the number of students who met or exceeded standard, with the same cohort of students when they completed the second grade. We discovered that students are transitioning from having the instructions read to them in Kindergarten and First grade to having to independently read the instructions in the second grade. Staff met in MTSS and BLT meetings to discuss this and determined that we would allow second grade to have instructions read to them.

* Please see district data table under **Gap Closing Goal**

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:

District Assessments - MAP

All Students	ELA 2013 – 2014 F/S	ELA – 2014- 2015 F/S	ELA 2015 – 2016 F/S	Math 2013 – 2014 F/S	Math 2014 - 2015 F/S	Math 2015 - 2016 F/S
Kindergarten	51%/70%	41%/59%	27%/43%	52%/74%	48%/70%	44%/64%
First Grade	38%/62%	43%/69%	40%/62%	32%/57%	32%/58%	37%/60%
Second Grade	25%/30%	24%/31%	19%/28%	30%/39%	33%/46%	23%/34%
Third Grade	22%/28%	37%/49%	21%/33%	15%/21%	38%/52%	24%/48%
Fourth Grade	46%/55%	30%/36%	41%/50%	60%/73%	58%/70%	47%/60%
Fifth Grade	43%/50%	26%/28%	26%/29%	29%/33%	29%/36%	35%/42%

By June 30, 2017 K-5 students meeting or exceeding the Norm Grade Level Score (RIT) on the MAP ELA and Math will increase by 10% from fall to spring.

Administrative Staff
MTSS Team
Instructional Staff

June 2017

*MAP data school-wide follows the same trend as the SBA data. Over the course of three years, the student cohort groups take a dip in the second grade. The student gains are occurring from fall to spring. We discovered that students are transitioning from having the instructions read to them in Kindergarten and First grade to having to independently read the instructions in the second grade. Staff met in MTSS and BLT to discuss this and determined that we would allow second grade to have instructions read to them. We will continue to monitor this practice to see if student growth will increase. Student growth will increase with targeted intervention and filling in the academic gaps for specific skills in the areas of math and reading. As with the SBA, the MTSS team will make adjustments to interventions and analyze the student data every six weeks making adjustments as needed.

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:												
<table border="1"> <thead> <tr> <th>Student Survey</th> <th>Spring 2015</th> <th>Spring 2016</th> </tr> </thead> <tbody> <tr> <td>School Safety</td> <td>71%</td> <td>58%</td> </tr> <tr> <td>Healthy Community</td> <td>74%</td> <td>61%</td> </tr> <tr> <td>Classroom Environment</td> <td>61%</td> <td>50%</td> </tr> </tbody> </table>	Student Survey	Spring 2015	Spring 2016	School Safety	71%	58%	Healthy Community	74%	61%	Classroom Environment	61%	50%			<p>By June 30, 2017 the 3-5 Student Survey overall average for: School Safety, Healthy Community and Classroom Environment favorable response will increase by 10%. Through the targeted instruction of Steps to Respect and Second Step, morning/class meetings and progress monitoring of climate survey by teachers, school counselor and administrative team, are committed to creating a safe and supportive environment for students and staff impacting instructional practices and student growth.</p>	<p>Administrative Staff School Counselor Instructional Staff</p>	<p>June 30, 2017</p>
Student Survey	Spring 2015	Spring 2016															
School Safety	71%	58%															
Healthy Community	74%	61%															
Classroom Environment	61%	50%															
<p>Based on the School Climate - Student Survey data the percentage of favorable responses from 3-5 grade students has declined in both School Safety and Classroom Environment. the Healthy community domain remains steady at 61%. When looking at the individual items, it uncovered that students felt their peers are not focused on learning and are not respectful to one another or adults. We plan to administer the student survey three times throughout the year. Monitoring the progress of the data. The school counselor will teach bully prevention lessons. Through the MTSS meetings students and families are identified for support services (mental health, parenting classes, etc.). We continue to focus on professional development on trauma informed practices and relationship building. Teachers conduct daily class meetings to discuss topics of emotional regulation, empathy and social skills.</p>																	

