



Continuous School Improvement Plan (C-SIP)
Bailey Gatzert Elementary School
2016 - 2018
Principal: Laurie Kazanjian

**SEATTLE
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SCHOOLS**

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.

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.

PBIS: Positive Behavioral Interventions and Supports - PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

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.

STEM: Science, Technology, Engineering, and Mathematics

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.

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.

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

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 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..

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

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.

Professional Development 2017-2018

The Building Leadership Team discussed possible professional development opportunities and decided the school will implement RULER and PBIS, to build on the trauma informed work we have been doing during the 2016-2017 school year. The team would like to continue to focus on Special Education and the inclusion model. Staff will dedicate an early release day to learn more about the Native American curriculum. Through a partnership with Seattle University, staff will participate in professional development topics

of teaching English Language Learners. We will also participate in the ongoing professional development for the new literacy curriculum.

Our school will increase parent/family engagement.

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.

Homework Policy

Every student should read by themselves or with an older reader every day.

Students will also be given other homework most school days. Homework is explained to students at school. Students should be able to do their homework without very much help. Please let your child's teacher know if homework is taking a long time, is too hard or frustrating for your child, or is too easy or not challenging enough for your child.

Our staff is involved in decision-making.

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.

We will assist our students to meet standard.

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.

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

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. 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.

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.

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 6th graders speak to the incoming students and families.

How do we support students identified as Highly capable?

The percentage of staff considered "highly qualified" (HQ) by No Child Left Behind (NCLB) rules and the number of HQ teachers and Instructional Assistants are made available to all families each fall. When necessary, each non-highly qualified instructional staff writes a plan in collaboration with our principal and the Human Resources department to become highly qualified as soon as possible. Non-highly qualified IAs do not provide instruction until they become HQ.

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)	31,457	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,660,488	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)	14,801	Funding to support MTSS supports at all schools.
2017-2018	Combined	PTSA Grant	150,000	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	67,868	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	959,391	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:
State Assessment –MSP/SB									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
African American Students	MSP – ELA 2013 - 2014	ELA – 2014-2015	ELA 2015 - 2016	ELA 2016-2017	MSP – Math 2013 - 2014	Math 2014 - 2015	Math 2015 - 2016	Math 2016-2017			
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	ELA '16-17 F/S	Math 2013 - 2014	Math 2014 - 2015 F/S	Math 2015 - 2016 F/S	Math 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%				

Problem of Student Learning								What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Fifth Grade	42%/48%	35%/36%	29%/32%		20%/24%	28%/32%	32%/38%			
<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>										

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"> <thead> <tr> <th>Afr. Am. Students</th> <th>MSP – ELA 2013 - 2014</th> <th>ELA – 2014- 2015</th> <th>ELA 2015 - 2016</th> <th>ELA 2016- 2017</th> <th>MSP – Math 2013 - 2014</th> <th>Math 2014 - 2015</th> <th>Math 2015 - 2016</th> <th>Math 2016- 2017</th> </tr> </thead> <tbody> <tr> <td>Fourth Grade</td> <td>43.3%</td> <td>48.5%</td> <td>32.1%</td> <td></td> <td>50.0%</td> <td>36.4%</td> <td>67.9%</td> <td></td> </tr> <tr> <td>Fifth Grade</td> <td>36.4%</td> <td>24.0%</td> <td>30.3%</td> <td></td> <td>18.2%</td> <td>20.0%</td> <td>17.6%</td> <td></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 MTSS we are looking to replicate the interventions that are used in the third and fourth grades to</p>								Afr. Am. Students	MSP – ELA 2013 - 2014	ELA – 2014- 2015	ELA 2015 - 2016	ELA 2016- 2017	MSP – Math 2013 - 2014	Math 2014 - 2015	Math 2015 - 2016	Math 2016- 2017	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%		By June 30, 2017, 5 th Grade African American students meeting or exceeding standard on MAP and SBA will increase by 10%. Through the targeted	Administrative Staff MTSS Team Instructional Staff	June 30, 2017
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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:																											
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Second Grade	25%/30%	24%/31%	19%/28%		30%/39%	33%/46%	23% of 41%	from fall to spring.		
Third Grade	22%/28%	37%/49%	21%/33%		15%/21%	38%/52%	24% of 48%			
Fourth Grade	46%/55%	30%/36%	41%/50%		60%/73%	58%/70%	47% of 60%			
Fifth Grade	43%/50%	26%/28%	26%/29%		29%/33%	29%/36%	35% of 41%			
<p>*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.</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:
Student Survey	Spring 2015	Spring 2016	Spring 2017	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.	Administrative Staff School Counselor Instructional Staff	June 30, 2017
School Safety	71%	58%	78%			
Healthy Community	74%	61%	69%			
Classroom Environment	61%	50%	58%			
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.						

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
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.			