



Continuous School Improvement Plan (CSIP)

Genesee Hill Elementary

2016 - 2018

Principal

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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.

The Genesee Hill Building Leadership Team (BLT) is closely involved in shaping the long-term development of our school and reviewed our C-SIP plan on May 4, 2017. The BLT approved revisions to the plan on June 27, 2017.

Mission and Vision

Mission	Vision
Every Child. Every Classroom. Every Day.	Genesee Hill is a collaborative, respectful community. We nurture a safe, welcoming environment that inspires life-long authentic learning. Each and every Genesee Hill student is empowered to learn without limit. We advocate for social justice, provide a sense of belonging, and cultivate curiosity. Our community is known for its rigorous academic program, holistic learning, and building strong relationships with families.

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.

Over the course of the 2014-15 and 2015-16 school years, our school participated in a federally funded research project designed to develop strategies for informing data-based instructional decisions. This project, led by Focus on Results, created the position of data coach that helped us to develop systems for data collection, interim assessments, identifying and "unpacking" anchor standards, and targeting instruction in response to demonstrated student growth. This project has carried over into a sustainable structure to determine the targeted goals and focus for our work that meets the needs of a large school community; the core of this structure is an Instructional Leadership Team, comprised of a teacher representative from each grade-level and specialist team, which has reviewed our data, reflected on the work of grade-level PLCs, and determined our instructional focus for the year.

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

Our continued instructional focus for the 17-18 school year is “formative assessment.” Research is clear that the closer to the classroom assessment tools are developed, the more useful they are for informing instruction and empowering students to engage in their own growth. For example, John Hattie identifies that students engaged in assessing their own learning and setting their own goals can account for a significant 1.47 “effect” on student learning. Teachers are engaged in close Cycles of Inquiry using exit tickets, pre- and post- unit assessments, and other formative assessment practices. In addition, the strong data work informs our tracking of MTSS-based interventions as we establish three new academic intervention specialist positions for the first time this year.

We apply this process of targeting instruction to all learners, including advanced learners. This process ensures that we provide multiple, alternative ways to access advanced learning opportunities because it assesses student progress continuously and regularly. Reading level progress is assessed regularly and students are placed in reading groups over the course of units that ensure that students are able to learn from peers working at a similar level. Similarly, our innovative Walk-to-Math program (grades 3-5) stays closely aligned throughout the year so that students can easily move from one group to another at the end of a given chapter in a way to ensure their placement is most appropriate for them. By the beginning of the second trimester of fifth grade, one math group will move forward to ensure that sixth grade standards are covered ahead of the placement test for middle school math. Nevertheless, our strong curriculum background in the core elements of Singapore Math – problem solving, mental math, number sense, concrete-pictorial-abstract learning – means that many students from all math groups have proven prepared for advanced math (Math 7) when they enter sixth grade.

While academic achievement goals are accomplished through targeted instruction, an equally important element of our social-emotional program is inclusion. With two ACCESS classrooms and a resource room, our Special Education staff collaborates with General Education teachers to communicate around individual student learning goals while connecting students with their typical peers.

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

The steady growth that our school community has experienced over the last eight years has required that we develop a strong, well-articulated professional development plan to ensure strong vertical (from grade to grade) and horizontal (within each grade) curriculum alignment as well as team cohesion through changes and addition of staffing.

As the second year in our new building, the 17-18 school year is going to be very important for solidifying our common instructional foundations and learning practices. This common expectation for all teachers at Genesee Hill will focus on four TPEP Criteria and will continue our ongoing work on curriculum alignment, formative assessment and PLC cycles of inquiry:

Criterion 3/Formative Assessment: In the 16-17 school year, we emphasized the use of learning targets (strategy 1) to provide a clear expectation for students for “Where are we going?” by which teachers can provide specific feedback and students can use assessment criteria to set goals and reflect on their progress. In 17-18, we will expand this work to fully inform the use of student goalsetting, small group instruction and other targeted instruction/intervention (MTSS) strategies. Our Instructional Leadership Team has focused its work on restructuring these strategies to meet the needs of advanced learners.

Criterion 4/Aligned Curriculum: The 17-18 school year at Genesee Hill will engage all teachers in three significant curriculum implementation projects: 1) Schoolwide pilot of Amplify Science and maker spaces, 2) implementation of Center for Collaborative Classrooms ELA curriculum, and 3) refinement of our building Math in Focus-based scope and sequence. Teams will need work throughout the year to ensure vertical and horizontal alignment, as well as common learning targets and calendars to support the formative assessment process.

Criterion 5/RULER, social-emotional support, community: The 16-17 school year included the first steps of RULER implementation and learning to make our new physical space a safe and productive environment for kids. The coming year will require that we make RULER and other social-emotional supports integral to the way we work with children throughout the building.

Criterion 8/PLC Cycles of Inquiry: In 17-18, grade-level and specialist teams will be expected to hone their collaborative skills at collecting and using shared data to support the instructional decisions named above.

Instructional Leadership Team is doing the “Data Wise” training and participating in a book study of *The Art of Coaching Teams* (E. Aguilar).

In addition to this building work, the Genesee Hill PTA generously funds significant professional development opportunities each summer. Last summer, for example, teachers attended Readers and Writers Workshop Institutes at Columbia Teachers College, Singapore Math Training with Greg Tang and Yaep Ban Har, “I Teach K conference,” Wired for Reading training, and an institute at the Creative Dance Center.

Our school will increase parent/family engagement.

Families are involved and engaged in our school community and in their child’s education as a result of outreach and interest shared by educators and parents/guardians. Regular informative communication is conveyed by email, phone, letter and site postings. Weekly newsletters, teacher emails, cohort posts, phone calls or notes home, and before/after school conversations are some of the ways Genesee Hill educators keep families connected to their child’s school experience. Building opportunities include orientation, curriculum night, regularly scheduled parent/teacher conferences and other evolving events and activities. Our community welcomes parent volunteers/visitors throughout the day in the classroom, lunchroom, playground and on fieldtrips. School professionals strive to ensure they are available by phone, email and face to face. The Equity and Building Leadership teams have been designed to include parent members. The PTA has a healthy teacher membership and there is a genuine interest in increasing family involvement as we reflect on our growth as a school community and ways we may engage all families. Our annual parent conference survey suggests that over 95% of the 221 responding by survey felt that communication was thorough and regular last year.

After a several month process led by our Instructional Leadership Team, on May 10, 2017, the Genesee Hill staff approved a policy to guide the consistency and developmental-appropriateness of homework assigned at each grade level.

Homework Policy –

We expect all students to read for a minimum of ten to thirty minutes (depending on grade level) outside of school at least five nights a week. This reading can be done independently, with an adult, or with another child. Sometimes, students in older grades may have assigned reading.

In addition, the following guidelines will be used by teachers for assigning additional skills practice:
Kindergarten through Third Grade: (5-15 minutes/nightly)

Sight word fluency practice

Math skills fluency practice

Global Passport geography fluency practice (grades 1-3)

Fourth and Fifth Grade: (30 minute maximum/nightly)

Math skills practice (i.e. related to daily lesson) (15 mins)

Writing, assigned reading, responding and reflecting (15 mins)

Global Passport geography fluency practice

Long-term projects

Planner use for weekly and long-term planning

We strongly recommend nightly routines of "homework," especially reading high-interest texts, and emphasizing:

- That regular practice is the best way to increase one's reading skills;
- That having the discipline to follow nightly routines promotes a range of character traits (grit, self-control, long-term planning, stamina);
- When families can read in the same room together on a regular basis, this helps to promote reading as a habit.

Our staff is involved in decision-making.

As we have grown to be the largest attendance-area elementary school in the district, our challenge has been to ensure that all staff could participate in key school wide decisions and while providing appropriate autonomy as well. While the size of our enrollment doubled, our staff has grown more than 150% in recent years. Our approach to managing this growth has been to focus first on building effective teacher teams. By investing in this approach, we observed substantial growth on our annual staff climate survey: we more than doubled the percentage (to 42%) of favorable responses to the statement, "This school has an effective process for making group decisions and solving problems."

In addition to our team-building work, we continue to address the importance of growing leadership capacity and developing inclusive decision-making processes at Genesee Hill. On the staff climate survey last year, 47% of our staff indicated that they "feel included in the decision-making process at this school" (a substantial increase of 13 percentage points). In response, our staff created four critical leadership structures for 2016-17 to guide us as we established ourselves in our new building at Genesee Hill:

- 1) Building Leadership Team
- 2) Instructional Leadership Team
- 3) Equity Leadership Team
- 4) RULER Implementation Team

In addition, we have adopted the decision-making procedures from Schmitz Park which routes decisions through these teams for a decision or a referral to the entire staff for a vote.

We will assist our students to meet standard.

Our grade-level teams meet monthly to review the progress of students across the grade level. Students who are not on track to achieve State grade-level standards are identified and six-week intervention plans are put into place. The intervention plans draw from the Genesee Hill Intervention Toolbox that was revised collaboratively by teachers on October 26, 2016. For the 2017-18 school year, our intervention team includes several new, or expanded, certificated positions that guide these interventions both in the classroom and in small-group pull-outs:

Primary specialist (.5 FTE)
Math specialist (.8 FTE, serving grades 2-5)
Reading Specialist (LAP, .5 FTE)
Counselor (full time)

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

Our growth in recent years has required that we establish strong systems for hiring, orienting and assigning staff in ways that assures that they can stay and develop their careers. The 15-16 staff climate survey reflected that 89% of staff supported the statement, "This school has a collaborative work culture."

Our staff reflects a broad cross section of teachers at all stages of their careers. Our growth has meant that we have needed to hire new teachers each year such that nearly all teams have had to incorporate at least one new staff member every year.

Our focus on intentional and ongoing professional development for all staff combined with implementation of targeted MTSS ensures that all staff are highly qualified and prepared to support all students.

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

During the week prior to school starting in September, we hosted a series of mini orientations for all students inviting families to tour the new school and meet the staff and other students. Families new to our school are connected by parents leading grade-level cohorts. Each cohort sponsors a number of events throughout the year. During the summer months, Kindergarten students benefit from a series of "Kindergarten Playdates" as well as one-on-one assessments and slow start activities with the Kindergarten team the first week of school. At the beginning of the year, the counselor introduces herself and welcomes the students in each classroom. A call out for new community members is used to identify new students and greet them as well as take time to encourage peers to include and invite them to play, work and eat with new friends.

How do we support students identified as highly capable?

We apply the process of targeting instruction to all learners, including advanced learners. This process ensures that we provide multiple, alternative ways to access advanced learning opportunities because it assesses student progress continuously and regularly. Reading level progress is assessed regularly and students are placed in reading groups over the course of units that ensure that students are able to learn from peers working at a similar level.

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	4,483,556	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)	16,880	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	30,870	Building funds to support classroom and building programs.
2017-2018	Specific Use	Transitional Bilingual	22,538	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	738,180	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:
If students learn to use feedback effectively from formative assessment for goalsetting and academic achievement, a growth in student efficacy and motivation will lead to an elimination of the achievement gap.	<ul style="list-style-type: none"> Boys in grade 2 will strengthen their performance on Learning Behavior targets as measured by the Elementary Progress Report completed by the homeroom teachers Girls in Grade 2 will demonstrate growth in math performance consistent with girls' performance in other cohorts. PLCs will track student progress within units using formative assessment practices such as exit tickets and pre-/post-unit assessments. 	All staff	June 23, 2018

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:
If we broaden the focus of self-regulation and engagement (discourse) in cohorts with significant gender enrollment disparities, we will amplify the learning behaviors of both boys and girls. Two cohorts – first grade and fifth grade – are marked by a significantly greater number of boys than girls (both cohorts are more than two-thirds male). We know that historically cohorts that have been substantially unbalanced tend to have strong influence on how all children learn in the classroom. Here's an example: in the spring of 2015, when we had a girl-heavy cohort of fifth graders, girls outperformed boys by over 16 percentage points in math on the Smarter Balanced Assessment. In fact, girls have been historically strong math students at Schmitz Park, but last year, with a boy-heavy cohort in fourth grade, boys out-performed girls in math by over 8 percentage points.	Learning Behaviors scored on the Elementary Progress report will reflect growth schoolwide. Second graders will grow from 38% scoring "strong" on Learning Behavior 1 (Works independently and uses time efficiently) to 60%.	Second grade team, supported by all staff	June 23, 2018

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:
If students at Genesee Hill can share a common language for how to analyze and use their own assessment data, they will be able to set goals and monitor their own mastery of grade-level standards and developmentally-appropriate learning behaviors.	Staff on each teacher team (grade-level and specialist teams) will complete three full Cycles of Inquiry focused on the use of formative assessment and the connection between development of “learning behaviors” and mastery of state standards.	All staff	June 23, 2018

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:
If students at Genesee Hill can share a common language for naming emotions, they will be able to learn and practice strategies for managing their emotions.	All classrooms will implement the four Anchor elements of RULER by the end of the 17-18 school year: 1) Classroom Charter 2) Mood Meter 3) MetaMoment 4) Blueprint	RULER team	June 2018