



## Continuous School Improvement Plan (CSIP)

Genesee Hill Elementary School

2016 - 2018

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### School Overview

#### Introduction

On September 6, 2016, the ribbon cutting for our new building reopened Genesee Hill Elementary for our West Seattle community. Having grown steadily at our Schmitz Park site over the last eight years (with enrollment of 316 in 2008), we opened at Genesee Hill as the largest attendance-area elementary school in Seattle Public Schools, with over 700 students. 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 the strategies we will use collaboratively to 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 October 6, 2016. The BLT approved final revisions on November 28, 2016.

## Mission and Vision

### Mission

Every Child. Every Classroom. Every Day

### Vision

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.

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>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.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>Our instructional focus for the 16-17 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.</p> <p>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.</p>

	<p>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.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>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. Our plan for the year is designed also to set a strong professional culture for our new building by building capacity for teacher leadership. Our calendar maximizes our time by front-loading skill building in formative assessment practices, RULER and professional learning communities over the first two months of the school year. Our grade level PLC meet two or three times each month to conduct their Cycles of Inquiry. In the last two months of the school year, these PLC meetings shift to grade-band curriculum development to revisit curriculum alignment questions. Also, our “career ladder” mentor teachers coordinate our training of PLCs in the Cycle of Inquiry process and the use of formative assessments. Three of our grade level teams (1<sup>st</sup>, 4<sup>th</sup>, and 5<sup>th</sup>) are participating in the Formative Practices Institute training, and our Instructional Leadership Team is doing the “Data Wise” training and participating in a book study of <i>The Art of Coaching Teams</i> (E. Aguilar).</p> <p>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.</p>
<p>Our school will increase parent/family engagement.</p>	<p>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, lunch room, 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.</p>
<p>Our staff is involved in decision-making.</p>	<p>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</p>

	<p>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.”</p> <p>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:</p> <ol style="list-style-type: none"> <li>1) Building Leadership Team</li> <li>2) Instructional Leadership Team</li> <li>3) Equity Leadership Team</li> <li>4) RULER Implementation Team</li> </ol> <p>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.</p>
<p>We will assist our students to meet standard.</p>	<p>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 2016-17 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:</p> <p>Kindergarten specialist (half-time)</p> <p>First grade specialist (half-time)</p> <p>Math specialist (.8 FTE, serving grades 3-5)</p> <p>Reading Specialist (LAP, .4 FTE)</p> <p>Counselor (full time)</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>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.”</p> <p>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.</p>

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.
Our system of support assures our highly qualified staff are supporting students.	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.

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	.5 FTE Kindergarten specialist	Small group reading instruction
			.5 FTE First grade specialist	Small group reading instruction Social skills instruction
			.6 Math Specialist	Specialist allows for all Walk-to-Math sections to vary significantly in size in order to customize instruction to needs of students.
2016-2017	Specific Use Funds	Transitional Bilingual	.2 FTE bilingual specialist	(unfilled)
2016-2017	Combined Funds	Self Help	\$5,400	Reading intervention material purchased (Fountas & Pinnell LLI)
2016-2017	Combined Funds	PTSA Grant	.2 Counselor	Social and emotional learning, individual and small group support.
			.2 Math specialist	Specialist allows for all Walk-to-Math sections to vary significantly in size in order to customize instruction to needs of students.
			\$34,000	Hourly tutoring, provides 1:1 reading support, book groups for advanced primary readers, homework club at lunchtime
2016-2017	Combined Funds	Free & Reduced Lunch	.8 Counselor	Social and emotional learning, individual and small group support.
2016-2017	Combined Funds	Learning Assistance Program (LAP)	.4 Reading Specialist	Small group and 1:1 support for students in grades 2-5 reading below grade level

## Building Based Goals

We have chosen to focus on the following area(s) over the 2016-17 school year

<b>Gap Closing Goal(s)</b>			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>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.</p>	<ul style="list-style-type: none"> <li>Boys in grades 1 and 5 will strengthen their performance on Learning Behavior targets as measured by the Elementary Progress Report completed by the homeroom teachers</li> <li>Girls in Grade 5 will demonstrate growth in math performance consistent with girls' performance in other cohorts.</li> <li>PLCs will track student progress within units using formative assessment practices such as exit tickets and pre-/post-unit assessments.</li> </ul>	<p>All staff</p>	<p>June 23, 2016</p>

<b>Cluster of Teachers/ Grade Level Goal(s)</b>			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>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</p>	<p>Math performance on the 2017 Smarter Balanced Assessment by fifth grade girls will meet the performance by fifth grade boys, raising their performance by 8.2 percentage points beyond the boys' progress.</p> <p>Learning Behaviors scored on the Elementary Progress report will reflect growth schoolwide, from 36% scoring "strong" on Learning Behavior 1 (Works independently and uses time efficiently) to 50%. Also, learning behavior scores will be similar outcomes for boys and girls in both unbalanced cohorts. In contrast, 45% of our current cohort of fifth grade girls were scored at the lowest "emerging" level on LB1 compared to 25% of girls schoolwide at the end of the second trimester of the 15-16 school year. Similarly,</p>	<p>First and fifth grade teacher teams, supported by all staff</p>	<p>June 23, 2016</p>



<p>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.</p>	<p>41% of boys in the fifth grade cohort were scored as "emerging" compared to 21% of boys schoolwide.</p>		
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Whole School Goal			
Problem of Student Learning	<b>What will success look like?</b> (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:

<p>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.</p>	<p>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.</p>	<p>All staff</p>	<p>June 23, 2016</p>
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<p style="text-align: center;"><b>School Culture Goal</b></p>			
<p>Problem of Student Learning</p>	<p><b>What will success look like?</b> (SMART Goal<sup>1</sup> to target level of performance desired)</p>	<p>Assigned to:</p>	<p>Target Date for Completion:</p>
<p>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.</p>	<p>All classrooms will implement the four Anchor elements of RULER by the end of the 16-17 school year:</p> <ol style="list-style-type: none"> <li>1) Classroom Charter</li> <li>2) Mood Meter</li> <li>3) MetaMoment</li> <li>4) Blueprint</li> </ol>	<p>RULER team</p>	<p>June 2017</p>