



Continuous School Improvement Plan (CSIP)

Graham Hill Elementary School

2016 - 2018

Principal Deena Russo

School Picture Here



[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 Graham Hill BLT approved this CSIP on November 3rd, 2016

Mission and Vision

Mission

Graham Hill students will become life long learners and problem solvers. They will work to get along with others and respect differences.

Vision

Graham Hill Elementary School strives to be an inclusive and equitable educational community that nurtures excellence in academics and social justice. Students will develop respect for self, each other’s diversity, and the natural world we all share. Graduates from Graham Hill will have the skills to access resources and thrive as leaders in our world.

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.

Graham Hill Elementary School strives to be an inclusive and equitable educational community that nurtures excellence in academics, social-emotional well being, and equitable opportunities for all. Students will develop respect for self, each other's diversity, and the natural world we all share. Graduates from Graham Hill will have the skills to access resources and thrive as leaders in our world.

Graham Hill Elementary is a vibrant neighborhood school located in between Rainier Ave and Seward Park Ave South in the southeast corner of Seattle. Graham Hill provides a holistic educational experience for students focusing not only on their academic growth, but also the emotional and social development of each child. We are a unique school as we have two responsive programs to serve our children: Contemporary (K-5) and Montessori (K-5). We also provide services for English Language Learners and special education students. We believe that it is important to offer a curriculum that is well rounded and balanced across the continuum of child development. We offer all students opportunities in the arts as well as our strong academic programs. Our comprehensive music program also supports other academic areas including reading, math, science and social studies.

We pride ourselves on a positive school climate in which our staff of committed professionals strives for excellence. We offer a caring, nurturing learning environment. Students are at the center of what we do and they are surrounded by a supportive staff and parents who do a whale of a job! Some of the highlights include:

- Named one of the most diverse schools in city in one of the most diverse zip codes in the country
- Partnership with Pacific Northwest Ballet
- 2015-16 Families and Education Levy Recipient
- Joyful and comprehensive music program

- Continuum Model in our Special Education program
- Strong RULER school and has been recognized by the creators of RULER for the commitment to the approach.

Wellness Model: This model looks at the whole child through academics, social skills, emotional well-being, and physical well-being. Students whose needs are still not being met, will be brought forth to the Wellness leadership team.

Math

Math In Focus and Montessori math supplemented by Common Core-aligned resources -- such as EngageNY, Bridges -- and instructional activities that promote mathematical discourse -- such as "number talks" -- provide a balance of conceptual and procedural understandings and problem solving skills and ensure that our students engage with the 8 key mathematical practices described in the Common Core.

Students who understand a mathematical concept can:

- describe concepts with words, symbols, drawings, tables or models
- identify examples and non-examples
- provide a definition of a concept
- apply the concept to solve a variety of problem-types
- explain their mathematical ideas to their peers, and restate, add to, and respectfully disagree with their peers' ideas

Students who demonstrate procedural proficiency can:

- efficiently recall basic facts (addition, multiplication, subtraction, and division), making use of the relationships between operations (e.g. the relationship between addition and subtraction), using known facts to solve unknown facts, etc.
- use efficient strategies to produce accurate solutions, such as – but not limited to -- standard algorithms (this depending on the CC grade-level standards)
- use generalized procedures, such as the steps involved in solving an algebraic equation
- demonstrate fluency with procedures:
 - perform the procedure with ease and accuracy
 - given a problem or situation, know when to use a particular procedure
 - use the procedure as a tool that can be applied reflexively, in such a way that it doesn't distract from the task at hand

Students with strong problem-solving skills can:

- determine what information is needed to solve a particular problem
- persist in finding a solution
- determine the reasonableness of their solution
- model their problem-solving process and solutions using pictures, manipulatives, and equations
- explain and defend their solutions, and revise their solutions when necessary
- solve problems in increasingly efficient ways – moving from direct modeling by 1s in kindergarten and 1st grade to counting by 10s, counting on, using known and derived facts, etc. as they learn more about our number system and mathematical operations

At Graham Hill, we have many measures in place for assessment. In all our math units, we have a pre-assessment, post-assessment and formative assessments throughout them. Our students receiving math intervention services are also closely assessed, to make sure they are mastering standards for their grade levels and the standards from prior grade levels. Additionally, the MAP assessment provides us with beginning of the year and end of year data. In 3rd-5th grades, students take two SBA Interim tests, once in the first semester and the other one in the second semester. These assessments are tracked on data trackers for each grade level, where classroom teachers and math interventionists continuously monitor students.

Graham Hill has multiple interventions in place. We have a math interventionist in Grades K-2 and one in 3-5. Our two math interventionists provide push-in support to classrooms, pull students out for

small group lessons and work with teachers to improve core math instruction. Our City Year corps members also work with students in 3rd-5th grades in the classrooms and in small groups to provide extra math support. Additionally, our after school program, Math All-Stars, is taught by certified staff and supported by City Year corps members and allows for students to be exposed to extra math instruction in the school day.

Reading and Writing

Graham Hill is implementing a balanced literacy program, closely aligned to the CCSS. Balanced literacy includes: Readers' Workshop, Guided Reading, Shared Reading, Interactive Read Aloud, Writers' Workshop and Word Study.

- Readers Workshop is centered on students receiving explicit instruction in the strategies of proficient reading. During Readers Workshop, students are involved in a mini-lesson teaching a specific skill or strategy. Following the mini lesson, students are able to practice this new learning in their "just right books" and then share how they applied the mini lesson to their reading. Small group instruction and conferring are also key components, as they extend the mini lesson, for students needing extra scaffolding or extra challenge.
- Writers Workshop is centered around students writing in three genres: Narrative, Opinion and Informational. Students receive explicit instruction in the strategies of proficient writing. The remainder of the workshop follows the same format as Readers' Workshop (see above).

Additional Reading Interventions:

- Powerful Schools Tutoring - one on one tutoring, focusing on phonics and phonemic awareness for grades 1 and 2;
- Leveled Literacy Intervention – small group tutoring, focused on word study, vocabulary, decoding, fluency, comprehension and writing about reading. This intervention is for grades 2-5.

Science

Vision: All students become scientifically literate.

Mission: All students are able to investigate scientifically in order to construct and acquire conceptual understanding of their world, develop positive scientific attitudes, and become scientifically literate.

This is accomplished through a collaborative, interactive, rigorous science program responsive to the needs of diverse learners.

Social Emotional Learning:

Graham Hill has 30 minutes of social emotional learning time to start each school day. During this time, all students are a part of the lesson. This includes students from special education to promote inclusivity and community building. During this block of time teachers are implementing the RULER approach to social emotional literacy and the Second Step social and emotional curriculum. Our school counselor also helps us with our weekly social emotional goals that are taught to students throughout the week.

Advanced Learning Opportunities (ALO)

ALOs are grades 1-8 District-supported programs that serve the needs of academically highly gifted/gifted students and teacher identified students who demonstrate skills and readiness for participation in an accelerated, rigorous, and enriched curriculum.

Service delivery is typically through an inclusive approach with an emphasis on differentiated instruction and flexible grouping.

Bilingual

The ELL department has three full-time teachers and three full-time IAs and two half-time IAs. This year we have 136 students who speak Somali, Chuuk, Karen, Oromo, Sonike, Spanish, Tagalog, Vietnamese, Arabic, Cambodian, Lao, Nepali, Twi, Arabic, Amharic, Burmese, French and Urdu. All ELL students at Graham Hill are included in contemporary and Montessori classrooms and serviced by the ELL staff. Graham Hill uses a collaborative, push in model for individual and small group and in-class assistance.

In addition, we use the collaborative model in k-2. The ELL teacher pushes into the classroom to colead minilessons in reading and parallel teach small groups. Lessons and grouping are co-planned including additional intervention groups for emergent ELL students.

Special Education

Graham Hill is a full continuum school containing Resource room services, Access services, a K-2 SM4 self-contained and a 3-5 SM4 Self contained class. services.

Access Description

Students are fully included in general education classes, and spend as much time as possible in the classroom as appropriate for each individual student. An Access model generally requires that students are able to spend part of their day independently.

Students receive additional support in the classroom from special educational staff including accommodations and modifications to help them succeed in the general education setting. These supports may include picture cues, visual schedules, behavior checklists, reinforcement systems using a preferred item or activity, social stories (situational scripted stories), peer buddies, desk and/or notebook organizers, keyboards for writing assignments and assignment modification by length, content and/or format.

The Access classroom also serves as a place for “fun time” and a “cool down time.” Students can earn time for a job well done or retreat for cool down time when frustrated.

Access Special Education Staff

The Access teacher is responsible for designing individual educational, behavioral, and social skills program for 10 students. Instructional Assistants are a vital part of our program; they support both students and teachers and help to implement the students’ IEP.

Graham Hill staff is dedicated to working together to help students reach their potential in the least restrictive environment (LRE).

SM4 Description

There are two SM4 classrooms (Rooms 101 and 201) where eight students are provided specially-designed instruction in the areas of academics, social skills and sensory integration in their LRE. All 16 of these students have a general education seat and spend a portion of their academic day interacting with their general education peers. Like the students in ACCESS these students receive support in the general education classroom.

Resource Room

There is also a special education resource room. Resource services are intended to provide specially designed instruction to students with mild to moderate intensity in their special education instructional needs. These services support students who benefit from spending most of their instructional time in general education settings with targeted support. But, services may be provided in any setting, based on the individual IEP. Instructional content varies, based on each student’s IEP. This service is open to all disability categorie.s

Graham Hill Demographics

Graham Hill Elementary School is a richly diverse Kindergarten – 5th grade Title I school; our student demographics are 32% Black, 16% Hispanic, 20% Asian/Pacific-Islander, 19% White, 13% Multiracial and <1% American Indian. 13% of our students are in Special Education, 40% are English Language Learners. About 70% of our students receive free lunch. As of fall of 2016 (the most recent data available), Graham Hill had a student mobility rate of 11%. There are 351 students enrolled at Graham Hill and 29 certificated staff.

Graham Hill SBAC data

The following are ELA and Math proficiency levels as measured by SBAC 2015-16

	<p>Reading: 3rd : 44% 4th : 21% 5th : 38%</p> <p>Math: 3rd : 61% 4th : 41% 5th : 69%</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>We assessed our progress in eliminating the achievement gap/education gap between students of different ethnicities to ensure that our goals addressed the needs of underachieving groups. We created a master schedule to maximize available student learning time especially in literacy and mathematics. The schedule allows for collaboration to maximize the comprehensive wrap around supports for our ELL and Special Education students. We are studying and putting into place “best practices” in instructional strategies. Best practices include increasing students’ active engagement in their learning, and differentiating instruction based on students’ readiness, skill levels, and learning goals. Cathy Feldman from REACH Associates is coaching us in literacy k-2.</p> <p>We have revised our goals and more importantly our strategies and interventions to better ensure that our students will be successful. ELL students are showing an increasing gap. We have reallocated our support staff to maximize in class supports for our ELL learners and have created a schedule that allows for the predictability, consistency and monitoring. In addition we use the co-teaching model in K-2nd See more under bilingual education.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>We have several days each school year where our staff participates in professional development (PD) based on our schools’ PD plans, and where our data indicate a need for enhanced instruction. The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science. We have access to instructional / content coaches who provide peer-coaching in refining instructional skills and putting into practice the best use of our curricular materials.</p> <ul style="list-style-type: none"> -Training in Reader’s Workshop. All teachers, support staff and, tutors who teach and support reading. -Training in Teacher College Reading Assessment at Graham Hill. - Professional development opportunities for K-2 through the UW Teacher and Leader Academy Math Labs. -Professional Development opportunities for K-2 through the Early Learning Department; -In house Literacy Lab Days for K-5 teachers; - PLCs will collaborate in grade level groups looking at student reading, writing and math data to determine if student needs are being met. - Teachers will use collaboration time to discuss writing strategies and student work during Professional learning Communities; -RULER and REACH training that focuses on supporting students emotional literacy and preparedness to learn through explicit learning behaviors; -Professional Development from Career Ladder teachers in reading, writing and math best practices; -Data Wise training for Career Ladder Teachers to learn how to facilitate data analysis meetings and develop instructional responses. -We have a whole child approach using an MTSS model called our “Wellness” protocol. Every month, grade level teams meet to look at each student through the whole child lens. Staff use a rubric to assess each child on academics, social skills, emotional well-being, and physical well-being. Students whose needs are still not being met, will be brought forth to the Wellness leadership team. This team is made up of the counselor, family support worker, administration, SPED teacher, City

	<p>Year team lead, nurse and classroom teachers. This process allows us to look at every child, every month to address student needs promptly.</p> <ul style="list-style-type: none"> -We are in the beginning stages of being a trauma-informed staff. We will do a total of 3 trauma informed professional development classes throughout the year. We are doing this work in order to better support students who have had adverse childhood experiences (ACEs). We recognize that students who have experienced trauma can present behaviors that can result in unbeneficial disciplinary action if their needs for a trauma-informed environment are not being met. We expect our recent and ongoing training on trauma-informed practice to reduce disproportionate discipline and disproportionate Special Ed identification. -Teachers who are teaching the collaborative model engage in ongoing professional development throughout the year together as teams. -K teachers participate in an Early Learning Play and Learn model with the Early Learning Team from SPS
<p>Our school will increase parent/family engagement.</p>	<p>Every major student learning goal includes activities and strategies for increasing parent involvement.</p> <ul style="list-style-type: none"> - Parent volunteers reading with students and supporting teachers as often as possible. - Book Fairs - FEAT team meets throughout the year to support growth in family engagement. The FEAT team will start by making parent teacher conferences more collaborative. We will also try out the Academic Parent Teacher Team model in 3rd grade. -The Equity Team has been chosen by the SPS to participate in equity professional development on 6 different Saturdays throughout the year. - Reading/Homework nights where families are supported, in all languages, with how to help their children at home. - Communicate regularly with families through family letters and robocalls and roboemails. Translated in 5 major languages. - Math tutoring after school (Math All Stars)with activity bus provided. - Attendance Team -Webpage - Heritage Night event in February. - Spring Sing to showcase the music program. - <i>Read Across America</i>. - RULER family nights throughout the year - Academic Parent & Teacher Teams - Family Pi Night to promote math engagement. -LGBTQ Family Night -Somali Mom's Night out in collaboration with Southeast Seattle Schools. -Book Up Family night
<p>Our staff is involved in decision-making.</p>	<p>Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and our representatives report back to their grade level/department teams. They also bring issues and input to BLT meetings from their team members. In addition, surveys are sent out to the whole staff to include their feedback on decisions such as professional development and planning.</p>
<p>We will assist our students to meet standard.</p>	<p>Our CSIP targets underachieving students in a number of specific areas of student learning. Specific strategies are implemented to close the opportunity and achievement gap, and to monitor our multi-tiered systems of support.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. New teachers also get the support of the SPS's mentor program, STAR. The STAR program provided mentorship for new teachers and as requested by veteran teachers. We also provide many opportunities for professional development. These activities help new staff feel supported and maximize their skill base in order to best serve students. Three Career-Ladder teachers</p>

	<p>are on staff. Career Ladder Teachers provide mentorship and modeling of instructional practices as needed. The CLT's also help implement professional development in the areas of literacy and RULER.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>We have open library during the summer for all families and we invite our incoming K families to join us so that they can start to get to know the school and the staff before Jump Start.</p> <p>We host a welcoming event for incoming students and invite their families to tour the school and meet our staff and students. Our Kindergarten students participate in a week-long Jump Start program to introduce them to their friends, new families, teachers and the school.</p> <p>We partner with Kids Company, on site pre-school and daycare. We align our standards and goals. Many of their students transition to Graham Hill.</p> <p>Aki Kurose is our feeder pattern middle school. Representatives meet with our 5th grade teachers and present to our 5th grade students. An evening event with our middle school families and principals from Aki Kurose and South Shore PreK-8 principals occurs in the spring.</p> <p>Our bilingual staff reach out to new families to be a contact for them and to provide resources.</p>
<p>Our system of support assures our highly qualified staff are support students.</p>	<p>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. Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. There are 29 Highly Qualified teachers in this school and 14 Highly Qualified instructional assistants.</p>

The following table describes how funds are allocated to support and improve student learning. Deena will do this part.

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	2,293,043.00	Instruction for all students aligned to the state standards.
2016-2017	Combined Funds	Family and Education Levy	244,500.00	City Levy funds to support targeted students and increase attendance at school
2016-2017	Combined Funds	Title One	111,501.00	Teachers to support tier two students and class size reduction
2016-2017	Specific Use Funds	Prek-3 Coalition	1456.00	Funding to support prek to k transitions
2016-2017	Specific Use Funds	Free & Reduced Lunch	232,709.00	Funding to support MTSS which supports the whole school
2016-2017	Combined Funds	Learning Assistance Program (LAP)	72, 891.00	Supplemental state dollars to support k-4 literacy and supplemental reading and math for tier 2 students k-5
2016-2017	Specific Use Funds	Bilingual	208,771.00	Teachers, instructional assistants, translations, extra time to support translations at family events and resources to support academic success of English Language Learners
2016-2017	Specific Use Funds	Special Education	788,645.00	Teachers and instructional assistants, IEP writing and extra time, services and resources as specified in student IEP's

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 Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	We use Leveled Literacy Interventions for students who scored at a level 2 on SBAC. We use the Teacher's College Running Records Assessments which happen 3-5 times a year in data analysis meetings. In the data analysis meetings with teachers, admin and specialists we disaggregate data by sub groups (ELL, African American boys, students with IEPs) so that we can design instruction based on this need.	Deena Russo and Kristen Eckert	By June 2016, the percentage of 3rd-5th grade African American students proficient in ELA SBAC will increase: 29% to 46%

	Collaborative planning, standards-alignment, structure-development and pedagogy development with the teachers in literacy will help all staff know the curriculum well, assist with staying on the pacing guidelines and utilize best pedagogical practices. In turn, 5th grade students will improve their ELA scores as measured by the SBAC and TC running records.		
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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:
	<p>We use Leveled Literacy Interventions for students who scored at a level 2 on SBAC. We will use the Teacher's College Running Records Assessments which happen 3-5 times a year to look at the data as teams. In the data analysis meetings with teachers, admin and specialists we disaggregate data by whole groups and by sub groups (ELL, African American boys, students with IEPs) so that we can design instruction based on this need.</p> <p>Collaborative planning, standards-alignment, structure-development and pedagogy development with the teachers in literacy will help all staff know the curriculum well, assist with staying on the pacing guidelines and utilize best pedagogical practices. In turn, 5th grade students will improve their ELA scores as measured by the SBAC and TC running records.</p>	Deena Russo and Kristen Eckert	<p>By June 2017, the percentage of 3rd-5th grade students proficient in ELA SBAC will increase:</p> <p>3rd 43% to 60%</p> <p>4th: 20% to 50%</p> <p>5th: 38% to 58%</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>Ongoing analysis of students climate surveys whole staff and in teams</p> <p>Ongoing review and refinement of our Wellness, SIT and MTSS processes</p> <p>One minute interviews with each students conducted by our counselor</p> <p>Trauma Informed practices on sight and collaboration with MTSS on environmental factors. Commitment to Social Emotional Learning across the school which includes ongoing PD in RULER and trauma informed practice. 30 minutes SEL time every morning to teach Second Step, RULER and common schoolwide expectations * Wellness program which is an MTSS process to reduce over identification of students of color into SPED</p> <p>Ongoing data analysis of discipline disproportionality and creating wrap around supports as well as alternatives to suspensions</p>	<p>Deena Russo and Kristen Eckert</p>	<p>By June of 2017, according to the student climate survey in the category of classroom environment, the percentage will increase from 49% to 59% favorable.</p>
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