



Continuous School Improvement Plan (C-SIP)
Kimball Elementary School
2016 - 2018
Principal: Jim Buckwalter

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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 overall school goals for 2017-2018 school year were reviewed and approved by the Building Leadership Team and staff in June 2017.

Mission and Vision

Mission:

Kimball Elementary School creates a safe, empowering learning environment where children celebrate continued academic growth and achievement. Kimball fosters lifelong learners and problem solvers within a community of cultural diversity and acceptance.

Vision:

"Everyone a learner, every day."

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.

Based on our needs assessment, we determined that too many of our Black and Latino students are not making expected progress in math, and the gap between them and their Caucasian and Asian peers at the school widens as they get older. The gaps in math proficiency between Black and Caucasian Kimball third graders averages 70 points. For fifth graders, the gap averages 125 points. The gaps in math proficiency between Latino and Caucasian third graders averages 50 points. For fifth graders, the gap averages 140 points. 31% of ELL students in grades 3-5 were proficient in math in 2015-16, a 4% positive difference from 2014-15.

The specific student-learning problem to be addressed is the math learning needs of Black and Latino students when they are younger, so that when they get to fifth grade, the gaps are not so wide. Student strengths we will build on include a willingness to persevere, positive behavior, and strong support from families. This problem was chosen over others because it is aligned with Seattle School's Action Plan for Accelerating Achievement for African-American Males and Other Students of Color. Goal three of the district's plan is that every student will meet standards of performance in Mathematics at the end of key transition grades.

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

Multi-Tiered Systems of Support:

At Kimball, we address the needs of all children in the school through our Multi-Tiered Systems of Support (MTSS) framework. MTSS meetings take place across the school in six-week intervals. An MTSS leadership team guides the overall process and supports grade level teams. At grade level meetings, teachers engage in a data analysis process, share research-based interventions, and make collaborative decisions about next steps to support students. Teachers measure progress in social-emotional learning using a Social Emotional Behavior Screener three times per year for every student. We measure the reading and comprehension skills of students in Grades 1-5 four times per year using a Lexia Core 5 Reading Benchmark Assessment. We measure school climate on an interim basis by administering a Student Climate Survey in November, January and May.

Addressing the Needs of Advanced Learners:

We address the needs of Advanced Learners with flexible grouping strategies. Alternative instructional techniques and services for our Advanced Learners include using a Math Workshop model in order to differentiate instruction for groups of students. In addition, teachers use formative assessment practices such as exit slips and pre-tests to inform instruction and group students flexibly.

Students with Disabilities:

We address the needs of Students with Disabilities. Alternative instructional techniques and services implemented for Students with Disabilities include flexible grouping, specially-designed instruction, positive behavior support plans, and a "continuum" approach. In a "continuum" approach, three service models are blended together to meet the needs of individual students. Our three Special Education Teachers and five Special Education Instructional Assistants work as a team to meet the needs of all students with IEPs. The type of support and the setting in which students receive instruction is based on the individual needs of each student. Our goal for special education students is the same as our goal for all students; that each one of them progresses academically and socially.

English Language Learners:

We address the needs of our English Language Learners. Alternative instructional techniques and services for English Language Learners include Guided Language Acquisition Design strategies, aligned around literacy and communication. In addition, we use an aligned, sheltered instructional model at all grades and a push-in model at fourth and fifth grade that reduces the time students spend in transition.

Core Academic Program:

We will strengthen the core academic program of the school by participating in regular professional development, and by meeting twice per month in Professional Learning Communities to align instruction and assessment practices.

Extended-day Learning Opportunities:

Extended-day learning opportunities for students include two hours of reading tutoring a week for struggling students, homework support once per week, and the Refugee Women's Alliance of Washington (ReWA) After School Program, supporting mainly East-African and Latino students twice per week. After-school enrichment clubs are held four days per week and include Chess, Visual Arts, Robotics, Creative Computing and Science & Engineering. All students are given the opportunity to learn in an enriched environment. One of the ways we accomplish this is by scheduling our reading tutoring intervention program after school, enabling students who may need additional help in reading to still receive core reading instruction during the school day.

Eliminating Opportunity Gaps:

We will use our Assistant Principal position in a strategic manner to help close the opportunity gap, particularly in math. The Assistant Principal, with support from the Principal, Career Ladder Teacher and Master Teacher will coordinate math interventions for Title I and LAP-identified students. The Assistant Principal will lead the school's Race and Equity Team. The goal of the team is to advance racial equity by aligning with district-wide efforts, reducing racial disproportionality in discipline, transforming school practices, and strengthening the voices and participation of students, families and community.

Arts Integration:

One of the things that sets Kimball apart is the way we integrate the arts into instruction. Our teachers have been trained in Arts Impact, which brings high-quality arts education experiences to students by empowering classroom teachers to use the arts in their day-to-day teaching. In addition to learning through the Arts, students are regularly given opportunities to solve real-world problems, to think creatively, and to demonstrate their reasoning. In math class, students are presented with real-world problems to solve, alone or in small groups. Students are taught to demonstrate their thinking by drawing visual representations. Science, Social Studies and Art are part of every student's academic program.

Reader's and Writer's Workshop:

All students are given the opportunity to progress at their own pace. For example, during Reader's and Writer's Workshop, students are taught a mini-lesson that addresses at least one common core grade-level standard. The mini-lesson has multiple access points so that all students can participate. Following mini-lessons, students work independently at their own level, using teacher-provided scaffolding as needed, and working in small, teacher-led strategy groups that address students' needs or strengths.

Homework:

We believe the purpose of homework is to help students develop routines in their daily life, as well as a chance to practice concepts already taught in the classroom. All students are expected to read each evening to fulfill the homework requirement. Homework requirements at each grade level are communicated to bilingual families at Bilingual Orientation Night and to all families at Title I Curriculum Night. The length of time students are expected to spend doing homework varies according to grade level, with thirty minutes per night being the average. In addition, some students will have work to complete from daily assignments, or need to spend time completing a long-range project. If a student needs to have additional work in a particular subject area, the teacher will make the necessary recommendations.

Aligning with our District:

Examples of direct alignment between our school improvement plan and the district's strategic plan include our determination to eliminate opportunity gaps in math, particularly for Black and Latino students. Our goal is directly related to the school district's Action Plan for Accelerating Achievement for African-American Males and Other Students of Color. At Kimball, we are strengthening core math curriculum by providing time, support and resources for teachers to align and differentiate instruction.

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

Professional Development:

Our goal is to provide on-going professional development that staff can apply in their classroom the next day. We set aside time on Wednesdays for professional development for the entire staff. We differentiate professional development. For example, as part of our RULER training, we offer sessions for experienced as well as veteran staff. Our school survey data is indicating the need for increased job-embedded Instructional Professional Development. To provide increased job-embedded PD throughout the workday, the Building Leadership Team (BLT) has requested to utilize Title I dollars to support the funding of an Assistant Principal to lead all in-service trainings, early release day workshops, lesson demonstrations, and other activities related to the ongoing growth and development of instructional staff.

Collaborative Vision:

As part of our September 2017 professional development, we will spend time building a common vision of collaboration in an open-concept school. Schedules and structures will be put in place to support on-going collaboration. We will revisit our vision in the middle and end of the school-year.

Math Workshop Model:

We will offer professional development in a Math Workshop model in order to meet the needs of all students. The Assistant Principal, in coordination with Kimball staff members already implementing Math Workshop will co-lead this work. Support for teachers will include access to curriculum materials in order to plan for small groups, and opportunities for teachers to plan a lesson together,

Arts Integration:

Our professional development plan expands upon our commitment to arts integration for all students by offering training in Arts Impact for all staff across the school year. In addition, new teachers will take a week-long Arts Impact Summer Institute and have a mentor to support them during the school year.

RULER:

Kimball will continue to offer professional development to new staff in RULER strategies, facilitated by our trained School Counselor and RULER team. RULER is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating Emotions.

School Climate:

Our professional development plan is driven by our School Improvement Plan, which is driven by data that we collect and analyze as a staff. For example, our Student Climate survey from spring 2016 revealed that 46% of students responded favorably when asked if adults notice if someone is bullied at school. Also, 45% of students responded favorably to the statement, "Students in my school treat each other with respect."

Shared Decision-Making:

We allocate resources toward implementing professional development through our Building Leadership Team (BLT) and a shared decision-making process. Staff representing Classroom Teachers, Special Education Teachers, English Language Development Teachers, and Para-professionals come together each spring to plan professional development for the following school year. We set aside money in our budget each spring.

Our school will increase parent/family engagement.

Kimball Elementary, in conjunction with parents, develops and revises a family engagement policy and distributes it to families in a school handbook. Parents and the community have access to this policy on Kimball's website. In addition, there are regularly scheduled morning coffee/tea meetings and evening potlucks with parents of different language groups at a variety of times, so that non-English speaking parents can give input and ask questions about Kimball's program. In this way, communication stays frequent and two-way in nature. Kimball encourages and supports parents volunteering their time in classrooms.

In November, Kimball holds individual Parent/Teacher conferences to review student progress. Teachers review the Title I school-parent compact and the parent, student, and teacher all sign the document. Parents also participate in Student Intervention Team (SIT) meetings to help determine interventions for their children.

Kimball's PTSA holds five community meetings during the school year. A Principal's report and an academic demonstration piece are part of each meeting. A committee of parents, teachers, administrators, and community members meets five times during the school year to create and revise a plan for improving family engagement. This Family Engagement Action Team (or FEAT) meets five times during the school year. FEAT listens to families, particularly families facing language or cultural barriers. At least one parent serves on Kimball's Building Leadership Team to facilitate two-way communication between parents and the school. The BLT parent representative(s) are introduced to the school community at both the Title I Curriculum night (September) and at the first general PTSA meeting of the year.

Kimball holds regular events for parents around our academic curriculum. This includes Math Night, held in October, with tips for helping children with homework, and Literacy Night, held in January. Kimball Celebrates Learning, held in June, offers students the chance to display their learning to families and teachers a chance to describe the processes that produced the work.

Roughly 20% of Kimball parents took the Parent Climate Survey in spring 2015. The respondents to the survey were mainly Caucasian and Asian. Fewer than ten respondents were Black, African-American, Latino, Pacific-Islander or Multi-racial. This survey is not reflective of the make-up of our school, and therefore the results do not give an accurate picture of parents' feelings about the school. Some surprises were that 63% of respondents said they had opportunities to influence what happened at the school, and 59% said the school's approach to discipline was fair. Our school goal is to get more Kimball parents to take the Parent Climate Survey. We alert all parents to the Parent Climate Survey "window". Parent notification and the survey itself is translated into the five major languages spoken at the school. We welcome parents into the school to take the survey in the school library or office.

Our staff is involved in decision-making.

Staff is involved in the development of Continuous School Improvement Plan (C-SIP) through representation on the Building Leadership Team (BLT). The BLT analyzes school academic and climate data, and makes collaborative decisions about how to improve the school. BLT representatives talk to their constituents to get ideas about focus areas, needed supports, professional development, and strategies. A draft of the improvement plan is shared with the staff in the fall and spring for purposes of refinement and revision.

The staff is involved in decision-making through the Building Leadership Team. The BLT brings recommendations and scenarios to the entire staff for approval. The BLT facilitates the collaborative decision-making process in the school. They have the responsibility to oversee the facilitation and development of the school improvement plan, including the configuration and structure of the school's classes and/or program offerings, the school-wide professional development plan, and the budget. Decisions are made by sufficient consensus. When there is a decision to be made, there is advanced notification to the staff.

We will assist our students to meet standard.

Each year, we identify students not achieving state standards. Teachers administer interim assessments in reading, math and writing and then meet twice per month (in most months) in Professional Learning Communities to analyze data and make decisions about what to teach next. We use a Lexia Core5 Benchmark Reading Assessment four times during the year to screen children for progress in reading. Our Multi-Tiered Systems of Support (MTSS) Leadership Team uses data from the screener, and one other data point, to group every student into three tiers. In 2017-2018, we will add a similar type of assessment to measure progress in math.

Teachers use a variety of intervention tools and strategies, including targeted small group work and twice-a-week student reading conferences, to meet the needs of Tier II and III students in reading. We provide reading tutoring after school twice per week for students not achieving state standards. We will provide math intervention during the school day, two to three times per week, for students not achieving state standards in math.

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

We support teachers and their employment and retention at our school by providing time for team-building and collaboration at staff meetings throughout the year, as well as by celebrating the hard work and dedication of our teachers. Our Master Teacher and Career Ladder Teacher join district-provided Star Mentors in providing ongoing support for new teachers. We target our professional development to meet the needs of new and returning teachers. Grade level teams of teachers support one another over the course of the year by sharing resources, solving problems, and taking turns at team responsibilities, such as homework preparation and parent newsletters.

We are utilizing all staff in the best way possible. High-quality trained certificated teachers will deliver an aligned, sheltered instruction model for English Language Learners. Our Assistant Principal will coordinate a math intervention program for our Title I and LAP-identified students.

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

Kimball collaborates with several neighborhood daycare sites in our neighborhood. These include LAUNCH, El Centro De La Raza Jose Marti Child Development Center, Denise Louie, and Rainer Vista Neighborhood House. During the months prior to the start of school, we prepare our incoming kindergarteners by enrolling many of them in Leap Ahead, a readiness program put on by LAUNCH, as well as JumpStart, a week-long program held at Kimball, and taught by our own staff. Alignment from Pre-Kindergarten through Grade Three is a priority at our school. Our goal is to strengthen ties with local partners, assess incoming kindergarteners earlier than we do now, and better acclimate students and families to the Kimball community. Our plan for increasing communication between local preschool programs and our school is to include an opportunity for pre-school partners to come to Kimball in the spring to meet our kindergarten teachers and have a chance to communicate and establish common goals.

To effectively transition our fifth graders into middle school, Kimball fifth grade teachers visit Mercer Middle School, the feeder school for Kimball students, to meet with Mercer staff to discuss how to make an effective transition. Teachers, administrators, and students from Mercer come to Kimball to meet with fifth graders in a panel format to describe the school, its expectations, and to answer student questions.

How do we support students identified as Highly capable?

Addressing the Needs of Advanced Learners:

We address the needs of Advanced Learners with flexible grouping strategies. Alternative instructional techniques and services for our Advanced Learners include using a Math Workshop model in order to differentiate instruction for groups of students. In

addition, teachers use formative assessment practices such as exit slips and pre-tests to inform instruction and group students flexibly.

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	Title I, Part A	86,634	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	52,429	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,840,339	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)	56,590	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	7,000	Building funds to support classroom and building programs.
2017-2018	Specific Use	Transitional Bilingual	204,502	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	619,388	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:
37% of Black students reached proficiency in Math on the Smarter Balanced Assessment.	<p>We will increase the percentage of Black students reaching proficiency on the Smarter Balanced Assessment from 37% to at least 50% by June 2018.</p> <p>Indicators we will monitor over the year to inform progress toward meeting this goal will include a.) The performance of 3rd-5th grade Black students on two math Smarter Balanced interims and b.) The performance of Black students on Common Core-Aligned Math Assessments given 3 times per year.</p>	<p>*Principal Buckwalter *Assistant Principal Smith *Classroom Teachers</p>	June 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:
61% of this year's fourth graders reached proficiency in Math on the Smarter Balanced Assessment.	<p>We will increase the percentage of fourth grade students reaching proficiency on the Math Smarter Balanced Assessment from 61% to at least 70% in June 2018.</p> <p>Indicators we will monitor over the year to inform progress toward meeting this goal will include a.) Fourth grade students' performance on two Math Smarter Balanced interims and b.) Fourth grade students' performance on a Classroom-based Multiplication/Division Assessment given 3 times per year.</p>	<p>*Principal Buckwalter *Assistant Principal Smith *Fourth Grade Teachers</p>	June 2018

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:
31% of English Language Learners in Grades 3 to 5 reached proficiency in Math on the Smarter Balanced Assessment.	<p>We will increase the percentage of English Language Learners reaching proficiency on the Math Smarter Balanced Assessment from 31% to at least 50% by June 2018.</p> <p>Indicators we will monitor over the year to inform progress toward meeting this goal will include a.) ELL</p>	<p>*Principal Buckwalter *Assistant Principal Smith *Classroom Teachers</p>	June 2018

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	Students' performance on two Smarter Balanced interims and b.) ELL students' performance on a Common Core-aligned Assessment given 3 times per year.	*ELL Teachers	

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:
<p>46% of students in grades 3 to 5 responded favorably to the statement, "Adults notice if someone is bullied at school."</p> <p>48% of students in grades 3 to 5 responded favorably to the statement, "Adults are able to stop someone from being a bully."</p>	<p>We will increase the percentage of students in grades 3 to 5 responding favorably to the statement, "Adults notice if someone is bullied at school." From 46% to at least 70% by June 2018.</p> <p>We will increase the percentage of students in grades 3 to 5 responding favorably to the statement "Adults are able to stop someone from being a bully." from 48% to at least 70% by June 2018.</p> <p>Indicators we will monitor to inform progress toward meeting this goal will include interim student climate surveys given in November, January and May.</p>	<p>*Principal Buckwalter</p> <p>*Assistant Principal Smith</p> <p>*Counselor Tacy</p> <p>*All staff</p>	June 2018