



Continuous School Improvement Plan (C-SIP)
Laurelhurst Elementary School
2016 - 2018
Principal: Sarah Talbot

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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.

This CSIP was adopted by the Laurelhurst BLT on November 2, 2016. CSIP approved by consensus of BLT June 17, 2017. Approved through staff consensus June 21, 2017.

Mission and Vision

Mission:

The teachers at Laurelhurst are facilitators of learning, posing questions that elicit creative and critical thinking, and nurturing in their students a life-long love of learning.

By engaging with each student as an individual and validating and building on their strengths, we work to create community within the classroom, the school, and the larger community, while promoting independence, confidence and responsibility.

We provide educational experiences for students which enable them to reach their highest potential and empower them to achieve their goals and dreams as successful, compassionate members of a diverse community. We provide stimulating, culturally enriching, creative experiences woven through a rigorous curriculum that integrates technology, science, and the arts.

Vision:

At Laurelhurst School we believe in educating the whole child. Our aim is to create an inviting school community that supports each child's innate passion for learning. Our goal is to foster the development of responsible, effective, compassionate individuals who develop a strong sense of environmental stewardship and appreciate communities and cultures different from their own.

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

Smarter Balanced Assessment Concerns:

Reading – 5th grade and difference between cohorts year to year

Math – difference between cohorts year to year

African American Students in Math and Reading:

3rd Grade Math Scores

- 2014-15: 0%
- 2015-16: 0%
- 2016-17: 25%

4th Grade Math Scores

- 2014-15: 66%
- 2015-16: 25%
- 2016-17: 0%

5th Grade Math Scores

- 2014-15: 0%
- 2015-16: 0%
- 2016-17: 17%

3rd Grade Reading Scores

- 2014-15: 55.5%
- 2015-16: 67.1%
- 2016-17: 66%

4th Grade Reading Scores

- 2014-15: 80.5%
- 2015-16: 71.4%
- 2016-17: 64%

5th Grade Reading Scores

- 2014-15: 90.7%

- 2015-16: 66.6%
- 2016-17: 78%

Special Education in Reading: Performance and growth in reading based on MTSS level	5th Grade	4 th Grade	3 rd Grade	2 nd Grade	1 st Grade	K
MTSS Growth	Unknown	5 of 7	2 of 5	2 of 7	3 of 6	0 of 4
MTSS on Grade Level	5 of 8	1 of 7	2 of 5	4 of 7	3 of 6	1 of 4
MTSS Growth	5 of 8	9 of 9	4 of 7	6 of 7	2 of 3	0 of 1
MTSS on Grade Level	2 of 8	2 of 9	3 of 7	3 of 7	1 of 3	0 of 1

Survey: 2015-16

Student survey showing lack of confidence in adult caring: 58% of students answer favorable, which is down by 16%

Student survey showing lack of confidence in peer attention to learning: 36% answer favorably, down by 9%

Students report confidence in their own attention to learning: 77%

Student learning problem: Too many students at Laurelhurst are not reading at grade level or making one year's growth in one year.

Mid-Year Survey : 2016-17

Students showing confidence in adult caring: 80% answered favorably, an increase of 22%

We did not gather data on students confidence in peer attention to learning.

Students report confidence in their own attention to learning: 93% answered favorably, an increase of 16%

New noticeable need for growth –

Students reporting bullying is a problem at Laurelhurst: 44% favorable, 56% unfavorable (up by 4% from prior year)

Students have confidence that adults notice bullying: 54% favorable, 46% unfavorable (22% gain from prior year)

Survey: 2016-17

Student survey showing confidence in adult caring: 78% of students answer favorable, which is up by 20%

Student confidence in their own safety at Laurelhurst: 79% answer favorably, up 14% from last year

Student survey showing confidence in peer attention to learning: 62% answer favorably, up by 26%

Students report confidence in their own attention to learning: 86%, up 4%

Students confidence in adults noticing bullying: 44% which is 10% lower than our midyear survey, but up 12% from 2016

Students enjoy going to school: 86% favorable

Students report that people care if they're absent: 63%, which is unchanged from last year

Students confidence in adults noticing bullying: 44% which is 10% lower than our midyear survey, but up 12% from 2016

Students enjoy going to school: 86% favorable

Students report that people care if they're absent: 63%, which is unchanged from last year

Total School wide MTSS Data for Reading- based on teacher assessments, Running Records, DIBELS, Amplify Assessments and SBA

On Grade Level: 70%

Growth of One Year: 85%

Strengths in Reading: Cohort 3 - 4 shows growth from year to year.

3rd Grade Scores

- 2014-15: 55.5%
- 2015-16: 67.1%
- 2016-17: 66%

4th Grade Scores

- 2014-15: 80.5%
- 2015-16: 71.4%
- 2016-17: 64%
- Cohort Growth: 15.9%; -4%

5th Grade Scores

- 2014-15: 90.7%
- 2015-16: 66.6%
- 2016-17: 17%

Interventions have been effective in many cases. Some interventions need to be shifted.

Growth Mix by Grade 2015-16

Grade	Growth	LAP	Sound Partners	Multi Program	Tutor	Grand Total
K	Low	19%	64%	33%		34%
K	One Year	29%	9%	33%		23%
K	High	52%	27%	33%		43%
1 st	Low	0%	36%	0%		19%
1 st	One Year	43%	9%	67%		29%
1 st	High	57%	55%	33%		52%
2 nd	Low	0%	38%	0%		17%
2 nd	One Year	0%	13%	0%		6%
2 nd	High	100%	50%	100%		78%
3 rd	Low	67%		13%	50%	41%
3 rd	One Year	17%		13%	0%	9%
3 rd	High	17%		27%	50%	50%
4 th	Low					
4 th	One Year					
4 th	High	100%				100%
5 th	Low	17%		100%	100%	38%
5 th	One Year	33%		0%	0%	25%
5 th	High	50%		0%	0%	38%

Growth Mix By Grade 2016-17

Grade	Growth	LAP	Sound Partners	Multi Program	Tutor	Grand Total
K	Low	0% 0/10 pupils	0% 0/3 pupils	37% 3/8 pupils		14.3%
K	One Year	50% 5/10 pupils	33% 1/3 pupils	37% 3/8 pupils		42.9%
K	High	50% 5/10 pupils	67% 2/3 pupils	25% 2/8 pupils		42.9%
1 st	Low	0% 0/12 pupils	33% 3/9 pupils	50% 1/2 pupils		17.4%
1 st	One Year	25% 3/12 pupils	0% 0/9 pupils	0% 0/1 pupils		13.0%
1 st	High	75% 9/12 pupils	67% 6/9 pupils	50% 1/2 pupils		69.6%
2 nd	Low	40% 2/5 pupils	0% 0/3 pupils	0% 0/2 pupils	17% 2/12 pupils	18.2%
2 nd	One Year	0% 0/5 pupils	33% 1/3 pupils	50% 1/2 pupils	17% 2/12 pupils	18.2%
2 nd	High	60% 3/5 pupils	67% 2/3 pupils	50% 1/2 pupils	67% 8/12 pupils	63.6%
3 rd	Low	0% 0/8 pupils	100% 2/2 pupils			20.0%
3 rd	One Year	25% 2/8 pupils	0% 0/2 pupils			20.0%
3 rd	High	75% 6/8 pupils	0% 0/2 pupils			60.0%
4 th	Low	0% 0/7 pupils				0.0%
4 th	One Year	29% 2/7 pupils				28.6%
4 th	High	71%				71.4%

Grade	Growth	LAP	Sound Partners	Multi Program	Tutor	Grand Total
		5/7 pupils				
5 th	Low	12.5% 1/8 pupils		0% 0/1 pupils	100% 1/1 pupils	20.0%
5 th	One Year	37.5% 3/8 pupils		0% 0/1 pupils	0% 3/8 pupils	30.0%
5 th	High	50% 4/8 pupils		100% 1/1 pupils	0% 0/1 pupils	50.0%

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

Goal One- Improved Learning: Seattle Public Schools continues to invest in and improve learning for each and every student through high-quality teaching and learning supports, innovative strategies, and targeted services and resources to eliminate opportunity gaps. In many areas, the district is leading the state and nationally in addressing historical educational inequities and eliminating opportunity gaps for students of color.

- We practiced using Readers’ Workshop pedagogy in 15-16. In 16-17 we will use Center for Collaborative Classroom curriculum supported by district professional development.
- We are providing professional development in the new reading curriculum and staff will attend.
- We’ve improved the reliability and alignment of data for our academic MTSS by using Fountas and Pinnell reading assessments K-5. We’re using MAP and DIBELS assessment K-2. Additionally, we will be looking for or developing benchmark assessments for grades 3-5.
- We piloted an intervention block, which will allow our interventionists to coordinate their reading support for 3rd grade into one concentrated 30-minute period in which every student receives support in reading at their just right level. This includes students who are at, above, and below grade level. We will further expand this pilot to 2nd and 5th grade.

African American Students

- Practicing relationship development strategies schoolwide with all African American students in 17-18
- Increase the inclusion of African American perspectives in curriculum and content
- Race audit of student libraries for African American representation
- Increase images of students of color – PAWS posters with pictures of our students as models, for instance.
- Create a schoolwide plan for Black History Month
- Diversify our parent voices, including on committees, to include more perspectives of African American Parents (ask for resources from PTA)
- Seek feedback from African American students and families about race and Laurelhurst

Advanced Learning Opportunities

- Bear block in grade 3 reaches Highly Capable students by providing them with 30 minutes of intervention four times a week in a levelled group using Jennifer Seravallo assessment books and questions as a lift off for conversation
- This instruction happens in small groups, and it happens outside of other curriculum
- Leveled math groups for fifth grade

Students with Disabilities

- We are purchasing Leveled Literacy Intervention curriculum units for small group classes
- The PTA provides Raz Kids and Reflex Math for all students to practice fluency at their reading level
- Special Educators will have materials and use Center for Collaborative Classroom instruction in small group classrooms
- Instructional Assistants use Sound Partners pedagogy in 1:1 instruction with students who benefit from phonics work

Language Learning Development

- We have implemented the Language Power curriculum to support small group instruction
- Our new teacher will develop push in support model to supplement pull out work

Goal 2- Improved Systems and Supports for Schools: SPS continues to improve district systems in support of schools, staff and students.

- We developed a school wide system of behavior expectations (PAWS), we have shared expectations for common areas. We developed a school wide matrix together with all staff. In 17-18, we will further our efforts by
- Developing parallel classroom matrices in each room with students, incorporating PAWS into classroom charters
- Add schoolwide meta-moment daily
- Offer professional development for RULER, using Feelings Curriculum
- Develop schoolwide agreements for mood-meter check ins
- Start every assembly with meta-moment
- Progress monitoring using MTSS structures and including behavior data
- We discuss progress in MTSS on a quarterly schedule using Fountas & Pinnell assessments, DIBELS, Curriculum Based Assessments, and State Benchmarks
- Students will check in with their families about their reading progress and goals quarterly with teacher support.
- Pilot spring conferences in grades Kindergarten and Third
- Pilot benchmark checklists for math in grade 2 – Using Schoology resources to align instruction and assessment

Goal 3 –Community Engagement: Seattle Public Schools continues to improve practices around community engagement and collaboration with both internal and external stakeholders.

- Students will check in with their families about their reading progress and goals after each MTSS.
- Teachers agree to send at minimum monthly newsletters to families, including information about upcoming curriculum and things students have learned.
- Principal will send at minimum monthly communication with all families.

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

Our professional development plan is four pronged this year:

1. Center for Collaborative Classroom professional development five early release days.
2. Using Technology to Improve Instruction – monthly technology implementation using Kindles.
3. Universal Design – Staff PD once a month focusing on designing instruction with the greatest possible accessibility.

Positive Behavior Interventions and Supports – we will spend at least one hour a month as a whole staff defining and implementing school wide systems to improve students’ feelings of belonging at school. In addition, we will have a PBIS committee to support the development of high quality professional development in support of school wide systems.

Our school will increase parent/family engagement.

While we have rich and numerous opportunities for families to engage at Laurelhurst, we will improve our communication to families in the following ways:

- Students will check in with their families about their reading progress and goals after each quarterly.
- Teachers agree to send (at minimum) monthly newsletters to families, including information about upcoming curriculum and things students have learned.
- Principal agrees to send (at minimum) monthly communication to all families.

Homework Policy

Purpose	Time	Role of Families
<ul style="list-style-type: none"> • Enjoyment and practice of learning at home • Development of responsibility and study skills • Exploration of content through long term / independent projects 	<p>We expect ten minutes per night (on average four to five nights per week) be spent on homework per grade level for each child. The homework may come daily or may come in a packet at the beginning of the week.</p> <ul style="list-style-type: none"> • K/1 from 10 up to 20 minutes • 2/3 from 20 up to 40 minutes • 4/5 from 40 up to 60 minutes 	<p>Families are asked to assist their children in finding a time and a place for homework to be completed. Parents are a key component in the homework process. Families are strongly encouraged to communicate with the teacher when homework is too much of a burden for their child or too little in regard to the expectations of the school or if there is a family situation that is preventing their child from having success with this workload.</p>

Our staff is involved in decision-making.

Our staff follows a consensus model to make all staff decisions. We use our model monthly in Building Leadership Team meetings, as well as several times a year in staff meetings. All staff decisions include at minimum the professional development calendar for the next year, the budget for the next year, and the school improvement plan for each year. Through the focused improvement and alignment of reading instruction and quarterly progress monitoring, we will support every student in growing a minimum of one year's growth and set goals to grow the skills of students who are below grade level faster so that by the end of the year, students who are behind move up one MTSS level.

We will assist our students to meet standard.

Through the focused improvement and alignment of reading instruction and quarterly progress monitoring, we will support every student in growing a minimum of one year's growth and set goals to grow the skills of students who are below grade level faster so that by the end of the year, students who are behind move up one MTSS level.

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

By providing high quality professional development and supporting all staff in taking part in important decisions we make, we intend to retain at least 80% of staff this year.

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

Front office staff support the introduction of new students into classrooms. There, teachers connect students with potential buddies and provide transition supports. Teachers assess new students soon after their arrival so that curriculum can be differentiated to meet different student needs.

How do we support students identified as Highly capable?

Almost all staff are highly qualified for the positions they fill. We place the neediest students with the most experienced and qualified staff or with the smallest ratios and most reliable curricula. We keep track of the efficacy of different interventions and change those that are not working through our MTSS process.

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)	41,943	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,286,691	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)	24,202	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	10,607	Building funds to support classroom and building programs.
2017-2018	Combined	PTSA Grant	31,822	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	68,098	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	862,218	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 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:
60 % of African American Students are currently in L1 or L2 in Reading on MTSS measures. 76 % of students receiving Special Education Services made one year growth according to teacher measures in MTSS.	<ul style="list-style-type: none"> 60 % of African American Students currently in L1 or 2 in MTSS will move up one level. 16 students in L 1 and L2 will move up a level in MTSS. 12 will move from L1 to L2 and 4 will move from L2 to L3. We will measure this movement using Fountas and Pinnell reading assessments quarterly for all students, DIBELS and MAP for students in grades K-2, and state benchmark assessments for students 3-5. The 4 African American students currently on grade level will either maintain or go up one level. In 2017/18 85% of the 35 students served in Special Education will make one year's growth. We will measure this growth using Fountas and Pinnell reading assessments quarterly for all students, DIBELS and MAP for students in grades K-2, and state benchmark assessments for students 3-5. 	MTSS teams, Principal	May 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:
4 th grade students in 2016-17 scored lower in Reading by cohort and by grade level; they went from 67% in 3 rd grade to 64% in fourth.	Fifth grade students in 17-18 will show 80% passing in 17-18.	5 th grade team	June, 2018 80% passing in Reading in 5 th grade

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:
<p>Students at Laurelhurst are not all making one year's growth each year. 90% of students made one year or high growth in 2016-17 based on MTSS.</p> <p>Students who are below grade level have a lower rate of achieving growth than students at grade level.</p>	<p>95% of the 364 students will reach one year growth this school year, as shown by MTSS measurements, including Fountas and Pinnell for all students, DIBELS and MAP for students in grades K-2, SBA for students in grades 4 and 5, and benchmark assessments for students 3-5.</p>	Principal	June 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:
<p>Students do not perceive that staff in the building can stop bullying: 44% of students answered favorably when asked if</p>	<p>60% of the 191 students in grades 3 through 5 will answer on the school survey that they perceive that adults in our building can stop bullying behavior. We will increase classroom book collections about bullying and increase instruction around bullying. We will also focus on bullying in monthly meetings.</p>	PBIS Team	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:
adults can stop bullying.			