



Continuous School Improvement Plan (CSIP)

Laurelhurst Elementary School

2016 - 2018

Principal: Sarah Talbot



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.

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.

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>Smarter Balanced Assessment Concerns Reading – 5th grade and difference between cohorts year to year Math – difference between cohorts year to year</p> <p>Reading Scores</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>14-15</th> <th>15-16</th> </tr> </thead> <tbody> <tr> <td>3rd Grade</td> <td>55.5%</td> <td>67.1%</td> </tr> <tr> <td>4th Grade</td> <td>80.5%</td> <td>71.4%</td> </tr> <tr> <td>5th Grade</td> <td>90.7%</td> <td>66.6%</td> </tr> </tbody> </table> <p>Special Education in Reading Performance and growth in reading based on MTSS level</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>K</th> </tr> </thead> <tbody> <tr> <td>MTSS Growth</td> <td></td> <td>5 of 7</td> <td>2 of 5</td> <td>2 of 7</td> <td>3 of 6</td> <td>0 of 4</td> </tr> <tr> <td>MTSS on Grade Level</td> <td>5 of 8</td> <td>1 of 7</td> <td>2 of 5</td> <td>4 of 7</td> <td>3 of 6</td> <td>1 of 4</td> </tr> </tbody> </table> <p>Survey Student survey showing lack of confidence in adult caring 58% of students answer favorable, which is down by 16%</p> <p>Student survey showing lack of confidence in peer attention to learning 36% answer favorably, down by 9%</p> <p>Students report confidence in their own attention to learning. 77%</p>	Grade Level	14-15	15-16	3rd Grade	55.5%	67.1%	4th Grade	80.5%	71.4%	5th Grade	90.7%	66.6%	Grade Level	5	4	3	2	1	K	MTSS Growth		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
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Student learning problem: Too many students at Laurelhurst are not reading at grade level or making one year's growth in one 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.

Grade Level	14-15	15-16	Cohort growth
3rd Grade	55.5%	67.1%	
4th Grade	80.5%	71.4%	15.9%
5th Grade	90.7%	66.6%	-13.9%

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

Growth Mix by Grade						
Row Labels	Growth	LAP	Sound Partners	Multi Program	Tutor	Grand Total
0	Low	19%	64%	33%		34%
	One Year	29%	9%	33%		23%
	High	52%	27%	33%		43%
1	Low	0%	36%	0%		19%
	One Year	43%	9%	67%		29%
	High	57%	55%	33%		52%
2	Low	0%	38%	0%		17%
	One Year	0%	13%	0%		6%
	High	100%	50%	100%		78%

Row Labels	Growth	LAP	Sound Partners	Multi Program	Tutor	Grand Total
3	Low	67%		13%	50%	41%
	One Year	17%		13%	0%	9%
	High	17%		75%	50%	50%
4	Low					
	One Year					
	High	100%				100%
5	Low	17%		100%	100%	38%
	One Year	33%		0%	0%	25%
	High	50%		0%	0%	38%

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

District Goal 1

“Teachers and staff will receive the tools and professional development they need to support each student’s journey.”

- We have invested in Readers Workshop curriculum units for this school year.
- We are providing Professional Development in Readers’ Workshop
 - o We are using online supports to improve our use of Teachers’ College curriculum purchased for this school year
 - o We are aligning grade level instruction around Claim, Evidence, and Reasoning, and common core standards
- 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 the state benchmarks for 3 -5 and DIBELS assessment K-2
- We’re piloting 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 are developing a school wide system of behavior expectations (Positive Behavior Interventions and Supports, or PBIS)
 - o Developing a school wide matrix together with all staff
 - o Developing parallel classroom matrices in each room with students
 - o 3x climate surveys for students to monitor progress of PBIS

Advanced Learning Opportunities

- Bear block reaches Highly Capable students by providing them with 30 minutes of intervention 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

Students with Disabilities

- We are seeking a source for purchasing Leveled Literacy Intervention curriculum units for small group classes
- The PTA provides Raz Kids for all students to practice fluency at their reading level
- Special Educators will provide Teachers' College 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 implement the Language Power curriculum to support small group instruction
- We have increased the time our ELD teacher spends at Laurelhurst by 0.2 FTE over last year
- We were able to provide a classroom space for small groups to use

Progress monitoring

- 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 after each MTSS with teacher support.

District Goal 3

“Support proactive and transparent communication with all stakeholders to foster trust and collaboration.”

- 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.

<p>Our school offers professional development that is high quality and ongoing.</p>	<p>Our professional development plan is three pronged this year:</p> <ol style="list-style-type: none"> 1. Readers Workshop – we will spend ½ of all half days, plus 1 day during TRI to use online, printed, and live presentations to align and develop our skills using the workshop model to instruct students. 2. Using Technology to Improve Instruction – we will spend the other half of our ½ days to explore ways to use our white boards and Schoology to improve our connections with home and to improve engagement in our teaching. 3. 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.
<p>Our school will increase parent/family engagement.</p>	<p>While we have rich and numerous opportunities for families to engage at Laurelhurst, we will improve our communication to families in the following ways:</p> <ul style="list-style-type: none"> • Students will check in with their families about their reading progress and goals after each quarterly MTSS meeting. • 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.
<p>Our staff is involved in decision-making.</p>	<p>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.</p>
<p>We will assist our students to meet standard.</p>	<p>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.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>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.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>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.</p>

Our system of support assures our highly qualified staff are support students.	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.
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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	\$2,395,167	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	\$62,578	Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success of ELL students
2016-2017	Combined Funds	Self Help	\$28,833	Building funds to support classroom and building programs
2016-2017	Combined Funds	PTSA Grant	\$155,092	PTSA funds to support programs within the building
2016-2017	Combined Funds	Free & Reduced Lunch	\$27,565	Funding to support MTSS supports at all schools
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$48,594	Additional support for students through reading interventionist using LLI curriculum
2016-2017	Specific Use Funds	Special Education	\$843,907	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 2016-17 school year			
Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
50% of students receiving Special Education Services made one year growth according to teacher measures in MTSS	<ul style="list-style-type: none"> In 2016/17 90% of the 43 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. 	Principal	May 2017

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:
Students in 5 th grades showed high growth on MTSS, but their Smarter Balanced Assessment data showed a different picture. Reading scores went down for the cohort by 13%	MTSS data will predict student outcomes on Smarter Balanced Assessment and allow for teachers to use effective interventions prior to testing. 77% of the 64 students in 5 th grade will pass the SBA in 2017.	Head Teacher	June, 2017

Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
Students at Laurelhurst are not all making one year's growth each year. 85% of students made growth last year based on MTSS. Students who are below grade level have a lower rate of achieving growth than students at grade level.	90% of the 409 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 state benchmark assessments for students 3-5.	Principal	June 2017

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:
Students do not perceive that the adults in our building care about them. The student survey shows lack of confidence in adult caring: 58% of students answered favorably when asked if an adult cares about them. This is down by 16% from last year.	68% of the 201 students in grades 3 through 5 will answer on the school survey that they perceive that adults in our building care about them.	PBIS Team	June 2017