



Continuous School Improvement Plan (C-SIP)
Leschi Elementary School
2016 - 2018
Principal: Rhonda Claytor

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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 BLT approved of this CSIP on June 20, 2017.

Mission and Vision

Mission:

We are Leschi are dedicated to ensuring that students acquire the necessary skills to be high achievers,

Leschi Elementary will be a school with a positive climate that is inclusive, equitable, focused on the Whole Child and where Black Lives Matter by putting into place the following:

1. A respectful environment that is joyful, healthy, therapeutic, clean, and safe
2. Student ownership and leadership of their school and educational experience that is supported by staff and families
3. An equitable, diverse community that is accessible to all families in support of students
4. Teaching rooted in a shared culture of collaboration, caring, high expectations, and love
5. Curricula and programs that are intentional in regards to equity and cultural responsiveness
6. Student supports that are individualized, focused, responsive and consistent

exemplary citizens, and self-motivated learners.

Vision:

Partnerships designed to be responsive to the needs of student and community

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.

STEM: Science, Technology, Engineering, and Mathematics

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.

We are fortunate to be a Levy school, so we have gone through extensive analysis of our academic and social emotional data in this last year. We have set targets for 2017-2018 based on this analysis:

- ELA 3rd-5th Grade: 60% of students will meet ELA Standards on SBA
- Math 3rd-5th Grade: 65% of students will meet Math Standards on SBA
- Math 1st and 2nd Grade: 60 % of first and second graders will meet Math projected growth (2015-2016 was 35% for 1st and 75% for 2nd, total of 52%)
- ELL 1st-5th: 71% of ELL Program students will make gains on ELPA21
- Attendance (Excused and Unexcused): 74% of K-5 Students will have fewer than 5 absences in the first semester and 65% of students will have fewer than 5 absences in the second semester

Leschi is a truly diverse K-5 school in the central district of Seattle. Our school's demographics demand that we also pay a lot of attention to climate and social-emotional issues, so we spent time in August and will again in January looking at student, faculty and parent climate data and adjusting our practice accordingly. Currently we have 408 students who speak 14 different home languages, are 44% African American, 11% Multiracial, 10% Hispanic, 3% Asian, 32% Caucasian and 51% qualify for free or reduced lunch. We have had a three-fold increase in our students qualifying as homeless—we have 80 students (almost 20%). Approximately 16% of our population are English Language Learners, 7 % of our population are advanced learners, and a 12% of our population receive special education services. As reported in our 2016-17 school report, Leschi has a 11% mobility rate.

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

Our school relies on research-based curricula in literacy, math, science, and social-emotional learning.

In literacy, we use the district adopted CCLC ELA curriculum in a Workshop learning environment for whole-class and small-group just-right level instruction. For our Tier 2 (slightly below grade level) and Tier 3 (well- below grade level) students, we supplement with small-group instruction in Fontas and Pinnell's Leveled Language Intervention from our Reading Specialist and 5 AmeriCorps Reading tutors who are receiving ongoing training from the Title 1 office and from our Head Teacher.

In math classroom instruction and in Math Intervention, we rely on our trained Montessori teachers to offer students instruction that accelerates students from their just right level to greater understanding along the Montessori learning continuum. Teachers receive ongoing training and support in Montessori methods, which have been demonstrated in peer-reviewed research to out-perform other methods for students from similar demographic backgrounds. Our Math Intervention Teachers are highly trained and experienced Montessori teachers who use materials and practice opportunities to help students move forward in their math mastery. These teachers also have trained and support our Bilingual Instructional Assistants who push in to support ELL students with math content and language acquisition during their math classroom learning.

Our Blended Model of Readers' and Writers' Workshop and Montessori worktime allows teachers and students to go deep into rigorous content-area learning and maximizes our school resources to provide outstanding learning opportunities for every Leschi student. We believe Leschi's multi-age classes, differentiated instruction, flexible grouping, enrichment opportunities, and school-wide programs provide a rich academic school for all students. Our model serves our highest performing students, regardless of whether or not a child is designated as "highly gifted" or "gifted" by the District's testing process. Students work daily with classmates who are at similar just-right-learning levels in small work groups in all subject areas; students also have opportunities to develop and demonstrate mastery and leadership in mixed-level groups in multi-age classrooms.

In Science we continue to use the NSF inquiry-based, research-supported curriculum and kits.

For Social-Emotional Learning we are using RULER and supplementing that with Mind-Up, both of which are research-based curricula.

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

At Leschi we have a PD calendar that utilizes bi-weekly, content grade level PLC's, and monthly staff development opportunities around one of the following topics: equity, trauma, mindfulness, arts integration. We utilize the Pick DuFour PLC framework in our PLC's and address the following four questions in grade level content teams: What do we want students to learn? How will we know what they have learned? What will we do if they did not learn it? What will we do if they already know it? Additionally, we have 6 data cycles with 3 school-wide data reviews to ensure that we are best utilizing our resources to meet students' needs.

Our school will increase parent/family engagement.

Leschi has a plan to engage families through a variety of avenues. First and foremost, our goal is to have 100% participation in our Family Conferences. Our teachers work in teams and both teachers will conference with every family. We utilize conferences to set academic goals for our children with family participation.

We rely on several modes to encourage family engagement: **school evening events** (Ready, Set School, Family Fall Festival, Curriculum Night, Taste of Leschi, Black History Night, All School Family Dance, Jogathon, Field Day)), **school communication** (print newsletter, website, robo calls and emails as needed, classroom newsletters), and daily outreach calls and connections via text messages and verbally when we see parents at pick up and drop off.

Additionally, we have an active PTA, a parent Equity Team and have parent leadership on our BLT. Additionally, we have created a diverse parent group that the BLT parent rep reports to and seeks out input as we make decisions.

Our staff is involved in decision-making.

We have several routes for staff to be involved in decision making. We have whole-staff meetings around big decisions for budget and staffing, curriculum, or social-emotional school-wide planning. For more day-to-day decisions, we rely on sub-teams and committees to get the work done and decisions made. We have two faculty/staff leadership teams, our Building Leadership Team, and our Instructional Leadership Team. We also have four Career Ladder Teachers who lead and support within their content PLCs. The Building Leadership Team leads the development of the CSIP, budget and staffing, safety planning and overall problem-solving about operations in our school. Our Instructional Leadership Team focuses on decisions related to the academic learning, curriculum, levy implementation and progress monitoring.

We will assist our students to meet standard.

With support from our Levy funding and professional development, we are working together to identify our students as Tier 1, 2 or 3 and to share data and systematically check on their progress in August/Sep, end of October, December, March, and June. Our Intervention Teachers and tutors focus on our Tier 2 students.

Classroom and Special Education/ELL teachers focus on Tier 3 students. We have a Super Support Team (like MTSS) that meets to coordinate academic supports for students. We also have a Coordinated Care Team that works to coordinate social and health services. We are planning now for future work to connect the work of those two teams.

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

We have had some expansion this year due to additional classrooms to reduce class sizes in K-2 classrooms. We had a small amount of turnover, but this was due to people having opportunities for advancement.

Our schedule is built to maximize our highly qualified staff interaction with and support for all of our students, but especially for our Tier 2 and Tier 3 students. We support students in their home classroom as much as possible with interventionists and tutors coming in to do small-group lessons.

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

Our students and families are welcomed to our school by our staff in the front office, by our Family Support Worker, and most importantly by our classroom teachers, ELL teacher, Bilingual IAs, and Special Education teachers, as appropriate, who welcome new students. The family outreach and engagement strategies mentioned above help all families feel welcome. Additionally, our staff and family Equity Teams work to ensure that all voices are heard and all families feel supported at Leschi.

How do we support students identified as Highly capable?

Leschi is a truly diverse K-5 school in the central district of Seattle. Our school's demographics demand that we also pay a lot of attention to climate and social-emotional issues, so we spent time in August and will again in January looking at student, faculty and parent climate data and adjusting our practice accordingly. Currently we have 408 students who speak 14 different home languages, are 44% African American, 11% Multiracial, 10% Hispanic, 3% Asian, 32% Caucasian and 51% qualify for free or reduced lunch. We have had a three-fold increase in our students qualifying as homeless—we have 80 students (almost 20%). Approximately 16% of our population are English Language Learners, 7 % of our population are advanced learners, and a 12% of our population receive special education services. As reported in our 2016-17 school report, Leschi has a 11% mobility rate.

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	76,641	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	2,845,183	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	107,358	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	51,000	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	10,904	Building funds to support classroom and building programs.
2017-2018	Combined	Family and Education Levy (FEL)	240,689	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Specific Use	Transitional Bilingual	90,798	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:
<p>Spring 2017 Math SBA students at or above standard</p> <p>3rd 62 % 4th 65% 5th 41%</p> <p>Overall Total = 58%</p> <p>2016 -17 Math 1st Grade MAP 65% did not meet growth target 35% did meet growth target</p> <p>2016 -17 Math 2nd Grade MAP 25% did not meet growth target 75% did meet growth target</p>	<ul style="list-style-type: none"> Increase the percentage of students meeting standard in SBA for mathematics in grades 3 – 5 to 65% Increase the percentage of students in first and second grade making their annual performance target in the area of mathematics to 60% <p>Small group instruction targeted by lowest RIT strands, exit tickets, and pre- and post unit assessments PLC's will align curriculum and evaluate student work for next instructional steps and calibration</p>	Math classroom teachers, math specialists and bi-lingual IA's	<p>SBA June 2018</p> <p>Math exit tickets ongoing</p> <p>Unit pre- and post-assessments</p> <p>MAP K-3 (Oct/Jan/June)</p>

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:
<p>Spring 2017 ELA SBA students at or above standard</p> <p>3rd 46% 4th 54% 5th 51% Overall Total 50%</p>	<ul style="list-style-type: none"> Increase the percentage of students meeting standard in SBA for ELA in grades 3 – 5 to 58% <p>Small group instruction targeted by Fontas and Pinnell level, lowest RIT strands, on demand writing, and performance assessments</p>	Literacy classrooms teachers, literacy specialists and ELL teachers	<p>SBA June 2018</p> <p>On-going TC and performance assessments</p> <p>MAP K-3 (Oct/Jan/June) MAP 4-5 (Jan/June)</p>

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	PLC's will align curriculum and evaluate student work for next instructional steps and calibration		

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>2016-17 first semester we had 59% of our students missing fewer than five days</p> <p>2016-17 second semester we had 61 % of our students missing fewer than five days</p>	<ul style="list-style-type: none"> • Have 70% or fewer students missing fewer than 5 days in the first semester (Beginning of school until January 31st) • Have 72 % or fewer students missing fewer than 5 days in the second semester (February 2 through June 23) <p>On-time Tuesday dance parties Perfect attendance recognized each month Letters sent to families Incentives for families Staff buddies</p>	All staff	<p>January 31, 2018</p> <p>June 23, 2018</p>

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>Spring 2017 Student Survey Data indicated that 40% of our students responded favorably to questions in the classroom environment compared to the region and district scores above 50%</p> <p>*28% favorable to students in my class are friendly to each other (down 1%)</p> <p>* 37% favorable to students in my class are focused</p>	<ul style="list-style-type: none"> • Increase our classroom environment component on the 2018 Spring Student Survey to at least 50% of our students responding favorably <p>Focus rubric created Students have check in's to monitor their focus Student Equity team (1st – 5th grades) Participate in the optional fall student survey to have more data regarding our progress on this goal</p>	All staff	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:
<p>on learning (down 3%) 32% favorable to students in my class are respectful to adults (down 13%) *62% favorable to students in my class help each other learn (up 14%)</p>			