



## Continuous School Improvement Plan (CSIP)

Leschi Elementary

2016 - 2018

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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 Leschi BLT reviewed and approved the 2016-17 CSIP on October 25, 2016.

## Mission and Vision

### Mission

We at Leschi are dedicated to ensuring that students acquire the necessary skills to be high achievers, exemplary citizens, and self-motivated learners.

### Vision

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

## 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 first-year 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 2016-2017 based on this analysis:

- ELA 3<sup>rd</sup>-5<sup>th</sup> Grade: 58% (113) of students will meet ELA Standards on SBA
- Math 3<sup>rd</sup>-5<sup>th</sup> Grade: 55% (107) of students will meet Math Standards on SBA
- Math 1<sup>st</sup> and 2<sup>nd</sup> Grade: 51% of first and second graders will meet Math projected growth (2015-2016 was 35% for 1<sup>st</sup> and 47% for 2<sup>nd</sup>)
- ELL 1<sup>st</sup>-5<sup>th</sup>: 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 404 students who speak 15 different home languages, are 44% African American, 11% Multiracial, 9%

	<p>Hispanic, 3% Asian, 1% Other, 32% Caucasian and 47% qualify for free or reduced lunch. We have had a three-fold increase in our students qualifying as homeless—we are now at over 70 students (over 15%). Approximately 16% of our population are English Language Learners, 10% of our population are advanced learners, and a 11% of our population receive special education services. As reported in our 2016-17 school report, Leschi has a 11% mobility rate.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>Our school relies on research-based curricula in literacy, math, science, and social-emotional learning.</p> <p>In literacy, we use the research-based Readers' and Writers' Workshop from Columbia University 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 Fountas and Pinnell's Leveled Language Intervention from our Reading Specialist and 6 tutors who are receiving ongoing training from the Title 1 office and from our Danforth Principal Intern.</p> <p>In math classroom instruction and in Math Intervention, we rely on our certified 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 experience 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.</p> <p>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.</p> <p>In Science we continue to use the NSF inquiry-based, research-supported curriculum and kits.</p> <p>For Social-Emotional Learning we are using RULER and supplementing that with Mind-Up, both of which are research-based curricula.</p>
<p>Our school offers professional</p>	<p>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 out PLC's and address the following four question in grade level content teams: What do we</p>

development that is high quality and ongoing.	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.	<p>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.</p> <p>We rely on several modes to encourage family engagement: <b>school evening events</b> (Ready, Set School, Curriculum Night, Taste of Leschi, Black History Night, All School Family Dance, Jogathon, Field Day)), <b>school communication</b> (print newsletter, website, robo calls and emails as needed, classroom newsletters), and daily outreach calls and connections when we see parents at pick up and drop off.</p> <p>Additionally, this year we selected three groups of families that may feel marginalized (GBLQ, ELL, and African American) and have planned 3 events for each group to build community within community and to address any concerns and issues that may be unique to their communities.</p> <p>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 made decisions.</p> <p>We also survey our families after events to ensure that we are meeting the needs of our diverse community.</p>
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 have four key committees: Climate and Safety, Racial Equity, Arts Integration, and Social.
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 and 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	We have had some expansion this year due to additional Levy funds being available. We added Math Intervention positions and were able to retain two highly trained Montessori

<p>effective, and highly qualified staff.</p>	<p>teachers to be our interventionists. In addition, we recruited and hired and then trained two new-to-us Montessori math teachers. We had a small amount of turnover, but this was due to people having opportunities for advancement.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>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.</p>
<p>Our system of support assures our highly qualified staff are support students.</p>	<p>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.</p>

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	2,174,214.00	Instruction for all students aligned to state standards
2016-2017	Specific Use Funds	Transitional Bilingual	104,190.00	Teachers/IA's, translations, extra time to support translations of family events, resources to support academic success for ELL students
2016-2017	Combined Funds	Self Help	55,366.00	Special programs, enrichment opportunities, family involvement, supplies
2016-2017	Combined Funds	Special Education	527,410.00	Teachers/IA's, IEP writing and extra time, services, and resources as specified in student IEP's
2016-2017	Combined Funds	Free & Reduced Lunch	149,884.00	Funding to support MTSS supports and supplies
2016-2017	Combined Funds	Learning Assistance Program (LAP)	77,750.00	Supplemental state dollars to support K-4 literacy and supplemental reading for Tier 2 students
2016-2017	Combined Funds	City Levy	244,500.00	City Levy to support targeted students and increase attendance, FSW, data coach, intervention teachers
2016-2017	Combined Funds	Title One	63,209.00	Math intervention teacher and professional development around mathematics
2016-17	Specific Use Funds	ARTS pathway	2,500.00	PD for arts integration for classroom teachers

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 <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
Spring 2016 Math SBA students at or above standard  3rd 68 % 4 <sup>th</sup> 52% 5 <sup>th</sup> 45%  Overall Total = 48%	<ul style="list-style-type: none"> <li>Increase the percentage of students meeting standard in SBA for mathematics in grades 3 – 5 to 55%</li> <li>Increase the percentage of students in first and second grade making their annual performance target in the area of</li> </ul>	Math classroom teachers, math specialists and bi-lingual IA's	SBA June 2017  Math exit tickets ongoing Unit pre and post assessments  MAP K-3 (Oct/Jan/June)

2015-16 Math 1st Grade MAP 65% did not meet growth target 35% did met growth target  2015-16 Math 2nd Grade MAP 53% did not meet growth target 47% did meet growth target	mathematics to 51%  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		
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Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
Spring 2016 ELA SBA students at or above standard  3rd 62% 4 <sup>th</sup> 42% 5 <sup>th</sup> 55%  Overall Total 52%	<ul style="list-style-type: none"> <li>Increase the percentage of students meeting standard in SBA for ELA in grades 3 – 5 to 58%</li> </ul> Small group instruction targeted by TC level, lowest RIT strands, on demand writing, and performance assessments  PLC's will align curriculum and evaluate student work for next instructional steps and calibration	Literacy classrooms teachers, literacy specialists and ELL teachers	SBA June 2017  On-going TC and performance assessments  MAP K-3 (Oct/Jan/June) MAP 4-5 (Jan/June)

Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
2015-16 first semester we had 69% of our students missing fewer than five days  2015-16 second semester we had 59% of our students missing fewer than five days	<ul style="list-style-type: none"> <li>Have 74% or fewer students missing fewer than 5 days in the first semester (Beginning of school until January 31<sup>st</sup>)</li> <li>Have 65% or fewer students missing fewer than 5 days in the second semester (February 2 through June 23)</li> </ul>	All staff	January 31, 2017  June 23, 2017

	<p>On-time Tuesday dance parties</p> <p>Perfect attendance recognized each month</p> <p>Letters sent to families</p>		
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School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Spring 2016 Student Survey Data indicated that 41% of our students responded favorably to questions in the classroom environment compared to the region and district scores of 50%</p> <p>*29% favorable to students in my class are friendly to each other (down 11%)</p> <p>* 40% favorable to students in my class are focused on learning (down 8%)</p> <p>*48% favorable to students in my class help each other learn (down 15%)</p>	<ul style="list-style-type: none"> <li>Increase our classroom environment component on the 2017 Spring Student Survey to at least 50% of our students responding favorably</li> </ul> <p>Focus rubric created</p> <p>Students have check in's to monitor their focus</p> <p>Student Equity team (1<sup>st</sup> – 5<sup>th</sup> grades) Participated in the optional fall student survey to have more data regarding our progress on this goal</p>	All staff	June 2017