



Continuous School Improvement Plan (CSIP)

Licton Springs K-8

2016 - 2018

Principal- Roy Merca



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 Building Leadership Team approved our CSIP plan on November 17, 2016 with a vote of 5-0.

Mission and Vision

Mission

Licton Springs K-8 is a creative, experiential learning environment which nurtures respect, self discovery, and integrity, preparing the whole child to engage our global community.

Vision

Rising to justice,
Learning with joy
Building our future

Teamwork-Respect-Equity-Courage-
Innovation

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>Licton Springs K-8 teachers through the process of evaluating school-wide data from assessments, then we will gain understanding around the areas of needed support for our Native American and African American student population. Data analysis followed by an action plan will help us close the opportunity gap, especially for these students.</p> <p>Licton Springs staff will focus on Social/Emotional support and resources ACES/RULER. With this information, our staff will have a better understanding of all our students. This knowledge will help us close the opportunity gap, especially for our Native and African American students.</p>
<p>We will use research-based strategies that help targeted students.</p>	<ul style="list-style-type: none"> *We use iREADY, MAP, SBAC, and teacher classroom assessment to guide our use of high leverage teaching moves, use of time, use of materials, and intervention strategies for each student. *We provide double dosage of math for all of our K-8 students. 55 minutes in the AM and an additional 30 minutes in the PM daily. *Anna Box, Seattle School District Math Department Head, will be providing Professional Development workshops for our staff once a month. *2 times a month, our staff gets together to review student data in English Language Arts (ELA) and Math. *Primary and intermediate teachers are paired up during their prep time to collaborate and review student work daily. *K-2 Teachers will be attending the Science, Technology, Engineering, Math (STEM) math lab workshops, which will provide them assistance with working with our targeted students *Grades 3 to 8 will be attending Formative Practice Institute (FPI) math training during the school year, which will provide our targeted students with additional support *University of Washington Pipeline tutors will work with our targeted students daily *Students are provided iREADY Diagnostic & Instruction for math and reading and Khan Academy lessons that are integrated into the math classrooms. All of our teachers have been trained in using the iREADY program. <p>*Licton Springs K-8 uses many methods and resources to meet the needs of our Highly Capable Students. For our K-5 elementary, teachers differentiate their instruction to meet the needs of our wide range of student learners. All students are assessed in the fall, winter, and spring to track student progress and readiness in ELA and Math. Once students are identified in math in the classroom, they are put in small group rotations by ability level. During instruction, teacher can then work with students one on one, small grouping, and or students work independently on the computer using the iREADY math diagnostic and assessment tool. All students get 80-90 minutes of math daily. In the morning, they get 50-60 minutes of math instruction and in the afternoon, they get 30 minutes. During this time, the teacher can go more in depth into the subject they are focusing in the class. We also offer students an opportunity to go to a higher grade level math class. This must be approved and collaborated with the parent and classroom teacher.</p> <p>*In ELA, Highly Capable students are identified by the teacher (and staff) wherein individual or small group support is provided according to reading/writing levels as indicated in the data. Examples include students assigned to higher level reading content books for assignments, minutes for usage of the iREADY practice/assessment tool. Teachers meet regularly with HCC students in small groups based on their readiness and ability level.</p> <p>*Writing, teachers differentiate because the work they are doing is open ended and they are able to elaborate as needed. In writing exercises each student has their own set of goals, therefore highly</p>

	<p>capable students have goals that will not only interest them, but challenge them based on their level of comfort and ability.</p> <p>*For our 6-8 middle school Humanities, Honors Distinction is offered to our Highly Capable Students. Highly Capable Students will need to attend an Honors book club outside of school and write and deliver two Honors books during the Semester. In the classroom, Honors students are required to present more evidence, greater detail, and more literary elements in their work. In reading, the teacher differentiates by using News ELA and require that stronger readers use the HS settings and always choose books that are at their Lexile scores.</p> <p>*In Math, all students are placed in their math classes regardless if they are Highly Capable Student. Lesson are differentiated by ability level. All middle school students are assessed in the fall, winter, and spring.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<ul style="list-style-type: none"> *All staff RULER (Recognizing Understanding Labeling Expressing Regulating) training with Helen Walsh starting in September 2016 *RULER team attended a workshop on October 2016 to train our staff *Professional Development with David Lewis Adverse Childhood Experiences (ACES) at Licton Springs in September and December 2016 *Since Time Immemorial (STI) Training all staff with Gail Morris/Shana Brown August 2016 *STEM Math training for K-2 staff Anna Box November *Formative Practice Institute Math training for grades 3-8 staff with Anna Box August to June *Monthly Professional Learning Community (PLC) training with our ELA/MATH Career Ladder Coaches *Funding for District Initiative coverage contingent on administrator approved Professional Development
<p>Our school will increase parent/family engagement.</p>	<ul style="list-style-type: none"> *Meet and Greet on September 6th for new and returning students and families. Students and families had an opportunity to tour the school and meet their teachers. *Open House and Curriculum night on September 22nd. Over 60 families participated. Families had a chance to meet their teachers and review the curriculum. *Science Night will occur in the spring of 2017. Students grades 3rd to 8th will showcase their science project. Last year, over 200 community members and parents attend this event to review students work. *MS Product Research Evening in January as part of Schoolwide Celebration of Learning *Indigenous Day Assembly on October 17th. *Native American History Month Assembly on November 17th *Salmon Release at Lake Washington in the spring. Families and community members get an opportunity to release salmon into Lake Washington. *100% of our families/parents will participate in our fall parent conferences during the week of November 21st to 23rd *Monthly Building Leadership Team (BLT) meetings. Currently 3 parents are members of the Building Leadership Team. *Monthly SITE Council Meeting with our Parents at different location in the NE/NW area *Monthly school newsletters sent out by kid mail and posted on website *Schoolology is used by parents to monitor their students' progress. Middle School teachers update weekly. *Teachers are using Office 365 to communicate with their students and families. *3-5 Tweets posted on Twitter per week. Parents and community can follow events and activities at our school. *Licton Springs has a Facebook page

<p>Our staff is involved in decision-making.</p>	<ul style="list-style-type: none"> *Our Building Leadership Team consist of 3 staff, 3 parents, and 1 administrator *Staff makes recommendations to the Building Leadership Team before it's voted *Recognizing Understanding Labeling Expression Regulating (RULER) language is used by our staff to maintain respectful boundaries during Decision Making. *Staff is updated in the spring about the Budget and staffing decisions *Licton Springs Decision Making Matrix is updated with staff feedback
<p>We will assist our students to meet standard.</p>	<p>*All students are currently receiving 80-90 minutes of math daily. Last year, our students received only 55 minutes of math daily. With this additional 30 minutes of math daily, teachers receiving math STEM and Formative Practice Institute (FPI) PD, monthly math Professional Development with Anna Box, 2 staff math interventionist for our K-8 staff, University of Washington Pipeline tutors, and staff reviewing math data 2 times a month. We feel this will assist students in making a year's worth of growth in math. In addition, our staff has attended numerous Social/Emotional Professional Development and RULER trainings which give us a better support system for all of our high needs students.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<ul style="list-style-type: none"> *Our staff will be attending monthly math Professional Development sessions with Anna Box. *Our staff will be attending 2 Professional Learning Community meetings a month to review student assessments, align Common Core State Standards in Math/English Language Arts and review classroom data. *Staff will conduct RULER training through out the school year *Staff will attend 3 hours of ACES training with David Lewis. *Staff includes Since Time Immemorial into their monthly lessons plan. All of our staff has taken the training.
<p>How do we support the transitions of new students and families into our school?</p>	<p>This year, we are very fortunate to have a full time counselor which will support the transitions of new and returning students and families into our school. In addition, we will have a counselor intern for 3 days a week. With this additional support, we can provide extra support for our high needs students.</p>
<p>Our system of support assures our highly qualified staff are support students.</p>	<p>Our staff and Career Ladder Teachers provide ongoing mentoring and professional development specific to Common Core State Standards for our new teachers to our school to help them with instruction, curriculum alignment, and district requirements.</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	\$1,620,355.00	Instruction for all students aligned to state standards
2016-2017	Specific Use Funds	Transitional Bilingual	\$20,760.00	Teacher, translation, extra time to support translation at family events, resources to support academic success of ELL students
2016-2017	Combined Funds	Self Help	\$182.00	Building funds to support classroom and building programs
2016-2017	Combined Funds	SPED	\$597,257.00	3.2 FTE SPED teachers, 7.0 Classified Instructional Assistance. Teachers and IA's, IEP writing and extra time services, and resources as specified in student IEP
2016-2017	Combined Funds	Free & Reduced Lunch	\$86,016.00	Funding to support MTSS supports at all schools
2016-2017	Specific Use Funds	Learning Assistance Program (LAP)	\$58,313.00	Combined with LAP/Title 1 for 1.0FTE certified teachers' Supplemental state dollars to support K-4 literacy and supplement reading and math for Tier 2 students K-8.
2016-2017	Specific Use Funds	Title 1	\$32,979.00	Combined with LAP/Title 1 for 1.0FTE certified teacher
2016-2017	Specific Use Funds	FRL/Mlt	\$86,016.00	Funding to support MTSS supports at all schools.

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 ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<ul style="list-style-type: none"> From our 2015-16 school data, 34/36 of our focus AA/NA in grades 3rd to 8th are at level 1 or 2 from our spring math SBA assessment. 	<ul style="list-style-type: none"> Smart Goal: By May 2017, SBA Math spring assessment, Licton Springs will increase the number of Focus students meeting standard on the SBA math from 2/36 to 10/36. Smart Goal: Of these 36 students, 20/36 will increase one level from the SBA Math Spring assessment Smart Goal: By May 2017, using our iREADY and teacher based yearly math assessment, 100/127 will make a year's worth of growth in math. 	Principal/Math Department	May 2017

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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>During the 2016-17 school year, our staff will be provided professional development on Math and Social/Emotional/RULER during the school year. With this professional development, by May 2017, using our iREADY and teacher based yearly assessment, 100/127 students will make a year's worth of growth in math.</p> <p>Tasks:</p> <ul style="list-style-type: none"> *On August 31st Staff will participate in a 3 hour Math PD with Anna Box. *On September 1st TRI day 3 hour RULER training with Helen Walsh *On September 14th David Lewis will provide a 2 hour PD on ACES. On December 14th, we will receive a one hour follow up training *On September 28th Anna Box provided a math workshop for our staff. *October 26th Helen Walsh provided an hour training on RULER. *November 2nd Anna Box provided our staff an hour Math workshop. *November 16th RULER team will provide a workshop for staff *November 30th Math PD with Anna Box *Every 2nd and 4th Wednesday of each month, our staff will participate in our PLC meetings in Math or ELA. Student data, focus groups, and interventions/support are developed and monitored during these meetings. *The 3rd Wednesday of each month, staff meeting will be dedicated to RULER. 	Principal/ BLT	May 2017

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:
	<ul style="list-style-type: none"> SMART GOAL: During the 2016-17 school year, our staff will meet with Math Department Head, Anna Box once a month to go over student data, review math goals, discuss curriculum, and instruction. With this support, by May 2017, SBA Math spring assessment, Licton Springs will increase the number of Focus students meeting standard on the SBA math from 2/36 to 10/36. Smart Goal: Of these 36 students, 20/36 will increase one level from the SBA Math Spring assessment 	Roy Merca	May 2017

School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
	<p>SMART GOAL: During the 2016-17 school year, our RULER team will provide PD's for our staff. Our smart goal is to have a total of 8 Ruler PD's during the school year. With this training, our students and staff will have a common language and understanding of our school culture and environment.</p> <p>Task: K – Friendship Skills, RULER 1st to 5th grade – Social Skills, Bullying, Friendship Skills, RULER 6th grade – Social Skills, Friendship Skills, College & Career Lessons, RULER 7th grade – Mindfulness, Socials Skills, College & Career, RULER 8th grade – College & Career Lessons, High School Preparation, RULER</p>	RULER team	May 2017