



## Continuous School Improvement Plan (CSIP)

Loyal Heights Elementary School

2016 - 2018

Wayne Floyd, Principal



### Loyal Heights Elementary 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 Loyal Heights BLT approved the 2016-2018 CSIP on November 7, 2016

## Mission and Vision

### Mission

Learning is built on quality instruction and the active participation of students. We gather to learn.

### Vision

The students at Loyal Heights will flourish emotionally and academically because we, as a staff and community, are committed to cultivating, the whole child by:

- Creating a school where children feel loved, safe and encouraged to learn
- Building a collaborative school culture focused on instruction and student academic achievement
- Providing a variety of ways for children to express themselves and become independent learners

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>Based on the analysis of data, some concerns about student learning are; continuing an upward trend in math achievement by all students, improving and maintaining a positive and safe learning environment and having students focused on learning. These concerns are evidenced by data from our SBA (State Assessment) and Student Climate Assessments as well as staff observations and student interviews.</p> <p>* Goal #1-By the end of 5th grade all students will be at or approaching grade level standard in math as measured by SBA.</p> <p>* Goal #2-On the Spring 2017 Student Climate Assessment, our Class Environment score will rise from 52% positive responses to 67% or greater.</p> <p>Students feel that their colleagues are not focused on learning, that bullying is occurring which teachers know about it, but can't stop it.</p> <p>This data was taken from the student climate assessment under the Classroom Environment and school safety categories. There also have been over 40 discipline referrals during the first two months of school. If certain students are not feeling safe and time is occupied worrying about their well-being, then academic achievement is compromised.</p> <p>We will be building on strengths such as our students use and understanding of Beaver Behaviors (positive monthly character traits that we award students for practicing) that are awarded monthly. They include: September-Respect, October-Responsibility, November-Gratitude, December-Generosity, January-Courage, February-Tolerance, March-Perseverance, April-Citizenship, May-Compassion, June-Integrity.</p> <p>We have begun implementing RULER which is a school wide program that helps students identify and manage emotions more effectively. We have developed classroom Charters (for Ruler). Students have opportunities to learn how to recognize and address bullying behaviors and Taproot Theatre will provide their annual performance with the message of Recognizing, Refusing and Reporting bullying. Our Beaver Friend Finder program works to ensure that students have a friend to play with during recess and teaches students how to be a good friend and develop social skills.</p> <p>In math, last year's 3rd grade students met standard on the state assessments at a very high level (97%) and are now 4th grade students. We would like to continue this trend with our new 3<sup>rd</sup> grade students and current 4<sup>th</sup> grade students. We have selected these areas of foci</p>

	<p>because of data highlights and the fact that students have identified this directly as an issue that affects their learning. With the distraction of an unsafe and negative learning environment, learning is impeded.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>We will address the needs of all children by first getting to know who they are as people. We use assessment and other data to find out where they are academically, what needs exist, and then adjust instruction through differentiated deliveries matching students' needs. Teachers are given information on students who have qualified as ALO (Advanced Learning Opportunities) and required to provide the appropriate challenge level during instruction.</p> <p>Teachers also use inventories, parent information and discussion/conversation to gain valuable insight to build a more complete picture of that whole child. ALO-Walk to Math, Math Challenge, Small Group Instruction, Enrichment Activities, Differentiated Instruction through varying content, process, product or the learning environment.</p> <p>SWD (Students With Disabilities)-IEPs (Individualized Education Plans), Access services, Focus services, Resource Room, MTSS (Multi-Tiered Systems of Support), Walk to Math, Small Group Instruction, Tutoring, Readers Workshop, Writers Workshop, Differentiated Instruction through varying content, process, product or the learning environment, accommodations, modifications, small group instruction, pre/re-teaching</p> <p>ELD (English Language Development)-Additional staff support, (certificated teacher, tutor, volunteers), picture communication systems, use of Spanish speaking staff, interpreters, translations to home language.</p> <p>We monitor progress to inform instruction by using the following:  K-Benchmark Assessments, TC Assessments, Checkpoints, Kindergarten Inventory, Handwriting Assessment, WaKids, MAP, Reading &amp; Writing Workshop Assessments, Handwriting Without Tears, Spelling Inventory, On-Demand Writing</p> <p>1st GRADE- MAP, Number Sense Assessment, Sight Word Assessment, Math in Focus End of Year Assessment, Reading &amp; Writing Workshop Assessments, Benchmark Assessments', Words Their Way Assessments, Math Checkpoints, On-Demand Writing, Pre-Post Unit Tests, Spelling Tests, Unit Tests</p> <p>2nd GRADE-MAP, End of Year Assessments, DIBELS, Math Checkpoints, Spelling Inventory, Unit Tests, Spelling Tests, Progress Reports, Reading &amp; Writing Workshop Assessments, Benchmark Assessments, On-Demand Writing</p> <p>3rd GRADE-Math Checkpoints, Reading &amp; Writing Workshop Assessments, Progress Reports, Spelling Inventory, Unit Tests, Spelling Tests, Benchmark Assessments, On-Demand Writing</p> <p>4th GRADE-Math Checkpoints, Reading &amp; Writing Workshop Assessments, Progress Reports, On-Demand Writing, Benchmark Assessments, Spelling Tests, Unit Tests, SBA, Confering</p>

	<p>5th GRADE- Benchmark Assessments, Reading &amp; Writing Workshop Assessments, Math Checkpoints, On-Demand Writing, Progress Reports, Spelling Tests, SBA, Unit Assessments</p> <p>Loyal Heights strengthens the core academic program of our school by keeping abreast of the current academic trends, grounded in research, and implementing effective instructional practices that are driven by data and standards based.</p> <p>Staff constantly attend professional development to improve their core knowledge and instructional practice. Instructional and professional goals are set and monitored to completion each year. Goals are then reflected upon prior to determining next steps.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>This year our professional development plan includes expanding our core academics to the area of special needs. With the acquisition of two new Special Education services to be delivered (focus &amp; access), knowledge and skills need to be extended by all staff.</p> <p>We will have all SPED staff participate in various professional development throughout the year as well as offering on site professional development for all staff. These include but are not limited to: Access, Focus, Continuum Schools, Autism, Differentiation, IEP online, Dyslexia and CPI (non-violent) physical restraint).</p> <ul style="list-style-type: none"> <li>• AUTISM: Current Research and Classroom Implications for Serving Students w/ASD</li> <li>• Continuum Workshop for Cohort 16</li> <li>• Dyslexia 101</li> <li>• RULER</li> <li>• Access Services: What is it?</li> <li>• Focus:</li> <li>• Teach Town</li> <li>• Common Core Instruction and Special Education</li> <li>• Data Collection and Progress Monitoring</li> <li>• WaKids</li> <li>• IEP online</li> <li>• Nonviolent Crisis Intervention Part 1&amp;2</li> <li>• CPI Refresher Training</li> <li>• Behavior Management</li> <li>• WEA Human Rights Conference</li> <li>• ReThink Mathematics-Data Collection</li> </ul> <p>Loyal Heights will also continue our work in building solid standards based, data driven, math instruction. We utilize math coaches, consultants, tutors, and a variety of resources to support our Math in Focus curriculum.</p> <p>Thanks to an active and supportive P.T.A. we have a budget for group and individual professional development. Our professional development plan supports school improvement in areas where data or evidence dictates a need or desired change. We seek to improve skills, strategies and knowledge of our teachers that in turn will improve instruction practices and the teaching and learning that takes place in the classroom.</p>

	<p>Staff often attend workshops, classes, conferences and seminars who in turn present that newly acquired information and techniques to other staff in a train-the-trainer(s) model. As our mission states; "Learning is built on quality instruction and the active participation of students. We gather to learn".</p>
<p>Our school will increase parent/family engagement.</p>	<p>Families are invited to join the PTA, volunteer in various capacities such as art docents, room parents, office assistants, field trip chaperons, lunchroom helpers, playground assistants to mention a few. Parents support students in the completion of homework related to math skills and reading. Implementing, facilitating and encouraging students to participate in the Math Challenge and other parent led events. Parents volunteer in the classrooms and a few are even certificated and have served as guest teachers through Seattle Public Schools sub office.</p> <p>Regular communication with and from teachers and other staff is vital and we are always looking to add to existing practices. Teachers currently communicate through email, phone, kid mail, conferences, progress reports, home visits, regular bulletins and newsletters. Home visits are rare but have occurred.</p> <p>On the Family Survey, there was an overall positive response score of 74% on Section-Parent/family influence and decision making but 67% on the question under this heading: I have opportunities to influence what happens at the school. This is 7% lower than last year's response. There were 137 family member surveys returned out of 415 families.</p>
<p>Our staff is involved in decision-making.</p>	<p>Loyal Heights Principal Wayne Floyd believes in "Shared Leadership" and empowers staff to be leaders in all aspects of the school including decision making. Loyal Heights staff has been involved in the development of the school improvement plan through the CSIP committee which contains several staff members and the Building Leadership Team which contains staff and parents. Parents give regular input as they volunteer, work and visit Loyal Heights.</p> <p>Decision making based on the Decision Making Matrix is sectioned into various categories that allow staff input all along the way. Most decisions including principal direct decisions are made with some form of staff input, whether it be a formal vote, informal conversation or a staff meeting discussion.</p>
<p>We will assist our students to meet standard.</p>	<p>Previous year data is reviewed at the beginning of the year and mined from several perspectives such as how we achieved as a District, Region, School, Grade Level, Classroom, and individual student. Focus students are selected according to data and goals are set for the year. Benchmarks are set and students are assessed along the way to make sure they are on trajectory to achieve the goal set.</p> <p>Students are instructed as a whole class, in small groups and individually according to their specific needs. Some receive tutoring or have Individualized Education Plans or 504s that are followed to advance student skills and knowledge.</p> <p>Teachers use several forms of data collected regularly to assess student progress and inform instruction to meet the needs of all students.</p>

<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>Loyal Heights has very little staff turnover and the student population stays rather constant as well. Our staff is 100% highly qualified and all but one recent hire has been employed with Seattle Schools for multiple years. Loyal Heights has been recipient of several Washington Achievement Awards and a National Blue Ribbon award in the past 8 years due in large part to a highly effective staff and support staff.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>Loyal Heights has a positive and strong partnership with pre-schools in our attendance area. Some of our families' work or have worked at several of them. Pre-schools also have used our playground on a shared schedule and participated in some activities at our school. Many of them are siblings of our current and past students. Because of this, there is a comfortable familiarity with our school and campus.</p> <p>In the spring we have New Family Information nights to allow families an opportunity to gain more details about our school and meet staff/community in person. During summer months, we sponsor kindergarten playdates which allow further opportunities to meet incoming or potential families and their kindergarten cohort members. The week prior to the beginning of the school year, we have an event called Ready, Set, School which allows an even closer look at the school, staff and community. Kindergarten classes will begin the year participating in WaKids which is The Washington Kindergarten Inventory of Developing Skills. WaKIDS is a transition process that helps to ensure a successful start to the K-12 experience and connect the key adults in a child's life. We will also begin implementation of Jump Start in 2017-18. Jump Start offers children a chance to get comfortable in their new school, meet teachers and staff, and feel ready and confident when school starts in September by participating in 4 shortened days prior to school's start.</p> <p>To help transition our 5th grade students, we maintain open communication and positive relationships with our feeder schools. There are several opportunities for our students to make connections and gain insight on their new school. The Whitman principal routinely visits our campus to speak with students, answer questions and assess academic skills where needed. They also have open houses, orientation nights, and allow student groups such as the band and orchestra to perform for our students. Teachers are also aware of the CCSS that they are preparing students to take on in the next grade level and strive to have their students ready for the middle school standards.</p>
<p>Our system of support assures our highly qualified staff support students.</p>	<p>All teachers are appropriately certified and endorsed to teach in areas which they are assigned. 100% of our teachers are highly qualified. We are a continuum school providing services for students in a self-contained classroom (non-behavior issues) to highly capable students that require enrichment and additional challenge. Services are provided through our Student Support Team, SPED team, Speech pathologist, Nurse, Psychologist, Counselor, Occupational and Physical Therapist, Classroom Teachers and Specialists (Spanish, Music, Physical &amp; Health Education).</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	\$ 2,273,721	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	\$ 20,691	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	\$ 82,405	Building funds to support classroom and building programs
2016-2017	Combined Funds	PTSA Grant	\$ 133,585	PTSA funds to support programs within the building
2016-2017	Combined Funds	Free & Reduced Lunch	\$ 96,909	Funding to support MTSS supports at all schools.
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$ 38,875	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12
2016-2017	Specific Use Funds	SPED	\$ 537,504	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP.
2016-2017	Combined Funds	Supplemental Staffing	\$ 97,188	enhanced staffing above WSS model

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:
Students have hit a plateau and some have actually gone down in overall math achievement according to SBA data	Selected LAP and SPED identified students will show 100% mastery by end of year on all Math CCSS that were deficits on the BOY Benchmark.  Student achievement indicators monitored over the year to inform our progress will include weekly checkpoints, progress reports, Benchmark assessments, Pre-Post Unit tests, and small group instructional observations.	Math & SPED teachers, Principal	June 2017



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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:
5 <sup>th</sup> grade SBA scores have not risen on the predicted trajectory from 3 <sup>rd</sup> grade.	All 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade students will improve SBA scores by June 2017. Current 4 <sup>th</sup> grade math SBA scores will improve from 97 (last year 3 <sup>rd</sup> graders) to 98% this year. Current 5 <sup>th</sup> grade students will improve from 82% (last year as 4 <sup>th</sup> graders) to 90% this year.	4 <sup>th</sup> and 5 <sup>th</sup> grade math teachers, Principal	June 2017

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:
According to Beginning of the Year Math Benchmarks, students still have deficits in their mastery of the previous year's Common Core State Standards.	<p>All K-5 students will show one year or more of growth in math by June 2017 as measured by the following:</p> <p>K-K-BOY benchmark, weekly benchmarks, Checkpoints, K inventory, WaKids, MAP winter &amp; spring</p> <p>1st-BOY benchmark, End of year MIF assessment, MAP winter &amp; spring, checkpoints, unit tests, progress reports, number sense assessment and Benchmark assessments</p> <p>2nd-BOY benchmark, End of year MIF assessment, MAP winter &amp; spring, checkpoints, unit tests, progress reports, number sense assessment and Benchmark assessments</p> <p>3rd-BOY benchmark, End of year MIF assessment, MAP winter &amp; spring, checkpoints, unit tests, progress reports, number sense assessment and Benchmark assessments</p> <p>4th-BOY benchmark, End of year MIF</p>	All Staff	June 2017

	<p>assessment, MAP winter &amp; spring, checkpoints, unit tests, progress reports, number sense assessment, Benchmark assessments and SBA</p> <p>5th-BOY benchmark, End of year MIF assessment, checkpoints, unit tests, progress reports, Benchmark assessments and SBA</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:
Only 35% of students answered with favorable responses on the Student Climate Survey in the area of School Safety and only 52% in the area of Classroom Environment.	By June of 2017 Loyal Heights will successfully implement our first year of RULER according to the RULER implementation timelines. Our Classroom Environment score will rise from 52% to 67% and School Safety and from 35% to 60% on School Safety.	RULER TEAM	June 2017