



## Continuous School Improvement Plan (CSIP)

Maple

2016 - 2018

Elena Sanchez, Principal



### 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 Maple Building Leadership Team approved this CSIP on 11/10/2016.

## Mission and Vision

### Mission

Every student will attain his/her highest potential and be empowered to become a life-long learner.

### Vision

Motivated Achievers Perform, Learn, Excel. The Maple School community of parents, staff, and volunteers is responsible for providing each student with the opportunity to have a positive and meaningful education in a pluralistic learning environment.

## 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 our 2015-2016 student achievement data (SBA, MAP, Running Records) we have identified the following focus areas for student learning:</p> <ul style="list-style-type: none"><li>-ELL student achievement in Literacy</li></ul> <p>Goal: The gap between our 4<sup>th</sup>/5<sup>th</sup> grade ELL students and their grade level peers will close from 45% to 25%, as measured by the Spring, 2017 SBA (ELA).</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>At Maple, we strive to meet the needs of all students. As a staff, we collaborate to discuss instruction and how to differentiate in an effort to avoid "teaching to the middle" and engage all students in their learning. Differentiation happens within the classroom setting through whole group instruction with guided practice before independent work, workshop model instruction, small group instruction and 1:1 conferences. Teachers use multiple access points (visual, kinesthetic, verbal) in acknowledgement that students learn differently.</p> <p>For students with learning needs that need further attention beyond the instructional day, we will provide extended-day learning opportunities (after school tutoring, Math Olympiad, after school programming dedicated to performing arts and athletics).</p> <p>Teachers collect data, set goals and monitor student progress throughout the school year. Every 5-6 weeks, staff participates in Professional Learning Communities (PLCs) where they analyze student performance data and develop plans that provide remediation, enrichment and acceleration for students, as needed. Furthermore, teachers work together during building-funded release days to align instruction and look at student work.</p> <p>As a staff, we are committed to continuous learning and improving our instructional practice. We are dedicated to delivering high-quality Tier I instruction in every</p>

	<p>classroom. Beyond ensuring we are aligning our instructional to the CCSS and monitoring students' progress towards meeting them, we are deliberate in using instructional materials that are rigorous and culturally relevant so that our K-5 students are engaged and challenged across content areas. Our staff will continue to attend professional development that pushes and informs the work that they do with our diverse student population. Realizing that some students need extra support, we will continue to be diligent in identifying these students and implementing Tier II and III interventions that will scaffold their access to core content.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>Our yearlong professional development is grounded in collaboration. Staff meet in PLCs every 5-6 weeks to analyze student data and develop action plans. They have release days throughout the year to work in collaborative teams on grade level curriculum alignment and planning. During the school year, staff pursues professional development opportunities offered by District departments that are applicable to their specific grade level and the content areas which they teach.</p> <p>Our CSIP is driven by our professional development plan through an intentional and direct connection between the collaborative work staff is doing and the student growth goals we set in the fall. It is imperative that staff participates in professional development that is focused on best practices that have a positive impact on student achievement, thus our focus on looking at student data in teams and developing action plans in collaboration with staff and stakeholders. In order to identify the instructional practices that are benefiting our students, time built in to our meeting/professional development calendar for PLCs and collaboration is critical; through collaborative work, our student growth goals will be met/surpassed.</p> <p>By working in Professional Learning Communities and looking at data and revising plans, instruction is tailored to suit the needs of groups and individual students. By learning from each other, teachers are able to identify accommodations and interventions that impact student growth. This is a time for all staff—GenEd, SPED, ELL, Specialists and Interventionists—to combine their knowledge of students and ensure that their needs are being met.</p>
<p>Our school will increase parent/family engagement.</p>	<p>We invite and encourage the participation of families in teaching and learning at Maple and invite them to be involved in our school community. We have parent representatives on our BLT and FEAT as well as an active PTSA. We continue to work to build the leadership capacity of parents, encouraging them to become more involved in committees and leading student groups and having representation that is reflective of our student body. Outside of Parent/Teacher conferences each fall, staff actively communicates with families about student progress. We promote the importance of the home/school connection through various family events held</p>

	<p>during the year that highlight work that is being done in the classrooms by our diverse student body and bring our community together.</p> <p>Formal and informal communication with families occurs frequently via phone, email and in person meetings. We strive to provide communication that is translated into our major languages to ensure all families are informed and aware of how their children are doing in school and what is happening in our school. Our Bilingual Instructional Assistants are an integral part of this work and have dedicated time in their daily schedule for communicating with families. Our PTSA initiated a school wide monthly newsletter in 2016 that goes home in Kid mail and this year will also be electronically distributed to strengthen communication with families.</p> <p>Our Spring 2016 survey shows positive results, higher than those of the region and district as a whole. 79% of families felt that they have opportunities to influence and contribute to the decision-making. 85% of families responded favorably to questions about the school’s educational quality, and 91% of families agreed with the statement, <i>Teachers and staff at school care a lot about my child’s academic success and personal well-being</i>. 85% of families agreed with statements connected to questions about a welcoming and culturally-responsive school climate, with 93% of respondents indicating that they feel their child is safe at school.</p> <p>In partnership with our PTSA, goals for the 2016-2017 school year are:  1) To finalize our <i>Parent Involvement Policy</i> and articulate parent involvement goals. We will have the policy document translated and distributed to our parent body.  2) We will launch parent feedback surveys to collect data and feedback from parents to help strengthen the parent/school relationship and engagement.</p>
<p>Our staff is involved in decision-making.</p>	<p>Our school’s Building Leadership Team (BLT) is comprised of a representative from each grade level team, a representative from our Paraprofessionals and SEAOP teams, and a parent representative. Our Spring 2016 survey results show that 81% of our staff believe that the school has an effective process for making group decisions and solving problems and 79% feel included in the decision-making process (this has risen by 21% since the previous year’s survey). Staff input is solicited throughout the year; from hiring to budget, professional development and school wide programs. Our staff’s insights are essential to our school’s progress. Each year staff review and revise the CSIP prior to submission.</p>
<p>We will assist our students to meet standard.</p>	<p>Our staff is diligently looking at data from the very start of the school year. We analyze assessment data from the previous Spring to identify students who may need immediate support or intervention. We monitor each student’s response to intervention to determine next steps. As we progress through the year, we administer common assessments to assess student growth. When we see stagnation or a decline in a student’s data, we bring the student to the attention of our Student</p>

	<p>Intervention Team and they engage in creating an action plan. We realize that our students often need more than academic support, in collaboration with families, our school Counselor and outside agencies, multi-tiered systems of support and progress monitoring are essential to the plans we create.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>95% of our staff indicated that they enjoy coming to our school on most days (Spring, 2016 Climate Survey). When hiring, we consider their commitment to working in a Title I school with a high level of cultural diversity and their experience working with students who are learning English. Once hired, teachers work in collaborative grade level teams and with the administrative team to strengthen practice through professional development, peer observation, and PLCs. Novice teachers work with a District STAR Mentor during their first 2 years. Through partnerships with Seattle University and University of Washington's <i>Seattle Teacher Residency Program</i>, our experienced teachers often serve as mentors for interns; several of our staff members have completed their internship at Maple.</p> <p>Our OSPI School Report Card shows that the average years of teaching experience is 9.3 and 74% of our teachers hold at least a Master's Degree.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>Kindergarteners start their experience as Maple students during Jump Start, a weeklong Kindergarten orientation. Our new Maple Monarchs spend each day with their new teacher and classmates. This is a time for teachers to become familiar with their new students and collect data using the Washington State Kindergarten readiness tool—WAKids. During the first 3-days of the new school year, Kindergarten teachers meet with each student and their family to learn more about the student's pre-K experiences, the student's strengths and areas for growth, and connect them with resources that can assist in the transition to Kindergarten. Parents initiated a Facebook group for the 2016/2017 Kindergarten class to connect on school information and events. The First Grade families also set up a Facebook page for their class to connect.</p> <p>Having lost our on-site pre-K program after the 2015-2016 school year due to building capacity issues, we welcome students predominantly from the pre-K programs in the surrounding Beacon Hill neighborhood.</p> <p>Each Spring our neighborhood middle school, Mercer, sends representatives to speak with our outgoing 5<sup>th</sup> graders. Students are able to ask questions about the transition to middle school as well as learn more about the classes they will be taking. We engage in 2-way communication with Mercer and inform families about upcoming orientation opportunities. In addition, staff from both buildings meet in the Spring to discuss students.</p>
<p>Our system of support assures</p>	<p>Aside from our general education staff, we also have staff in the building who support ELL students, students with IEPs and students who receive targeted</p>

our highly qualified staff are support students.	intervention, funded through our Weighted Staffing Allocation/Baseline or LAP/Title budgets. In addition, our ELL and SPED Instructional Assistants serve students both in and out of the classroom setting, providing additional support in language acquisition and specific goal areas.
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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	\$3,192,210.00	Instruction for all students
2016-2017	Specific Use Funds	Transitional Bilingual	\$292,569.00	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	\$7,837.00	Building funds to support classrooms and building programs
2016-2017	Combined Funds	PTSA Grant		PTSA funds to support programs within the building
2016-2017	Combined Funds	Free & Reduced Lunch	\$82,731.00	Funds are used to fund collaboration/professional development time, enrichment opportunities and curricular materials
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$72,891.00	LAP funds are used to fund .8 Literacy Intervention teacher who works with students who are performing 1+ years below grade level standard

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:

<p>Our 3-5 ELL Students did not achieve the same level of proficiency as their non-ELL peers on ELA SBA in Spring, 2016.</p>	<p>50% of ELL students in grades 3-5 will meet/exceed standard as measured by ELA SBA, Spring 2017.</p> <p>Progress monitoring: IRL, MAP, engageNY classroom-based assessments</p>	<p>3-5 grade level teams</p> <p>ELL Certs</p> <p>Reading Intervention Cert</p> <p>Admin Team</p>	<p>Spring 2017</p>
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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:
<p>28% of our current 4<sup>th</sup> grade ELL students met proficiency on ELA SBA in Spring, 2016. 73% of their non-ELL peers met proficiency.</p>	<p>50% of 4<sup>th</sup> grade ELL students will meet/exceed proficiency on the ELA SBA in Spring, 2017.</p>	<p>4<sup>th</sup> Grade team</p> <p>4/5 ELL Cert</p> <p>Reading Intervention Cert</p> <p>Admin Team</p>	<p>Spring 2017</p>

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:
<p>K-5 ELL students are not meeting the same level of proficiency and/or typical growth as their non-ELL peers, as measured by SBA and MAP.</p>	<p>70% of 1st/2nd grade students will meet/exceed their 1-year typical growth goal (MAP).</p> <p>50% of 3-5<sup>th</sup> grade students will meet/exceed proficiency (Level 3 or 4) on ELA SBA.</p> <p>85% of K-5 ELL students will be reading at/above grade level standard (TC RRs) by Spring, 2017.</p>	<p>All Staff</p>	<p>June, 2017</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>Students in my class are respectful to adults. Spring 2016 56% Fall 2016 64%</p> <p>Students in my school treat each other with respect. Spring 2016 39% Fall 2016 51%</p>	<p>By Spring, 2017, 75% of students will respond favorably in response to the Climate Survey question about respectful relationships with adults and 65% of students will respond favorably in response to questions about respectful relationships with their peers.</p>	All Staff	June, 2017