



Continuous School Improvement Plan (C-SIP)
McGilvra Elementary School
2016 - 2018
Principal: Maria Breuder

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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 McGilvra Building Leadership Team reviewed and approved the 2016-17 CSIP on November 17, 2016.

Mission and Vision

Mission:

We will engage students in a challenging curriculum that is enhanced with multi-arts experiences and builds a strong academic foundation for future success.

McGilvra students shall thrive in a safe environment that promotes academic achievement, develops problem-solving skills, and fosters a sense of respect and appreciation for oneself and for others

Vision:

Every Seattle Public Schools' student receives a high-quality, 21st century education and graduates prepared for college, career and life.

McGilvra Elementary is committed to ensuring equitable access, closing the opportunity gaps and excellence in education for every student.

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.

McGilvra Elementary uses a systematic way to monitor student learning and help support ALL students in meeting grade-level standards.

- All teachers collect aligned data around academic content areas to monitor student growth
- All teachers participate in Professional Learning Communities to vertically align our work for content areas and for social-emotional learning
 - **Reading**
 - **Writing**
 - **Math**
 - **School Climate**

The staff will teach the Common Core State Standards (CCSS) for reading, writing and math using a variety of resources. (District-adopted programs aligned to the CCSS, common assessment tools and rubrics, common vocabulary and steps that are vertically aligned K-5)

Intervention strategies for students not proficient on benchmark assessments and state tests will include flexible grouping, differentiated instruction and other instructional strategies to meet the needs of individual learners. We will closely monitor student progress using a variety of data points and set of individual student improvement goals through the goal-setting process and ongoing collaboration meetings.

Individual teachers and grade-levels will meet to review a variety of student assessments to determine student progress and next steps for planning. We will use common grade-level assessments that will be tracked monthly for progress. These assessments are aligned to the CCSS.

Reflection meetings will take place between the principal and teacher to review progress towards student learning goals. This information will be reviewed at each formal observation, as well as the fall and mid-winter goal-setting and reflection conferences. Monthly grade-level collaboration meetings will also focus on student progress monitoring.

Grade-levels and the Principal will meet monthly to review data and determine next steps. Students will be assigned to a designated level of interventions and proactively monitored using a variety of benchmark tools and other assessments.

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

We believe in having a systematic way to respond to the diversity of learners at McGilvra. Every child has strengths and every child has areas of growth. The way we respond to these needs is through research-based strategies that help targeted students through the

Multi-Tiered System of Support (MTSS), which is a data-driven process to help us identify students that need Tier 2 intervention support:

Students who are achieving significantly below or significantly above grade level standards (including Advanced Learners) are targeted under MTSS for Tier 2 interventions. These can include:

- flexible (and/or cluster) grouping
- curriculum compacting
- tiered instruction
- project-based learning
- small group instruction
- moderate acceleration
- telescoping of curriculum

MTSS Tier 3 Interventions:

Research supports use of self-contained classrooms for Tier 3 interventions to support only the most (profoundly) highly capable students)

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

We believe that all teachers should have access to high-quality professional development and to be a part of a teaching-and-learning community.

We create a Professional Development Plan that supports the goals within this CSIP plan, goals for our Professional Learning Communities (PLCs) and individual teacher goals.

We utilize our weekly meeting time and early-release days to maximize our opportunities for professional development.

The McGilvra Career Ladder Team (CLT) is made up of teacher leaders in the building. The CLT helps provide mentoring, coaching and demonstration lessons on an ongoing basis to teachers throughout the building.

Our school will increase parent/family engagement.

We believe parent and family engagement is so important for student success. We believe the partnership between school and home is one that is invaluable and provides opportunities for students to apply and transfer skills and strategies to all areas of their lives. We believe in getting to know families so we can provide instruction that is culturally responsive to the students we serve.

Our school will increase parent/family engagement utilizing many different strategies and opportunities.

We will provide opportunities for parents to learn strategies to support their children at home.

- Writing

Information to parents about CCSS for writing (including keyboarding expectations)

List of activities that can be done at home (including websites) to support skills and concepts

Provide opportunities for students who do not have computers at home to access computers at school

- Math

We will provide math information to parents at Curriculum Night so parents can understand what is being taught in the classroom and can support those strategies and skills at home. We will also partner with the PTA to provide parent education opportunities at PTA meetings to help parents support their children at home. We will also have a family math event which will focus on fun and challenging math activities that parents and children can engage in together. We will also make a point to invite parents of children that are struggling to meet the benchmark assessments or CCSS to this event.

Parent/teacher conferences provide sheltered time for teachers and parents to communicate about student progress, student goals and to provide support and strategies for school and at home.

Communication with parents and families comes in multiple forms:

- All-school emails
- Weekly newsletter to the community (*Paw Print*)
- Weekly newsletters from classroom teachers
- Parent/teacher conferences

- Coffee chats (principal and parents)
- Supporting Parent Groups (Families of Color, Parents of Students Receiving Special Education Services/504 plans, Parents of Advanced Learners)

Our staff is involved in decision-making.

We believe in collaboration, teamwork and collective decision-making. This process is clearly delineated in a decision-making matrix that was created and approved by staff and the Building Leadership Team.

We will assist our students to meet standard.

We will utilize the MTSS system to identify and assist students to meet standards.

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

- We believe in creating a teaching-and-learning community that involves all teachers and staff. We have systems in place to support new teachers that enter the building, including mentoring and coaching opportunities.
- We believe in participating in ongoing professional development to keep up on best instructional practices.
- We follow a site-based interview process that allows us to select the most highly-qualified staff. We utilize the MTSS system to support all students across the school. Teachers participate in systematic ways to look at student work, student data and use that data to inform instruction

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

We partner with the PTA to intentionally reach out to new families as they transition into our school. We also partner with the PTA to identify Room Parents who insure that all room level communication goes out to all parents and that all parents are included in classroom family.

We provide opportunities for new students and families to meet teachers, to see the school and to become acquainted to programs and support services at McGilvra.

We provide ongoing two-way communication throughout the year to all families

How do we support students identified as Highly capable?

Students who are achieving significantly below or significantly above grade level standards (including Advanced Learners) are targeted under MTSS for Tier 2 interventions. These can include:

- *flexible (and/or cluster) grouping*
- *curriculum compacting*
- *tiered instruction*
- *project-based learning*
- *small group instruction*
- *moderate acceleration*
- *telescoping of curriculum*

MTSS Tier 3 Interventions:

Research supports use of self-contained classrooms for Tier 3 interventions to support only the most (profoundly) highly capable students.

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	Learning Assistance Program (LAP)	20,972	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	1,569,129	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	6,306	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	28,363	Building funds to support classroom and building programs.
2017-2018	Combined	PTSA Grant	248,095	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	22,561	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	166,435	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>In math and ELA (English Language Arts), all students in grades 3, 4 and 5 are not yet meeting grade-level standard as measured by the SBA.</p> <p>In fourth and fifth grades, 75% of students have demonstrated proficiency in ELA as measured by the SBA and 82% in the same grades have demonstrated proficiency in Math as measured by the SBA.</p>	<p>The students identified in 4th and 5th grades with a Level 1 or 2 on the Spring 2016 SBA will demonstrate proficiency on the 2017 SBA by achieving a Level 3 or 4 on that assessment.</p> <p>Throughout the year, we will take the following steps:</p> <ul style="list-style-type: none"> • Small-group instruction as necessary for targeted students • MTSS system to monitor student growth and interventions • Professional development opportunities for teachers • Parent education and support (PTA meetings, SciPi Night, newsletters, conferences, emails, Home-to-School links, etc.) 	<p>Maria Breuder, Principal</p> <p>General Education Teachers</p> <p>Special Education Teachers</p> <p>MTSS Team</p>	June 2017

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>In math and ELA (English Language Arts), all students in grades 3, 4 and 5 are not yet meeting grade-level standard as measured by the SBA.</p> <p>In fourth and fifth grades, 75% of students have demonstrated proficiency in ELA as measured by the SBA and 82% in the same grades have demonstrated proficiency in Math as measured by the SBA.</p>	<p>We will increase the percentage of students proficient on the ELA portion of the SBA from 75% to 80% by June 2017.</p> <p>Throughout the year, we will take the following steps:</p> <ul style="list-style-type: none"> • Small-group instruction as necessary for targeted students • MTSS system to monitor student growth and interventions • Professional development opportunities for teachers • Parent education and support (PTA meetings, SciPi Night, newsletters, conferences, emails, Home-to-School links, etc.) 	<p>Maria Breuder, Principal</p> <p>General Education Teachers</p> <p>Special Education Teachers</p> <p>MTSS Team</p>	June 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:
<p>In math and ELA (English Language Arts), all students in grades 3, 4 and 5 are not yet meeting grade-level standard as measured by the SBA.</p>	<p>By Spring 2017, at least 80% of students in grades 3, 4 and 5 will meet or exceed Level 3 on the ELA (English Language Arts) portion of the SBA.</p> <p>Steps to be taken:</p> <ul style="list-style-type: none"> • Small group opportunities for students receiving Tier II interventions in all grades • Peer tutoring opportunities • Math and ELA data points to target specific skills for students receiving intervention support • Tiered instruction • Flexible grouping • Increased writing time across other content areas • Common assessments and data points <p>Professional development for teachers to focus on rubrics, finding trends and identifying next steps/best approaches</p>	<p>Maria Breuder, Principal</p> <p>General Education Teachers</p> <p>Special Education Teachers</p> <p>MTSS Team</p>	<p>June 2017</p>

School Culture 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:
<p>As measured by the School Climate Survey, students 63% of students responded favorably for the questions in the Healthy Community category.</p>	<p>The percentage of students that respond favorably in this identified area (<i>Healthy Community</i>) will increase from 63% to 85% by Spring 2016.</p> <p>We are in our third year of implementation of the RULER approach to teach social-emotional strategies.</p> <p>We will participate in the Interim Climate surveys to monitor student responses in this area throughout the year.</p> <p>Steps to be taken:</p> <ul style="list-style-type: none"> • Charters (all-school, class) • Implementation of Charter Champ program • Home visits • Community events (<i>Caring for the Community December 1</i>) • Calls home • Postcards/notes to students • Intentional seating at lunch • Recess buddies • Student voice (feedback from students) • Ongoing counseling support from the counselor • Implementation of Peer Mediation program <p>Student leadership opportunities (Student Council, Safety Patrol, Peer Mediators)</p>	<p>Maria Breuder, Principal</p> <p>General Education Teachers</p> <p>Special Education Teachers</p> <p>MTSS Team</p>	<p>June 2017</p>