



Continuous School Improvement Plan (CSIP)

North Beach Elementary School

2016 - 2018

Julie Cox, 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 NB CSIP was approved by the BLT on October 18, 2016

Mission and Vision

Mission

North Beach is a strong community of teachers, parents and students who are dedicated to reaching our full potential as learners and citizens.

North Beach provides rigorous and differentiated instructional that challenges each student to achieve to the best of his or her ability. Our inclusive classroom communities are intentionally balanced to provide complex, open-ended, thought provoking and challenging activities with peers who have a variety of strengths and interests.

North Beach Teachers are committed to learning and developing supportive practices to enhance opportunities at all levels of achievement.

Vision

A strong community of teachers, parents and students who are dedicated to reaching our full potential as learners and citizens.

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>According to the SBA & MAP data, the number of students meeting or exceeding standards in Math decreased in the 2015-2016 school year.</p> <p>Fall to Spring Growth on the MAP: The number of <u>kindergarteners</u> meeting standard on the 2016 spring MAP fell from 81% proficient to 79% proficient. The number of <u>third graders</u> meeting standard on the 2016 spring MAP fell from 83% proficient to 77% proficient. The number of <u>fourth graders</u> meeting standard on the 2016 spring MAP fell from 85% proficient to 68% proficient.</p> <p>Smarter Balanced: Third <u>graders</u> dropped from 88% proficient in 2015 to 66% proficient in 2016. In the NW Region ranking, students dropped from the fifth place to the eleventh place.</p> <p>Fourth graders dropped from 76% proficient in 2015 to 74% proficient in 2016. In the NW Region ranking, students dropped from the seventh place to the eleventh.</p> <p>SBA Class data profiles in the advanced math classes compared to the class data profiles of the "on grade level" classes all had significant achievement gaps.</p> <p>Smarter Balanced Math Level Comparisons from 2015-2015 and 2015-2016 indicated that thirteen students fell from L3 to L2 and that five students fell from L4 to L3.</p> <p>Smarter Balanced Math Achievement by Sub-Groups indicated that in 2014-2015 33% of grade 3-5 African American students were proficient on the SBA and in 2015-2016, 0% were proficient.</p>
<p>We will use research-based strategies that</p>	<p>We will address the needs of all children in the school, particularly low-achieving students by using these research-based best instructional practices to close the achievement gap.</p>

<p>help targeted students.</p>	<p>We will:</p> <ul style="list-style-type: none"> Examine data frequently in our PLCs and make data-informed decisions Collaborate and share ideas around best instructional practices. Model and engage students with manipulatives Implement Math Talks Plan for Frequent Formative Assessments Post & communicate clear learning targets Provide students with anchor charts Work on math Facts Practice Teach math vocabulary Use the "Gradual Release of Responsibility" Model Align our Learning Targets to CCSS-M Teach students in whole groups and small differentiated groups Provide enrichment and reteach opportunities to all students Provide advanced and struggling students with tiered instruction Provide advanced math groups Provide HCC students information on HCC site schools.
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>The North Beach Professional Development plan is directly related to the CSIP. The focus of our all-school PD for the year is building upon initiatives from last year: Deepening our understanding of the MTSS Process (CLTs, District Resources, & Kari Hanson) Deepening our understanding of effective PLCs (CLTs & Heather Wixom) RULER and PD around student climate surveys (NB RULER Team & The Dept. of Behavioral Health)</p> <p>All staff are invited to attend the staff meetings and PD offered at the school.</p>
<p>Our school will increase parent/family engagement.</p>	<p>The PTA will host a variety of school events this year.</p> <ul style="list-style-type: none"> Parent/Teacher Conferences Host Parent education sessions Kinder Family Connects In-class learning celebrations Opening classrooms for parent volunteers Class newsletters PTA Newsletter Math Home School Connection Home Links
<p>Our staff is involved in decision-making.</p>	<ul style="list-style-type: none"> All Staff Collaborative Planning BLT Meetings, Minutes Posted, BLT Leaders check-in with teams. CLT Committee Planning Summarize Staff Meeting Work Committee Groups (E.g. interviewing teams)
<p>We will assist our students to meet standard.</p>	<p>We identify students who are underperforming by looking at multiple pieces of data. (MAP, WAKIDs, SBA, ReThink Benchmarks, TC Reading assessments and CBAs.) We will plan our small group/differentiated instruction during PLCs and other collaborative conversations. We will begin to implement the MTSS process and focus on Tier 1 practices.</p>

<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>A "New Teacher Orientation" is hosted each August for new teachers to North Beach. Each new teacher is appointed a STAR Mentor. Each new teacher will be supported by their grade level team. CLTs will be available for coaching and support. All staff will do their best to "live the charter."</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>New Student Bulletin Board Buddies for new students ES Counselor hosting lunches Buddy Bench Monthly parent coffees w/principal Summer kg play groups Summer kg home visits Jump Start KG family connections Meet and Greet in fall Popsicles on the playground' Open House Curriculum Night PT Conferences</p>
<p>Our system of support assures our highly qualified staff are supporting students.</p>	<p>Classrooms with the highest academic/social/emotional needs are provided with more support from the NB Tutors. SPU tutors are available. NB Teachers are strong and effective MTSS PLCs IAs SIT ELL Teacher ES Counselor</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	\$1,855,530.00	Class size reduction
2016-2017	Specific Use Funds	Transitional Bilingual	\$20,645.00	Pull out support for ELL students
2016-2017	Combined Funds	Self Help	\$8,227.00	Grants: Books, Classroom Materials
2016-2017	Combined Funds	PTSA Grant	\$94,840.00	Math teacher, Art and Music teachers
2016-2017	Combined Funds	Free & Reduced Lunch	\$8,967.00	Class size reduction
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$38,875.00	Tutors to support struggling students
2016-2017	Specific Use Funds	SPED	\$577,626.00	Teachers and IAs to support SDI

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:
<p>SBA Class data profiles in the advanced math classes compared to the class data profiles of the "on grade level" classes all had significant achievement gaps.</p> <p>Smarter Balanced Math Level Comparisons from 2015-2015 and 2015-2016 indicated that thirteen students fell from L3 to L2 and that five students fell from L4 to L3.</p>	<p>All or nearly all students will score at L3 or higher on the SBAC Math by June of 2017.</p> <p>The advanced level math <i>class SBA profiles</i> on the spring 2017 SBA will match the "on grade level" SBA class profiles – with the majority of students scoring at or above standard. The "at grade level" math groups will be provided with tutor support on a daily basis.</p> <p>The 2017 SBA <i>Math Achievement by Sub-Group</i> report will indicate that 100% of the African American students meet or exceed standard.</p>	Julie Cox, Classroom Teachers & Sped Team	June SBA 2017

<p>Smarter Balanced Math Achievement by Sub-Groups indicated that in 2014-2015 33% of grade 3-5 African American students were proficient on the SBA and in 2015-2016, 0% were proficient.</p>			
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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>The MAP and SBA scores from spring of 2016 were significantly lower than they were in spring of 2015.</p>	<p>By June of 2017 nearly all kindergarteners will have mastered the CCSS-M with 100% proficiency based on the <i>ReThink</i> EOY Benchmark assessment.</p> <p>By June of 2017 first graders will increase the number of proficient students (spring to spring) on the MAP from 79% to 87%.</p> <p>By June of 2017 second graders will increase the number of proficient students (fall to spring) on the MAP from 79% to 86%.</p> <p>By June of 2017 third graders will increase the number of students who are proficient (80% and above) on the third grade <i>ReThink</i> assessments (fall to spring) from 0 out of 51 students to all or nearly all students.</p> <p>By June of 2017 fourth graders will increase the number of proficient students proficient on the spring 2017 SBA from 66% to 80%.</p> <p>By June of 2017 fifth graders will increase the number of proficient students proficient on the spring 2017 SBA from 74% to 82%.</p>	<p>Lorang, Coutts & Young</p> <p>Calnan & Gill</p> <p>Butler, Ferguson & Niemeyer</p> <p>May & Janzen</p> <p>DeCou & Bakker</p> <p>Wilder & Lee</p>	<p>PLC Math Groups will take place once or twice each month in grade level teams.</p> <p>MTSS will take place monthly in grade level teams.</p> <p>Data review conferences will take place during pre or post TPEP conferences.</p> <p>Midyear data review meetings will take place with each teacher and the principal in January/February.</p> <p>We will reach our goal by June of 2017.</p>

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:
The MAP and SBA scores from spring of 2016 were significantly lower than they were in spring of 2015.	<p>By June of 2017 nearly all kindergarteners will have mastered the CCSS-M with 100% proficiency based on the <i>ReThink</i> EOY Benchmark assessment.</p> <p>By June of 2017 first graders will increase the number of proficient students (spring to spring) on the MAP from 79% to 87%.</p> <p>By June of 2017 second graders will increase the number of proficient students (fall to spring) on the MAP from 79% to 86%.</p> <p>By June of 2017 third graders will increase the number of students who are proficient (80% and above) on the third grade <i>ReThink</i> assessments (fall to spring) from 0 out of 51 students to all or nearly all students.</p> <p>By June of 2017 fourth graders will increase the number of proficient students proficient on the spring 2017 SBA from 66% to 80%.</p> <p>By June of 2017 fifth graders will increase the number of proficient students proficient on the spring 2017 SBA from 74% to 82%.</p>	Classroom Teachers	June 2017

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:
Based on the spring of 2016 student climate survey, only 43% of Students report that students aren't treating each other with respect.	<p>By June of 2016 63% of students will report that students are treating each other with respect.</p> <ul style="list-style-type: none"> Students and staff will have a common definition of giving and getting respect. We will develop school-wide practices around the definition. <p>Suggested action steps</p> <ul style="list-style-type: none"> Use a survey, class meetings, and/or discussions to define student attitudes, definitions of respect. Survey to find out what high-scoring schools are doing? 	All NB Staff	Spring 2017 Student Climate Survey

	<ul style="list-style-type: none">• Develop respectful language and encourage its use school-wide.• Look at current interventions to find some that could be useful school-side.		
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