



Continuous School Improvement Plan (CSIP)

Rainier View Elementary

2016 - 2018

Principal

Anitra L Pinchback-Jones, 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 Rainier View BLT reviewed and approved the 2016-2017 CSIP on November 14th, 2016.

## Mission and Vision

Our daily mission is to Capture. Teach. Inspire. As a staff we aim to capture students interest and enthusiasm for learning, teach to the highest standards as outlined by common core standards, and inspire student ownership of their learning. We provide a integrated academic program that prepares all students for advanced learning opportunities. Students who leave our school are equipped with core values as a measure to develop the "whole child." Rainier View core values are RESPECT, HARDWORK, PERSEVERANCE, ACHIEVEMENT, LEADERSHIP, ENTHUSIAM, TEAM WORK, RESPONSIBILITY, and SAFETY.

Our vision is to build a strong foundation for academic success for every student K-12, college and LIFE. Our focus is to equip student to engage in rigorous study with confidence in the areas of mathematics, science, literacy, and technology.

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>ELA: Our data shows growth MAP and SBAC test scores this academic school year. In order to make our targets in 2016-17, the percentage of students meeting standard on the SBAC in ELA will need to increase.</p> <p>SBAC:</p> <p>Grade 3- from 48.6% to 70%            Grade 4- from 72.7% to 85%            Grade 5- from 73.9% to 85%</p> <p>MAP Reading: Grade Level Fall RIT 2016 Spring RIT 2017 Goal Kindergarten 138 158            1st Grade 158 178 2nd Grade 176 189 3rd Grade 192 199 4th Grade 200 206 5th Grade 213 219</p> <p>TC Percentage By Grade Levels: Grade Level Percent of Students at (or above) level            Fall 2016 Percent of Students making growth Spring 2017 K 46% 100% 1st Grade 9% 100% 2nd Grade 28% 100% 3rd Grade 34% 100% 4th Grade 19% 100% 5th</p> <p>MATH:</p> <p>Our data shows growth MAP and SBAC test scores this academic school year. In order to make our targets in 2016-17, the percentage of students meeting standard</p>

	<p>on the SBAC in Math will need to increase. SBAC: Grade 3- from 63.1% to 75% Grade 4- from 81.2% to 87% Grade 5- from 60.8% to 70%</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>ELA: Strategies (3-5): In order to move forward in our goals, we will do the following as a school</p> <ol style="list-style-type: none"> <li>1. We will differentiate our lessons to meet our diverse learners by using the Leveled Library through Reader’s Workshop via Houghton-Mifflin Reading Anthology. Differentiation occurs daily via small groups.</li> <li>2. Each grade level will review and analyze data during grade-level team meetings and/or PLC meetings twice-monthly. * Review student exit tickets. * MAP and SBA interim assessments</li> <li>3. Staff members will participate a minimum of twice-monthly grade level team meetings as needed to debrief and intentionally plan to help move forward with our goals. The staff will decide upon and implement a series of next steps based on the assessment data.</li> <li>4. The staff will work closely with our Specialists to provide intervention to students that are close to, approaching standards, or who above standards. We also want to work with our SPED Specialist to support our special needs students. Our ELL Specialist will help make content comprehensible to our ELL students.</li> <li>5. The staff will use high leverage teaching move to increase student engagement and learning. These moves include: clear teaching points, teacher modeling, academic vocabulary, student justifying their response with evidence, rich/engaging discourse, and graphic/anchor charts displayed.</li> <li>6. We will start early with higher level questioning (DOK. 3 &amp; 4) and solidify literacy concepts starting in kindergarten.</li> </ol> <p>MATH: Strategies (K-5): In order to move forward in our goals, we will do the following as a school:</p> <ol style="list-style-type: none"> <li>1. We will align instructional math vocabulary by using Common Core K-5 Vocabulary.</li> <li>2. The Teaching and Learning Committee will plan a Family Math Night at least once per year.</li> </ol>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>Rainier View offers ongoing high quality Professional Development opportunities on MTSS (with a focus on Literacy) and Reading Comprehension in order to reach the goals that have been identified by staff.</p>

<p>Our school will increase parent/family engagement.</p>	<p>We will establish a Family Engagement Committee, offer translated materials on our website, provide Family Attendance Assistance, conduct Parent-Teacher Conferences, and offer translation during Family Nights.</p>
<p>Our staff is involved in decision-making.</p>	<p>Rainier View has established a decision making matrix (DMM) and regularly invite input from staff on the budget, C-SIP, and professional development decisions.</p>
<p>We will assist our students to meet standard.</p>	<p>Rainier View is implementing Common Core-aligned instruction in core subject areas. The school uses LAP and Title I intervention to meet the needs of our diverse learners. Staff members review goals quarterly with students and families. We implement daily math blocks and literacy blocks to meet the needs of all students.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>Rainier View offers and encourages the involvement of Career Ladder Teachers and STAR Mentors. Staff members are encouraged to participate in professional development opportunities throughout the year.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>Rainier View hosts kindergarten orientation and tours and administers WA-Kids assessments during the first three days of the school year to meet with families and discuss goals. The school administers a first day parent orientation, which gives families an opportunity to share their input and their hopes for their children. We also administer new student orientation to help our new families transition gracefully to Rainier View. Our office staff offers help to new families in the process to become approved as Volunteers within Seattle Public Schools. Each year, transitioning 5th graders are scheduled to visit and tour our feeder middle school, Aki Kurose.</p>
<p>Our system of support assures our highly qualified staff are support students.</p>	<p>Systems of support assures our highly qualified staff are supporting students by benchmark progress monitoring check points 3 x a year formally and informally within a MTSS structure. In addition, teachers meet formally with parents 2 x a year and have set subset, whole class, and professional learning goals focused on student achievement.</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	\$1,601,972.00	Instruction for all students aligned to standards.
2016-2017	Specific Use Funds	Transitional Bilingual	\$104,236	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	\$2,080	Building funds to support classroom and building programs
2016-2017	Combined Funds	PTSA Grant		PTSA funds to support programs within the building
2016-2017	Combined Funds	Free & Reduced Lunch	\$46,310	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$97,187.00	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12

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:
	Our data shows growth MAP and SBAC test scores this academic school year. In order to make our targets in 2016-17, the percentage of students meeting standard on the SBAC in ELA will need to increase. SBAC: Grade 3- from 48.6% to 70% Grade 4- from 72.7% to 85% Grade 5- from 73.9% to 85%	K-5	June 2016

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:
	SBAC: Grade 3- from 48.6% to 70% Grade 4- from 72.7% to 85% Grade 5- from 73.9%	K-5	June 2016

	<p>to 85% MAP Formative assessments SBAC Interims</p> <p>MATH: Our data shows growth MAP and SBAC test scores this academic school year. In order to make our targets in 2016-17, the percentage of students meeting standard on the SBAC in Math will need to increase.</p> <p>SBAC:</p> <p>Grade 3- from 63.1% to 75%</p> <p>Grade 4- from 81.2% to 87%</p> <p>Grade 5- from 60.8% to 70%</p>		
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<b>Whole School Goal</b>			
Problem of Student Learning	<b>What will success look like?</b> (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
	<p>ELA</p> <p>SBAC:</p> <p>Grade 3- from 48.6% to 70%</p> <p>Grade 4- from 72.7% to 85%</p> <p>Grade 5- from 73.9% to 85%</p> <p>MATH: Our data shows growth MAP and SBAC test scores this academic school year. In order to make our targets in 2016-17, the percentage of students meeting</p>	K-5	June 2016

	<p>standard on the SBAC in Math will need to increase.</p> <p>SBAC:</p> <p>Grade 3- from 63.1% to 75%</p> <p>Grade 4- from 81.2% to 87%</p> <p>Grade 5- from 60.8% to 70% K-5</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>In order to move forward in increasing our School Climate 2017 results for the above reference: 1. The school staff will work to increase positive relationships and hold high expectations for all students in our classrooms. 2. Rainier View will give all students more opportunity to be responsible and/or take ownership of our school community. Also, the school will reinforce a culture of teamwork where students acknowledge that we are stronger when we are all present in the learning environment of the school. 3. The school staff will make intentional efforts to positively acknowledge all students returning after an absence.</p> <p>4. To address the feelings of other groups, Rainier View will do a mid-year survey (the three interim climate survey) on this category to monitor student feelings in January 2017. We use this data to monitor where students are at that time. If a group of students score low, the school will</p>	K-5	June 2016

	<p>immediately explore the root cause by asking students and families why they feel this way and work with the students and community to increase their feelings of acceptance and belonging.</p> <p>5. Rainier View will reinforce the Positive Beliefs- Positive Learning, Positive Relationships- Positive Partnerships model as outlined by Seattle Public Schools. This model states that: School staffs have a responsibility to:</p> <ul style="list-style-type: none"><li>• Contribute to a safe and positive school climate;</li><li>• Know, care for, and establish positive relationships with students;</li><li>• Hold all students to high-expectations and provide quality and effective instruction;</li><li>• Model courteous and respectful treatment;</li><li>• Provide opportunities for student voice to be heard;</li><li>• Encourage family participation in the resolution of ongoing problems;</li><li>• Encourage the resolution of problems within the school setting; and § Seek consequences that are fair and natural to the situation.</li></ul> <p>6. Increase school-family partnerships in an effort to increase school climate.</p>		
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