



Continuous School Improvement Plan (C-SIP)
Rainier View Elementary School
2016 - 2018
Principal: Anitra Pinchback-Jones

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SCHOOLS**

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..

Mission and Vision

Mission:

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 an 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, ENTHUSIASM, TEAM WORK, RESPONSIBILITY, and SAFETY.

Vision:

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.

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.

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.

ELA: Our data shows growth on the SBA, MAP, and TC this academic school year 2016-17.

SBA ELA 2017:

Grade Level	RAINIER VIEW	DISTRICT	WA STATE
3rd Grade	68%	63%	53%
4th Grade	56%	66%	56%
5th Grade	85%	69%	59%

MAP Reading Spring 2017:

Grade Level	RAINIER VIEW RIT	NATIONAL Norm RIT
Kindergarten	162.6	158.1
1st Grade	173.6	177.5
2nd Grade	187.8	188.7
3rd Grade	207.2	198.6
4th Grade	208.8	205.9
5th Grade	217.6	211.8

TC Percentage By Grade Levels Spring 2017:

Grade Level	% Students Making Growth	% Students At Grade Level or Above
Kindergarten	100%	20%
1st Grade	100%	49%
2nd Grade	100%	53%
3rd Grade	100%	31%
4th Grade	100%	22%
5th Grade	100%	29%

MATH: Our data shows growth SBA test scores and MAP this academic school year.

SBA MATH 2017:

Grade Level	RAINIER VIEW	DISTRICT	WA SATE
3rd Grade	81%	69%	58%
4th Grade	64%	65%	55%
5th Grade	71%	61%	49%

MAP Math:

Grade Level	Spring 2017 RIT	Spring 2017 Norm RIT
Kindergarten	172.5	159.1
1st Grade	177.8	180.8
2nd Grade	193.8	192.1
3rd Grade	212.4	203.4
4th Grade	220.2	213.5
5th Grade	232.5	221.4

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

ELA: Strategies (3-5): In order to move forward in our goals, we will do the following as a school:

1. We will differentiate our lessons to meet the needs our diverse learners by using the Reader's Workshop and Writer's Workshop model, and other curriculums. Differentiation occurs daily via small groups. Staff taps various learning styles by integrating visuals, kinesthetic, and auditory-verbal cues in class lessons.
2. Each grade level will review and analyze data during grade-level team meetings and/or PLC meetings twice monthly. Staff reviews student exit tickets, MAP, and SBA interim assessments.
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
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 via language support using GLAD (Guided Language Acquisition Design) strategies.
5. The staff will use high-leverage teaching moves to increase student engagement and learning, while aligning instructions to the CCSS. These moves includes clear teaching points, teacher modeling, academic vocabulary, student justifying their response with evidence, rich/engaging discourse, and graphic/anchor charts displayed.
6. We will start early with higher level questioning (DOK. 3 & 4) and solidify literacy concepts starting in kindergarten.

MATH: Strategies (K-5): In order to move forward in our goals, we will do the following as a school:

1. We will align instructional math vocabulary by using Common Core K-5 Vocabulary.
2. The Teaching and Learning Committee will plan a Family Math Night at least once per year.
3. We will differentiate our lessons to meet the needs of our diverse learners by using the district's Math in Focus Curriculum and other curriculums such as Engage NY, IXL, and Math Box. We will also utilize the SBA Interim Math assessments.
4. Teachers will collaborate daily with our Math Intervention Teacher to target the needs of our tier 1-3 students.
5. Advanced learners will receive multi-tiered systems of support through differentiated learning modules within the classroom. Strategies include teachers working with SPS advanced Learning Department, Professional Development in content/pedogical approaches for advanced learners in literacy and mathematics, and strong parent partnerships. Teachers will use data (MAP/SBAC/IXL) to monitor growth and performance annually.

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

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's been identified by staff.

The CLT meets regularly to plan PDs. The CLT embraces the formal and informal feedback they receive from their colleagues about PD needs.

Staff at Rainier View have PLCs separated by grade bands, primary (K-2) and intermediate (3-5). The team consist of general classroom teacher, SPED, ELL, and LAP specialist who collaborate to meet the students' needs.

The administrative assistant team also contribute to the school's PD, which focuses on attendance, truancy care plans, and school safety procedures.

Our school will increase parent/family engagement.

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.

We will continue to implement robocalls to notify and remind families of upcoming events.

We will continue regular communication with families via the weekly school newsletter, inform, and invite them to evening events, class, and writing celebrations. Rainier View also has bulletin boards, which inform parents of the latest events in the school and where we celebrate student work. Our school website gives the latest news in the school.

We will continue our Monday Morning Assemblies where we celebrate student achievement. Families are encouraged to attend.

We will continue to increase communication to families speaking Vietnamese, Spanish, Somali, and other languages as needed by scheduling a time for our bilingual staff members and IAs to connect with families via translations during conferences.

School wide homework policy aligns with SPS School Board Policy. K-5 students will receive daily homework inclusive of independent reading to foster the joys of reading. In addition, students will receive daily math, reading as an extension of current units of study and enrichment extensions /opportunities within units.

Other means to increase our family engagement include utilizing our Hospitality Committee and/or Race & Equity Team to facilitate events relevant to our families such as African-American Family Involvement Day. These committees also give out climate surveys to families to monitor engagement.

Our staff is involved in decision-making.

Rainier View has established a DMM and regularly invite input from staff on the budget, C-SIP, and professional development decisions.

Rainier View's BLT is open for all staff members to participate.

The RV BLT (Chair Tom Ly) led school wide CSIP process for RV staff and approved on June 8th, 2017

We will assist our students to meet standard.

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.

Staff members rigorously review data before the school year starts (in Spring 2017 and Fall 2017). We review the SBA, MAP, and TC results to differentiate class instructions.

Rainier View has a counselor on staff to support students' social and emotional growth. Curriculums such as Second Step is used to support our students.

Our after school Boys and Girls Club has tutors who assist our students to meet standards.

We have tutors who either push-in or pull-out students during the day for one on one support.

Our MTSS Team meets 3-4 times weekly to address our students of strongest needs. There is a follow-up meeting to reflect on strengths, weaknesses, and next steps on strategies implemented as outlined in the meetings.

Rainier View partners with Seattle Public Schools to refer students to summer school. This supports those student who need that extra boost through Summer Staircase.

Additional library hours are offered before and after school to students who need a place to study and to work with their tutors.

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

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.

Rainier View also encourages teachers to become NBCT. There is a NBCT staff member on board available to support all teachers who want to become NBCT.

The staff climate survey is given. The results are reviewed. Next steps are taken to ensure high morale at Rainier View.

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. Other systems of support include:

- LAP Intervention: Our LAP teacher serves our students who qualify for LAP using Leveled Literacy Intervention (LLI).
- ELL pull-out and push-in support.
- Counselor lunch groups
- SPED and Resource Room
- After school services such as: Boys and Girls Club and Ultimate Frisbee
- Rainier View has field trips for all grade levels throughout the year as a way to increase extended learning opportunities.
- The school administers the CoGAT assessment to all the 2nd grade class in the spring to ensure equity in selecting and nominating students to ALO.

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

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 of becoming approved as Volunteers within Seattle Public Schools. Each year, transitioning 5th graders are scheduled to visit and tour our feeder middle school, Aki Kurose.

The school does Open House and Curriculum Night at the beginning of the year as ways to help all families including new families to transition to Rainier View.

The principal gives Family Previews and Tours to prospective families who want to attend Rainier View. The principal continuously follows up with the families.

How do we support students identified as Highly capable?

Advanced learners will receive multi-tiered systems of support through differentiated learning modules within the classroom. Strategies include teachers working with SPS advanced Learning Department, Professional Development in content/pedagogical approaches for advanced learners in literacy and mathematics, and strong parent partnerships. Teachers will use data (MAP/SBAC/IXL) to monitor growth and performance annually.

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	Title I, Part A	99,732	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	104,858	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	1,724,391	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)	43,729	Funding to support MTSS supports at all schools.
2017-2018	Specific Use	Transitional Bilingual	90,867	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	350,059	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>Rainier View's 2016-17 data shows that grades K,3,4, and 5 met or exceeded national RIT on the MAP Reading. Grades 1 and 2 has not met national RIT.</p> <p>Our 2016-17 data shows that grades K, 2,3,4, and 5 met or exceeded national RIT on the MAP Math. Grade 1 has not met national RIT.</p>	<p>Reading: Strong growth is shown on the MAP and TC this academic school year 2016-17. In order to make our targets in 2017-18, the percentage of students meeting standard on the MAP and TC will need to increase.</p> <p>MAP Reading:</p> <table border="1" data-bbox="553 638 1105 926"> <thead> <tr> <th>Grade Level</th> <th>Spring 2017 RIT</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>162.6</td> <td>170</td> </tr> <tr> <td>1st Grade</td> <td>173.6</td> <td>180</td> </tr> <tr> <td>2nd Grade</td> <td>187.8</td> <td>195</td> </tr> <tr> <td>3rd Grade</td> <td>207.2</td> <td>215</td> </tr> <tr> <td>4th Grade</td> <td>208.8</td> <td>217</td> </tr> <tr> <td>5th Grade</td> <td>217.6</td> <td>226</td> </tr> </tbody> </table> <p>TC Percentage By Grade Levels:</p> <table border="1" data-bbox="553 1003 1086 1499"> <thead> <tr> <th>Grade Level</th> <th>% Students Making Growth</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>Goal for Spring 2018</td> </tr> <tr> <td>Kindergarten</td> <td>100%</td> </tr> <tr> <td>100%</td> <td></td> </tr> <tr> <td>1st Grade</td> <td>100%</td> </tr> <tr> <td>100%</td> <td></td> </tr> <tr> <td>2nd Grade</td> <td>100%</td> </tr> <tr> <td>100%</td> <td></td> </tr> <tr> <td>3rd Grade</td> <td>100%</td> </tr> <tr> <td>100%</td> <td></td> </tr> <tr> <td>4th Grade</td> <td>100%</td> </tr> <tr> <td>100%</td> <td></td> </tr> <tr> <td>5th Grade</td> <td>100%</td> </tr> <tr> <td>100%</td> <td></td> </tr> </tbody> </table> <p>Math: Our data shows growth on the MAP math this school year 2016-17. In order to make our targets in 2017-18, the percentage of students meeting standard on SBA Math will need to increase.</p> <p>MAP Math:</p> <table border="1" data-bbox="553 1793 959 1967"> <thead> <tr> <th>Grade Level</th> <th>Spring 2017 RIT</th> <th>Goal for Spring 2018</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>172.5</td> <td>180</td> </tr> <tr> <td>1st Grade</td> <td>177.8</td> <td></td> </tr> </tbody> </table>	Grade Level	Spring 2017 RIT	Goal	Kindergarten	162.6	170	1st Grade	173.6	180	2nd Grade	187.8	195	3rd Grade	207.2	215	4th Grade	208.8	217	5th Grade	217.6	226	Grade Level	% Students Making Growth	Spring 2017	Goal for Spring 2018	Kindergarten	100%	100%		1st Grade	100%	100%		2nd Grade	100%	100%		3rd Grade	100%	100%		4th Grade	100%	100%		5th Grade	100%	100%		Grade Level	Spring 2017 RIT	Goal for Spring 2018	Kindergarten	172.5	180	1st Grade	177.8		K-5	June 2018
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Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	186 2nd Grade 193.8 201 3rd Grade 212.4 220 4th Grade 220.2 228 5th Grade 232.5 240		

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:																
<p>Rainier View's 2016-17 data shows that the following students in grades 3-5 did not make standards on the SBA ELA:</p> <p>3rd Grade: 32%</p> <p>4th Grade: 44%</p> <p>5th Grade: 15%</p> <p>Our 2016-17 data shows that the following students in grades 3-5 did not make standard on the SBA Math:</p> <p>3rd Grade: 19%</p> <p>4th Grade: 36%</p> <p>5th Grade: 29%</p>	<p>ELA: Our data shows growth on the SBA this school year 2016-17. In order to make our targets in 2017-18, the percentage of students meeting standard on SBA ELA will need to increase.</p> <p>SBA 2017:</p> <table border="0"> <tr> <td>Grade Level ELA</td> <td>ELA Goal for 2018</td> </tr> <tr> <td>3rd Grade 68%</td> <td>70%+</td> </tr> <tr> <td>4th Grade 56%</td> <td>75%+</td> </tr> <tr> <td>5th Grade 85%</td> <td>70%+</td> </tr> </table> <p>MATH: Our data shows growth SBA test scores this academic school year 2016-17. In order to make our targets in 2017-18, the percentage of students meeting standard in SBA need to increase.</p> <p>SBA 2017:</p> <table border="0"> <tr> <td>Grade Level Math</td> <td>Math Goal for 2018</td> </tr> <tr> <td>3rd Grade 81%</td> <td>70%+</td> </tr> <tr> <td>4th Grade 64%</td> <td>85%+</td> </tr> <tr> <td>5th Grade 71%</td> <td>70%+</td> </tr> </table> <p>*Rainier View's MTSS Assessment Calendar outlines the dates the school will assess the students for 2017-18.</p>	Grade Level ELA	ELA Goal for 2018	3rd Grade 68%	70%+	4th Grade 56%	75%+	5th Grade 85%	70%+	Grade Level Math	Math Goal for 2018	3rd Grade 81%	70%+	4th Grade 64%	85%+	5th Grade 71%	70%+	Grades 3-5	June 2018
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Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Rainier View's 2017 Student Climate Survey shows students want to increase friendliness towards each other and respectfulness towards staff.</p> <p>Students also reported that no seems to acknowledge or care that they are absent.</p>	(See GAP CLOSING GOALS)	K-5	June 2018

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Rainier View's 2017 Student Climate Survey shows students want to increase friendliness towards each other and respectfulness towards staff.</p> <p>Students also reported that no seems to acknowledge or care that they are absent.</p>	<p>In order to move forward in increasing our School Climate 2018 results for the above reference:</p> <ol style="list-style-type: none"> 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. 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 2018. We use this data to monitor where students are at that time. If groups of students score low, the school will immediately explore the root cause by asking students are families why they feel this way and work with the students and community to increase their feelings of acceptance and belonging. 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: <ul style="list-style-type: none"> • Contribute to a safe and positive school climate; • Know, care for, and establish positive relationships with 	K-5	June 2018

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	<p>students;</p> <ul style="list-style-type: none"> • Hold all students to high- expectations and provide quality and effective instruction; • Model courteous and respectful treatment; • Provide opportunities for student voice to be heard; • Encourage family participation in the resolution of ongoing problems; • Encourage the resolution of problems within the school setting; and seek consequences that are fair and natural to the situation. <p>6. Increase school-family partnerships in an effort to increase school climate.</p>		