



Continuous School Improvement Plan (C-SIP)
John Rogers Elementary
2016 - 2018
Principal: Sara Mirabueno

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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 work collaboratively to 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:

Nurturing and fostering an inclusive, positive and collaborative community of high-achieving learners and socially responsible citizens in an ever-changing world.

Vision:

EVERY student, seen, engaged, challenged and growing.

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.

John Rogers is committed to meeting the needs of all students. This is accomplished through several avenues including identifying school-wide needs as well as the needs of individual students. As a school, John Rogers has completed a thorough data analysis of summative and formative assessments including but not limited to: Math and ELA Smarter Balanced Assessment, Fountas and Pinnell Running Records, Sight Words, DIBELS, and MAP (Measure of Academic Progress). These assessments are analyzed to identify areas of strength and deficit among groups of students and used to create goals for supporting student learning. Additionally, the MTSS structure has been utilized by John Rogers teachers for the past three years to identify students not meeting grade level standards. During Grade Level PLC's, student data is analyzed using the data wise improvement process and interventions are identified and adjusted as needed to support students not making grade level progress. Student data and progress are recorded on the staff share drive and can be accessed by classroom teachers and specialists. The Student Intervention Team process is implemented only when previously identified interventions have been inadequate.

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

We use research based strategies at Tier 1, 2, 3 of the Multi-Tiered Systems of Support Framework. Student progress is monitored at all 3 tiers by the MTSS Leadership Team in collaboration with Grade Level Professional Learning Communities.

Tier 1 Strategies Include:

- Math: Math in Focus and Seattle Public Schools District Scope and Sequence, English Language Learner Strategies (ELA) Readers and Writers Workshop, Words Their Way
- Balanced Literacy Including Guided Reading, REACH Associates (Word Work), English Language Learner Strategies Behavioral, Interventions from the Pre-Referral Intervention Manual, Implementation of RULER

Tier 2 Interventions Include:

- Math: Math Interventions (OSPI Mathematics Menu of Best Practices, Math For Love
- ELA: Leveled Literacy Intervention, Small Group ELA Instruction
- Behavioral, Positive Behavior Support Plans, School Counseling Support Including Social Skills and Friendship Groups

Tier 3 Interventions Include:

- Math: ST Math, Specially Designed Instruction Based on District Evaluations, Individual Education Plans
- ELA: One-One ELA Tutoring for Kindergarten Students; Specially Designed Instruction Based on District Evaluations, Individual Education Plans
- Behavioral, Functional Behavior Assessments, and Behavior Intervention Plans , Individual Counseling

Homework Policy

At John Rogers we value the time children spend at home with their families. We hope that you spend some of that time talking about school. We see homework as a way for students to practice the skills they have learned at school, but also as a way to communicate what students are learning in school. As a child progresses through our school, we hope they learn and can practice independence with their homework. For example, in Kindergarten, we hope that families will

support their students by reading to them or with them, whereas in 5th grade, we expect that the children do the homework on their own, but that parents will tell us if the student is taking too long or if they have specific struggles on the homework. Parents should support their students at home as needed, but are asked to communicate their support to the students teacher. Types and amount of homework are determined by grade level teams. Communication around those expectations will be through conferences, newsletters, etc. In the end, homework is not part of a student's grade, but an opportunity for students to gain additional practice with what they are learning in school.

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

John Rogers Elementary School offers many excellent professional development opportunities throughout the year, including but not limited to:

- John Rogers Institutes (These are focused explorations of key instructional issues, organized and led by John Rogers staff members. Recent examples: How to access, analyze, and interpret SBA Interim assessments; Leveled Literacy Intervention, Writing, and supporting ELLs.)
- Collaboration meetings and/or critical friend's groups for example, math labs for teachers in conjunction with UW and the Math Department
- Focused professional development based on our school goals for example, ELL training, RULER Training, LLI training and the role of the general education teacher with students who have IEP's
- Grade Level PLC's that meet 1-2 times weekly to focus on the data wise improvement process

The John Rogers professional development plan for the 2016-2017 school year is focused on 4 learning intentions. These learning intentions and our success criteria are found in the table below.

Learning Intention
(for the year) Success Criteria
(end of year goals)

1. Teachers and staff will improve and develop instructional skills that impact teaching practices that impact student achievement and growth and will eliminate opportunity gaps for all students. a. I can develop and monitor my progress on SMART professional growth goals that:
 - reflect SPS district goals, priorities, and Strategic Plan
 - connect my teacher practice to student outcomes
 - challenge me to elevate my practice in one or more aspects of teaching (e.g. use of formative assessments to inform instruction, standards-based instruction)
 - meet or exceed the standards of the Danielson Framework for Teaching
 - provide appropriate services for students identified as ELL, Spectrum, HCC, and Special Education
 - understand roles and responsibilities as it pertains to students with IEP's
2. Teachers and staff will recognize and understand how their personal experiences and beliefs about race and equity influence their teaching and actions.
 - a. I can consciously evaluate and select my teaching actions through the lens of equity. I can explain how my teaching actions are equitable and just.
3. Teachers and staff will work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.
 - a. I can use the Cycle of Inquiry to narrow opportunity and achievement gaps for students.
 - b. I can collaborate with my Grade Level PLC on the 4 Essential PLC questions:
 1. What do we expect our students to learn?
 2. How will we know they are learning?
 3. How will we respond when some students do not learn?
 4. How will we respond when some students already know it?- Teachers and staff will learn how to use the RULER Approach to support social and emotional learning at John Rogers. a. I can use the Classroom Charter to support my students with how we all want to feel in the classroom, what actions will promote those feelings consistently, and agree upon actions for how to prevent and manage conflict.
 - b. I can use the Mood Meter to support self-awareness to help us recognize how we feel, understand our own and other's emotions, accurately label our feelings, effectively express our emotions, and help regulate our emotions in order to get the most out of our day.

c. I can use Meta Moments to teach self-regulation strategies and how to handle ourselves appropriately when in stressful situations.

d. I can use The Blueprint to teach perspective taking and learn to walk in another's shoes.

Our school will increase parent/family engagement.

Our families are very engaged in supporting the education of all children at John Rogers; they take part in the daily work of the school, organize and attend PTA-sponsored events as well as those organized by teachers and administrators. These events include the following and every year new ones are created:

- Fall Family Partnership Conferences (Kindergarten, 1st Grade, 4th Grade, 5th Grade)
- Summer Playdates
- Parent-guided tours for prospective families
- Volunteering in Daily School Activities
- Playground Monitors
- Traffic Coordinators and Car Drop-off Monitors
- Tutors
- Room Parents
- In-class and Teacher Support Work
- Creation of School Directory
- Family Engagement Action Team
- State of John Rogers Event
- Food Bank and Hunger Intervention Program
- Field Day
- Free PTA-sponsored events
- Meet-and-Greet Potluck Barbeque
- Art Night
- Science Night
- Fall Festival
- ELL Family Night
- Open House
- Heritage Night
- Young Authors
- PTA meetings – free childcare provided
- PTA Social Meetings
- Afterschool enrichment
- Parents participate in Swimming Program as Lifeguards and Chaperones
- Parent-driven Art Docent Program
- Garden Party and School Grounds Clean-up
- Green Team and Environmental Stewardship events and ongoing education
- Coffee chats with PTA board members and administrators
- Weekly e-newsletter
- Teacher/classroom newsletters
- Fund-raising Events and Campaigns
- Move-A-Thon
- Coffee and Cookie Dough Sale
- Box tops/Labels for Education Campaign
- Dinner out at RAM
- Spring Auction
- Book Fair
- Rummage Sale
- John Rogers Day at the Mariner's Baseball Game
- Fund-A-Need Campaign
- Grant Writing
- Otter Apparel

Our staff is involved in decision-making.

The staff members of John Rogers Elementary enjoy numerous opportunities to participate in decision-making across a variety of settings, from classroom to grade level to whole building.

Staff members belong to grade-level professional learning communities that align planning, analyze data, make decisions about assessments, and formulate interventions. Our MTSS Leadership Team oversees this effort, and also is a center of decision-making.

We have an active Building Leadership Team with rotating membership; the BLT has a clear network of representatives and constituents, so that all staff members have a voice.

At staff meetings, we make many collaborative decisions, exploring choices and pursuing consensus. An example of something we, as a staff, have elected to do at the building-wide level is to incorporate the Data Wise Improvement Process (DWIP) into our instructional practice. We work collaboratively to make decisions about classroom composition, block scheduling, and committee assignments. In addition to our grade-level MTSS teams, other examples of committees that offer decision-making roles include our Safety Team and our Family Engagement Action Team.

We will assist our students to meet standard.

We set high expectations for all students. These expectations are clearly communicated through teacher-student conferences, goal setting, parent teacher conferences, and parent partnership meetings.

We utilize Smarter Balanced Assessments, both interim and summative; the Measures of Academic Progress, and district created assessments in order to monitor student progress towards academic standards. Teachers use the student performance information in the Data Wise Improvement Process to tailor in-class instruction.

Other services we offer are tutors through the McKinney-Vento program and the University of Washington Pipeline program.

Staff members collaborate around a block schedule to optimize intervention and exposure to grade-level core curriculum. All staff have a commitment to including all students in the general education setting.

John Rogers Elementary believes in ensuring that each one of our students receives high quality instruction and the support that they need in order to be socially, emotionally, and academically successful. One of the main purposes of our MTSS and SIT process is to ensure that students who are identified as needing additional supports (both students working above grade level standard as well as students working below grade level standard), receive the necessary intervention(s) as soon as possible. We value making data based decisions and use both quantitative and qualitative data to make intervention decisions for our students. In order to facilitate this, the school community has developed the following process.

Step #1 Process

STEPS WHO IS RESPONSIBLE

Identification of specific emotional, social and/or academic concerns. In addition, identification of a student who is working above grade level standard.

Classroom Teacher

Put research based classroom interventions into place. Classroom Teacher

Collect data around Tier 1 and Tier 2 interventions. Classroom Teacher

Fill out MTSS Referral and provides a copy to principal. Classroom Teacher and Administration

Collaborate with colleagues around additional interventions that could be put in place. This collaboration should take place as early as possible. For example, the discussion can take place in a grade level team meeting, MTSS meeting or informally. Use of MTSS Referral Form should be referenced when these discussions take place. If a student is performing above grade level this same step takes place.

Classroom Teacher, Colleagues, Administration

Parents are contacted to discuss concerns, interventions and next steps. MTSS Referral Form is shared at a conference with parents.

MTSS Referral Forms should never be sent home without contacting the parents first. Meet with student to set goals for growth and/or achievement. If a student is performing above grade level this same step takes place except communication with parents occurs around accelerations.

Classroom Teacher, Parents and Students

Monitoring of progress with Tier 1 and Tier 2 interventions for a least 2 cycles of data (1 cycle of data equals 6 weeks). Data continues to be inputted into the John Rogers Data Share Drive. Classroom Teacher

If student does not show adequate growth towards grade level achievement then the teacher moves to Step #2. Classroom Teacher

Step #2 Process

STEPS WHO IS RESPONSIBLE

Teacher contacts parents to review data. Recommendation of a SIT meeting occurs. If parents agree, teacher completes SIT Referral Form and gives form to principal. If parents do not agree we still meet as a SIT Team.

If student is receiving ELL services, ELL Matrix will be completed and turned in to the principal along with the SIT Form. Classroom Teacher and Administration

Review of the completed SIT Referral Form. If SIT form is not completed when turned in, it will be returned to the teacher with instructions for completion. Administration and Special Education Team

A SIT date is scheduled in Outlook, and copies of the SIT Form and ELL Matrix (if needed) are given to Special Education Team. Administration

Teacher contacts parents to inform them about the SIT date and who will be attending the SIT meeting. Classroom Teacher
SIT invitation letter with date is sent to parents 1-2 weeks before the SIT date. Administration

Administrative Secretary contacts the parents by phone one week prior to the meeting to confirm attendance. Administration
Step #3 Process – Morning of the SIT Meeting

STEPS WHO IS RESPONSIBLE

Teacher complies needed data to bring to the SIT meeting. Teachers are required to bring student data and work samples to SIT meeting. Teacher

Teacher greets parent in the office and walks them to their classroom for the SIT meeting. Teacher

Meeting agenda includes; introductions, strengths, background, health history, health concerns, review of SIT Referral Form (parent will be provided a copy), review of student data and classroom work examples, SIT recommendations and decisions. SIT Team

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

The John Rogers staff is comprised of a highly qualified group of educators. There are four staff members who have attained National Board Certification, 68% of the teaching staff have a Master's degree or higher and several teachers are currently working towards advanced degrees. The average teaching experience among staff members is eleven years and the staff turnover is exceptionally low.

John Rogers also has three active Career Ladder teachers who mentor colleagues and guide professional development both on-site and throughout the district. The staff at John Rogers are committed to ongoing professional development to enhance and strengthen their teaching practice.

How do we support students identified as highly capable?

- Administer John Rogers ELA and math screener to all new students
- Special Education is proactive in retrieving IEPs and BIPs from other schools
- Principal calls all new kindergarten families
- Jump Start for incoming kindergartners
- Kindergarten Family Connection Conferences
- Family Partnership conferences
- Teacher initiated student/family surveys (ex: Kindergarten Questionnaire)
- Summer playdates
- Meet and Greet welcome BBQ
- Welcoming environment (school culture – everyone, from parents to kids to staff, is intentional about welcoming newcomers and finding ways to include them) PTA actively nurtures this culture.
- School tours (for incoming K AND interested families)
- School-to-school transition (Special Education Staff visit schools prior to transfer).
- Post-transfer follow-ups with students who have left JR
- Activism in pursuing transition from JR to MS.

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	48,061	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)	41,943	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,077,952	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)	34,460	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	237,136	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Specific Use	Transitional Bilingual	136,036	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	738,200	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 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>On 2016 SBAC, 57% of Jane Addams students who previously scored a L1/L2 met or exceeded state projected growth standards in ELA</p> <p>On 2016 SBAC, 66% of Jane Addams students who previously scored a L1/L2 met or exceeded state growth standards in math.</p>	<p>On 2018 ELA SBA, students who previously scored a L2 (data needed) will meet or exceed state growth percentiles from # to # of students making growth. We will measure progress through classroom based formative assessments, SRI, and SBA scores.</p> <p>On 2017 Math SBA, students who previously scored a L1/L2 (225 students total) will meet or exceed state growth percentiles from 66% to 80% (180/225 students total) of students making growth. We will measure progress through grades, common formative assessments, Interim Common Assessments, MAP and SBA scores.</p>	<p>ELA teachers Reading teachers, Principal, Literacy coaches</p> <p>Math teachers, Math Instructional Coaches, Assistant Principal, Principal</p>	<p>December 15, 2017 February 2, 2018 April 7, 2018 June 23, 2018</p> <p>December 15, 2017 February 2, 2018 April 7, 2018 June 23, 2018</p>

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>In 2016, 26% of 6th grade Level 2 students met or exceeded standard on the Math SBAC.</p> <p>In 2016 70 of 94 students at Level two did not meet standard on the 2016 Math SBA.</p> <p>In 2016, 58% of 8th graders met standard on the ELA SBA with 57% meeting or exceeding state projected growth.</p> <p>In 2016, 52% of 8th grade students who previously scored a Level 1 or Level 2 on the ELA SBA met or exceeded state projected growth.</p>	<p>X % of students enrolled in Math Empowerment courses will meet or exceed state projected growth measures on the SBA.</p> <p>Multiple sources of data will be used to assess and monitor progress of student growth and inform instructional practice. Data sources include: interim SBAC, MAP, SBAC, Classroom Based Assessment, Student Grades at quarters and semesters.</p> <p>X % of students enrolled in Reading Empowerment courses will meet or exceed state projected growth measures on the SBA.</p> <p>Multiple sources of data will be used to assess and monitor progress of student growth and inform instructional practice. Data sources include: SRI, SBAC, Classroom Based Assessment, Student Grades at quarters and semesters.</p> <p>(percentages will be provided after the start of school)</p>	<p>Math Department, Math Instructional Coaches, Assistant Principal, Principal</p> <p>Reading Teachers, Literacy Coaches, Principal, Assistant Principal</p>	<p>December 15, 2017, February 2, 2018 April 7, 2018 June 23, 2018</p> <p>December 15, 2017, February 2, 2018 April 7, 2018 June 23, 2018</p>

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>In 2017, 34% of students had positive responses on the Student Climate Survey in the overall category of Classroom Environment.</p>	<p>X % of students enrolled in Math Empowerment courses will meet or exceed state projected growth measures on the SBA.</p> <p>Multiple sources of data will be used to assess and monitor progress of student growth and inform instructional practice. Data sources include: interim SBAC, MAP, SBAC, Classroom Based Assessment, Student Grades at quarters and semesters.</p> <p>X % of students enrolled in Reading Empowerment courses will meet or exceed state projected growth measures on the SBA.</p> <p>Multiple sources of data will be used to assess and monitor progress of student growth and inform instructional practice. Data sources include: SRI, SBAC, Classroom Based Assessment, Student Grades at quarters and semesters.</p> <p>(percentages to be finalized after first day of school)</p>	<p>Building Leadership Team, Career Ladder teachers, the Equity Team, and Department Chairs</p>	<p>December 15, 2017, February 2, 2018 April 7, 2018 June 23, 2018</p>

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>In 2017, 34% of students had positive responses on the Student Climate Survey in the overall category of Classroom Environment.</p>	<p>In 2018, Jane Addams Middle School will increase positive student ratings on classroom environment by 30%, including at least a 10% increase in each of the following sub areas).</p> <p>Additionally, Jane Addams Middle School will increase the percentage of positive responses in the following sub-areas:</p> <ul style="list-style-type: none"> • Students in my classes are friendly to each other (46%) • Students in my classes help each other learn (36%) • Students in my classes are focused on learning (25%) • Students in my classes are respectful to adults (30%) 	<p>Building Leadership Team, Career Ladder teachers, the Equity Team, and Department Chairs</p>	<p>December 15, 2017, February 2, 2018 April 7, 2018 June 23, 2018</p>