



Continuous School Improvement Plan (C-SIP)
Sacajawea Elementary School
2016 - 2018
Principal: Rachel Friesen

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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 Olympic View Building Leadership Team (BLT) reviewed and approved the 2016-17 CSIP on June 15, 2017.

Mission and Vision

Mission:

We endeavor to educate all children in our community in an equitable way, believing that every child has a right to be a full member of their community.

Vision:

Compassionately educating for human greatness as an inclusive community through the arts, high academic expectations, individualized instruction and social and emotional development.

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.

In the Spring of 2017, we determined that we had made progress on our reading goals from our 2016-17 CSIP, but we still have work to do in this area. Our greatest academic concerns currently are reading comprehension and using evidence from text to express ideas in writing.

According to our Teacher's College Reading assessments, 74% of our students were at or above grade level in reading in the Spring of 2017. This is an improvement from our Fall 2016 assessments, that showed only 55% of students ready for grade level work in reading. Students. On average, our students made 1.22 years growth between October and June. Other assessments such as the Sight Word Inventory and iRead assessments showed excellent growth for students receiving LAP reading services

Our Smarter Balanced Assessment results showed across all subgroups that the greatest area of work is in English Language Arts. While our reading is improving, this is still an area of work. In addition, many students struggled with the writing tasks involved in the assessments. In analyzing the writing rubric, we found that we are strong in conventions such as spelling and punctuation, but need work in organization/purpose and Evidence/elaboration.

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

In order to address the needs of all students at Sacajawea, we will use the following strategies:

- Monthly progress-monitoring meetings where teachers, Administration and specialists use a data protocol to collaborate to track the progress of children who are struggling, and plan for differentiated instruction for groups of students and individuals – Advanced Learners, Students who succeeded in the learning targets, students who need additional instruction in the learning targets
- Fall and Spring MTSS baseline and Riser meetings to ensure solid data analysis, transition planning, and school-year plans for students of concern.
- Summer Reading plans for student in danger of significant summer learning loss and/or far below grade level.
- Implementation of Center for the Collaborative Classroom curricula and strengthen tier 1 instruction by training all staff in Balanced Literacy Instruction
- Students who need intensive reading support will work with our Reading Specialist and Special Education staff
- English Language Learners will be supported regularly by our Bilingual Teacher and Instructional Assistant
- iRead, RAZ Kids, Reading A to Z, Read 180 and System 44 are be used to support students at their appropriate reading levels, providing challenge for students who are reading above grade level, and interventions, appropriate reading materials and support for students who are reading below grade level.
- Reading Mastery and Sound Partners are used for some students who are struggling in reading.

To meet the needs of advanced learners, we provide individualized learning in reading including small group reading instruction, reading materials that are designed for various reading levels – including materials from Reading A to Z that provide similar content at a variety of reading levels to accommodate the varying levels of skill in a group. We participate in the Global Reading challenge (open to all students, but particularly appealing to advanced students.) For math, flexible groupings and/or walk-to math depending on the grade level help us to differentiate instruction. We also have a 4th and 5th grade advanced level math enrichment group that meets each week.

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

This year, our professional development is centered around 4 strands:

- 1) Increasing our knowledge and capacity in the area of strong core instruction in English Language Arts:
 - In 2016 we began learning about the 5 components of the Balanced Literacy Framework. Including: small group guided reading, shared reading, word study, interactive read aloud and independent reading
 - Continued work as a team of staff, career ladder teachers and administrators to align best practices for core instruction.
 - Collaborative Team practices around unit planning, formative assessment, and data analysis for responsive, differentiated instruction.
 - Implementation of Center for the Collaborative Classroom curricula in Reading, Writing Listening and Speaking
 - Building knowledge and capacity in staff to understand the Depth of Knowledge, skills, expectations and level of rigor students need to show grade level understanding in English Language Arts.
- 2) Classroom Management, Social-Emotional Learning and Discipline Practices:
 - In 2015-16 we began a 3-year implementation of the RULER program for social-emotional learning. (<http://ei.yale.edu/ruler/>) This implementation is continuing with ongoing training for staff and students.
 - In 2017-18 we will implement the planning we did in 2016-17 around the Positive Behavior Interventions and Support (PBIS) framework. A small committee is leading this work with district support, and full implementation will happen in fall of 2017. The purpose of this is to assist us in creating consistent expectations and practices that maintain a predictable, stable environment for all students.
 - Classroom management training will be provided by the district's Coordinated School Health Department
- 3) Equity and Racism:
 - Race and equity discussions and learning opportunities in staff meetings include reading and discussion of relevant articles and videos and exploring teaching and learning resources from Teaching Tolerance.
 - In our August TRI days, we will be attending a presentation by Robin Diangelo along with other SPS Northeast region schools.
 - Throughout the year we'll be working with school transformation coach, Carrie Cifka, to learn and implement practices of Culturally Responsive Education.
- 4) Science

Launch of Next Generation Science Standards through collaborative planning, implementation of district Launch Units and training from our Science Leads Teacher

Homework Policy - Our complete homework policy is a separate document that will be posted to our website once it is ADA compliant. Here is a summary: Homework is an important part of each child's educational program. It provides a means of teaching the necessary skills of working independently, and provides time to reinforce skills they are learning in class. Students who learn to work independently, budget their time and complete their work will be better prepared for the work demands of further education and the workplace. Homework will consist of math, spelling or writing skills previously taught, in addition to daily reading. Reading may include independent reading, reading aloud to someone else, or listening to someone read aloud. If a student has put in strong effort for the time suggested, and has not completed the work, please note this for the teacher and send what he or she has completed.

Our school will increase parent/family engagement.

There are many ways in which Sacajawea families stay involved and engaged at Sacajawea.

One way is through connections with teachers and classrooms. We begin the school year with Parent Partnership Conferences and/or WaKIDS Family Connections conferences that give each family an initial opportunity to get to know their child's teacher, and to tell the teacher about their child. In addition, we hold progress monitoring conferences for each child during the third week of November, and a curriculum night or open house early in the school year.

Volunteering at Sacajawea is encouraged and supported in many different ways. Classroom volunteers read with children, help with classroom projects and assist teachers in many ways. Our volunteer coordinator helps these volunteers with the district procedures for volunteering and also helps to place and coordinate volunteers in school-wide activities such as our weekend food program, field day, office help, picture day and many more activities and opportunities. In 2016-17, over 200 people volunteered, provided close to 18,000 hours of their time at Sacajawea.

We also have a strong PTA and Racial Equity Team that provide many opportunities for involvement. Our PTA sponsors several family game nights, guest speakers, our annual Math and Science Fair, Arts Festival, Field Day, Move-a-Thon fundraiser, Spring fundraiser, and Welcome back potluck. Our Racial Equity Team helps to bring a variety of voices and perspectives to decision-making and educating our community on racial and equity issues at Sacajawea. In addition, the Equity Team and PTA co-sponsor Heritage potlucks to honor and highlight the variety of cultures and people represented at Sacajawea. In 2017-18, the parent committee within our Racial Equity team is exploring providing a series of forums for families and community. In the Spring of 2017, a small committee within PTA began forming around inclusion practices for students with special needs and their families. We are working to help these families become more engaged by exploring specialized childcare options, and adding practices such as a quiet room and noise cancelling head-phones checkout at special events. We communicate out to families through our website and PTA Websites, classroom weekly newsletters, an outdoor reader board and informational bulletin board and school-wide weekly Sacajawea Community News newsletter.

Our staff is involved in decision-making.

We believe that all of the staff members at Sacajawea have valuable contributions to make to the decision making process. For this reason, we have created multiple avenues for the staff to be part of that process. These include the contributions of the Building Leadership Team members. Each BLT member represents part of our community – including grade band teams, special education, classified staff, preschool, and parents. BLT members keep their represented stakeholders informed on upcoming decisions, get their input, and bring BLT recommendations back to their stakeholders. We hold regular staff meetings that are guided by our communally created norms and protocols. We work collaboratively with the SEA through our building elected representatives. In addition, grade level team meetings and school wide data analysis processes are part of insuring that each staff member's voice is heard. Staff surveys are used to inform and revise decision making and to provide another way for staff to give their input. We seek to reach consensus whenever possible and are guided by our Decision Making Matrix to insure the decision making process is fair and equitable.

We will assist our students to meet standard.

In addition to strong core instruction, we assist students in meeting standard through progress monitoring and interventions designed to meet each students' individual needs.

- Regularly scheduled student progress meetings with teachers, administrators and specialists.
- Collaborative Teams work to assess students, analyze their work, and plan responsive instruction.
- Classroom formative assessments
- Differentiated instruction, including In-classroom interventions

Individualized instruction from our Reading Specialist, English Language Development Teacher and Special Education Service Providers

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

In order to be successful in preparing all of our students for success in school and life we must retain and support highly effective and qualified teachers. We do this by building strong collaborative teams that are focused on using Multi-Tiered Systems of Support to meet the needs of students. We support new teachers by doing a new staff orientation and providing formal STAR and Career Ladder Teacher mentors as well as informal mentors. We are working on creating a culture of collaborative teaching and learning by doing staff learning walks and conducting administrative walk-throughs. Multiple opportunities for leadership roles are provided for teachers in the form of Career Ladder positions, and BLT, PBIS, RULER and Equity Team membership. We work in a positive and collaborative fashion with the SEA and its representatives. Above all, we seek to foster a warm caring community that is inclusive and supportive of all staff members.

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

When new students come to Sacajawea, we support them in several ways:

- New Kindergarteners participate in Jump Start for one week every summer. This is a program of half-day school days that allow students to get to know other children, spend time at school, and get to know their teachers. During Jump Start, we also have time for families to connect with the administration and volunteer coordinator. Also, as part of our Jump Start program, Kindergarten students start school 3 days later than other students in order to accommodate Family Connections conferences with teachers and families.
- New families who are starting in the fall are invited to our Spring Teddy Bear Picnic to get to know each other and hear about Sacajawea. They are also invited to our Spring Math and Science Night and Arts Festival events.
- New students who come during the school year are matched up with a classroom buddy.
- Our PTA sets up Summer Play dates were existing and new students can play together.
- Our volunteer coordinator connects with new families and encourages them to volunteer.
- On the Tuesday before school starts we have a Welcome Back potluck to welcome and include all families.
- Our calendar and Community News are kept up to date with information for all community members.

How do we support students identified as Highly capable?

Our highly trained, qualified staff work with students every day. Our reading specialist, special education teachers and bilingual staff have the appropriate credentials, and many have additional training above the required qualifications. Instructional Assistants participate in our summer Special Education Institute and CPI training

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)	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	1,649,174	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)	14,778	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	33,630	Building funds to support classroom and building programs.
2017-2018	Combined	PTSA Grant	21,545	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	45,422	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	1,320,837	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>Our Spring assessment data indicated that the percentages of African American and Hispanic/Latinx students performing at or above grade level in English Language arts measured by the TC assessment, iRead, MAP and/or SBA were 53% for African American students and 25% for Hispanic/Latinx students.</p>	<p>By May of 2016, the percentages of African American and Hispanic/Latinx students at or above grade level in English Language Arts will change from 53% African American and 25% Hispanic/Latinx to no less than 60% for African American students, and no less than 50% for Latinx students. This will be measured by Fountas and Pinnel reading assessments, Performance tasks, on demand writing prompts, Words Their Way, iRead, WAKids and MAP. The Fountas and Pinnell Assessments and MAP will be used for all children. Other assessments will be used as appropriate for grade level or student need.</p>	<p>classroom teachers, Support Staff, Administration</p>	<p>May 2018</p>

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 Spring of 2017. Only 56% of 5th graders and 58% of 4th graders scored at or above grade level in English Language Arts.</p>	<p>By June of 2018, the number of 4th and 5th students who score at or above grade level on the SBA, Fountas and Pinnell, on-demand writing prompts and/or performance tasks will exceed 70%</p> <p>In order to do this we will concentrate on reading comprehension, discourse and writing about reading and use the connection between these three stands to improve student work in all of English Language Arts.</p>	<p>teachers, Support Staff, Administration.</p>	<p>June 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:
Only 56 - 66% of students (depending on grade level) scored at or above grade level in English Language Arts in our Spring 2017 Map and SBA assessments.	By May of 2018, the number of students scoring at or above grade level in English Language Arts as measured by Fountas and Pinnell, On Demand Writing Prompts, Performance tasks, MAP and other grade level appropriate reading assessments will increase by 20%.	All staff: classroom teachers, Support Staff, Administration	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:
In student surveys, the area of belonging – students feeling that they belong at Sacajawea – scored lower than other areas. In addition, we want to develop independent problem solving skills in our students. We also want to know if our implementation of PBIS will help change these two items.	By Spring of 2018, 80% or more students will respond positively to questions about belonging on our annual student survey. Classes will teach and reinforce Solution –Based thinking with students by implementing the “Problem Solving” jar strategy. We will measure the effectiveness of this by tracking student use of the jars, and office visits. We expect the first to go up after fall baseline data, and the second to go down.	All staff	Spring 2018