



Continuous School Improvement Plan (CSIP)

Sacajawea Elementary School

2016 - 2018

Principal: Rachel Friesen



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 Building Leadership Team has approved this plan on November 3, 2016

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.

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>Our primary concern about student learning this year is that many of our students are not meeting grade level standard in reading. Our Fall baseline data, based on Fall district and classroom assessments and Spring state assessments showed students at varying levels of readiness to read at grade level for the upcoming year. Grade levels ranged from as high as 66% of students at or above grade level in reading, to as few as 30% of students at or above grade level. Advanced readers ranged from 20% above grade level to 41% above grade level.</p> <p>Our whole-school reading levels break down as follows:</p> <ul style="list-style-type: none"> • 31 % of all students are reading below grade level. (Level 1) • 13% of all students are approaching grade level. (Level 2) • 33 % of all students are at grade level. (Level 3) • 23 % of all students are above grade level. (Level 4) <p>In all grades African American and Hispanic students are represented in the groups who are at, approaching and below grade-level, but none are represented in the students who are above grade level. On average school-wide, 25% of African American students and 18% of Hispanic students are reading at grade level.</p> <p>According to our 3rd – 5th grade Smarter Balanced Assessment scores - Students from all subgroups are struggling in reading. Low SBA English Language Arts scores show the reading and the research & inquiry strands as areas of focus. Reading, especially reading comprehension, is pivotal to both strands.</p> <p>Most of our K-1 assessments focus more on decoding fluency than on comprehension. Though we do use the Teacher’s College Reading assessment for all grade levels, which requires students to make inferences and show comprehension in addition to decoding. As students rise through the grade levels, we noted anecdotally that the shift from decoding to comprehension trips up some students in upper grades. Also, in our state testing, reading and writing are combined in the way they are assessed, and students need to be able to use evidence from text to show their understanding of the text.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>In order to address the needs of all students at Sacajawea, we will use the following strategies:</p> <ul style="list-style-type: none"> • Fall baseline and 3 progress-monitoring whole school MTSS rotation days where teachers and specialists collaborate to track the progress of children who are struggling, and plan for differentiated instruction for those students. • Kindergarten through Third Grade teams are participating in the Formative Practices Institute to learn how to use student work data to use their collaborative expertise reform and refine their instructional practices. In addition, student self-assessment is an important part of this work. • Monthly Collaborative Team meetings where teachers use a data protocol to monitor student progress based on current instruction and plan next steps for groups of students and individuals – Advanced Learners, Students who succeeded in the learning targets, students who need additional instruction in the learning targets

	<ul style="list-style-type: none"> • Strengthen tier 1 instruction by training all staff in Balanced Literacy Instruction • iRead used for all Kindergarten students, and for students of focus in other grade levels. • 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 new 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. <p>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, , and 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. Some students walk up a grade level, while others receive additional enriched instruction. We also have a 4th and 5th grade advanced level math enrichment group that meets each week. Students may choose to participate in a “Great Brain” project of independent study that allows them to choose an area of interest create an individual course of study around that topic.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>This year, our professional development is centered around 3 strands:</p> <ol style="list-style-type: none"> 1) Increasing our knowledge and capacity in the area of strong core instruction in literacy: <ul style="list-style-type: none"> - Beginning in 2015, and into the summer of 2016 all classroom teachers were trained in Writer’s Workshop. Implementation is ongoing. - In 2016 we will be 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 - We are also working together 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. 2) Classroom Management, Social-Emotional Learning and Discipline Practices: <ul style="list-style-type: none"> - 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 2016-17 we will also be in our planning year for the Positive Behavior Interventions and Support (PBIS) framework. A small committee is leading planning with district support, and full implementation will happen in fall of 2017. The purpose of this is to assist us in creating consistent expectations

	<p>and practices that maintain a predictable, stable environment for all students.</p> <p>3) Equity and Racism:</p> <ul style="list-style-type: none"> - Our Racial Equity Team is receiving ongoing training from our district Race and Equity department - 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. - The Sacajawea Race and Equity Team is currently seeking proposals for additional expertise to support our learning as a community in this area.
<p>Our school will increase parent/family engagement.</p>	<p>There are many ways in which Sacajawea families stay involved and engaged at Sacajawea.</p> <p>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.</p> <p>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.</p> <p>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 Spring and Fall Heritage potlucks to honor and highlight the variety of cultures and people represented at Sacajawea.</p> <p>We communicate out to families through our website and PTA Websites, classroom weekly newsletters, and school-wide weekly Sacajawea Community News newsletter.</p>
<p>Our staff is involved in decision-making.</p>	<p>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 representative. In addition, grade level team meetings</p>

	<p>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.</p>
<p>We will assist our students to meet standard.</p>	<p>In addition to strong core instruction, we assist students in meeting standard through progress monitoring and interventions designed to meet each students’ individual needs.</p> <ul style="list-style-type: none"> • Quarterly 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
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>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 will do this by building strong collaborative teams that are focused on using Multi-Tiered Systems of Support to meet the needs of students. We will support new teachers by doing a new staff orientation and providing formal STAR and Career Ladder Teacher mentors as well as informal mentors. We will create a culture of collaborative teaching and learning by doing staff learning walks and conducting administrative walk-throughs. Multiple opportunities for leadership roles will be provided for teachers in the form of Career Ladder positions, and BLT, PBIS, RULER and Equity Team membership. We will work in a positive and collaborative fashion with the SEA and its representatives. Above all, we will seek to foster a warm caring community that is inclusive and supportive of all staff members.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>When new students come to Sacajawea, we support them in several ways:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> 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.
Our system of support assures our highly qualified staff are in support of students.	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.

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	\$1,628,610.00	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	\$41,543.00	Bilingual Teacher and Instructional Assistant to serve English Language Learners.
2016-2017	Combined Funds	Self Help	\$3,697.00	Building funds to support classroom and building programs.
2016-2017	Combined Funds	PTSA Grant	\$10,760.00	Instrumental Music Teacher
2016-2017	Combined Funds	Free & Reduced Lunch	\$18,310.00	Funding to support Multi-Tiered Systems of Support – student learning interventions
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$48,594.00	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12. At Sacajawea this provides our Reading Specialist and supplementary reading resources.
2016-2017	Specific Use Funds	Special Education Department (SPED)	\$1,297,239.00	Teachers and Instructional Assistants, IEP writing, and extra time, services and resources as specified in student Individual Education Programs
2016-2017	Specific Use Funds	Willemsen Family Fund	\$8,628.00	Supplementary Math and Reading technology.

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 to target level of performance desired)	Assigned to:	Target Date for Completion:

Our fall baseline date indicated that the percentages of African American and Hispanic/Latinx students performing at or above grade level in reading as measured by DIBELS, TC, Words Their Way, iRead, were 25% for African American students and 18% for Hispanic/Latinx students.	By May of 2016, the percentages of African American and Hispanic/Latinx students at or above grade level in reading as measured by DIBELS, TC, Words Their Way, iRead, we will also use MAP to help us determine student growth 2 our 3 times per year for and other grade-level appropriate assessments, will change from 25% African American and 18% Hispanic/Latinx to no less than 50% for each of these subgroups.	classroom teachers, Support Staff, Administration	May 2017
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Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
Only 30% of 2016-17 first grade students entered first grade at grade level in reading.	By May of 2016, the number of Kindergarten students who show readiness for first grade reading (Level D and above) as measured by TC, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), the iRead, assessment, Winter and Spring MAP assessments, Sight Word inventory and other kindergarten level assessments will increase from 30% to 80%. (This is based on the fact that 65% of our incoming kindergarteners showed readiness for kindergarten work in our fall baseline data.)	kindergarten teachers, Support Staff, Administration.	May 2017

Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
Only 55% of students scored at or above grade level in reading in our fall baseline assessments in 2016-17.	By May of 2016, the number of students scoring at or above grade level in reading as measured by TC, DIBELS, MAP, FRA the iRead assessment, Sight Word inventory and other grade level appropriate reading assessments will increase from 55% to 75%.	classroom teachers, Support Staff, Administration	May 2017

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School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal 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.	By Spring of 2017, at 80% or more students will respond positively to questions about belonging on our annual student survey.	All Staff	Spring 2017