



## Continuous School Improvement Plan (CSIP)

Salmon Bay School

2016 - 2018

Neil Gerrans, Principal



### School Overview

#### Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

The Salmon Bay BLT reviewed and approved the 2016-2017 CSIP on November 16, 2016.

## Mission and Vision

### Mission

We Empower Compassionate, Creative and Independent Thinkers.

### Vision

Salmon Bay K-8 will provide all students with a physically and emotionally safe space to engage in challenging, integrated and experiential learning, and will prepare them to become resourceful and responsible citizens in an ever-changing, diverse world.

**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.

<b>School-Wide Programs/Multi-Tiered System of Support</b>	
<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>We met as a staff in June of 2016 and again in August 2016 to review data from state testing; MAP data; early-literacy screening benchmarks (DIBELs, Fountas &amp; Pinnell levels, High Frequency Words); climate surveys from teachers, parents, and students; incoming student information gathered by our counselor; and teacher feedback/observational data.</p> <p>A number of data points suggest we need to strengthen our writing instruction. Our SBA test data ranges from 54% to 83% "at standard" for English Language Arts, below a number of our peer schools (Loyal Heights, Whittier, West Woodland and McDonald International). We gathered data from student writing samples, fluency checks on 3-minute quick-writes, on-demand writing assessments, and SBA test data. One area of concern was below-standard proficiency on conventions of spelling and structure. The work for our K-2 grades is focused on developing students as writers and their use of conventions. In grades 3-5 teachers are focusing on elaboration of details, and middle-school grades are focusing on "Power Paragraphs" and Claim/Evidence Reasoning.</p> <p>The specific problem of student learning that we are seeking to address is that students at Salmon Bay be able to write to grade-level standards.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>The Building Leadership team reviewed data and helped in the formation of writing-based PLCs that will lead much of this work.</p> <p>We are progress monitoring student learning through regular on-demand writing assignments across the grade levels and gathering assessments 3x per year for grades 2 – 8 with Correct Written Sequences as a data point and performance level on a rubric around the grade-band's focus area as a 2nd data point.</p> <p>In addition to our focus on supporting writers, we are using or implementing a variety of instructional techniques and services to support ALO, SWD, and ELD students:</p> <ul style="list-style-type: none"> <li>• Selection of materials that allow for multiple entry points that can be used for students at advanced levels and at lower levels of demonstrated skill</li> <li>• Creation and use of graphic organizers</li> <li>• Utilization of visually rich materials (e.g., picture books, political cartoons)</li> <li>• Intentional Grouping of students to allow for collaborative learning and groups that allow for focus on content.</li> <li>• Scaffolding of graphic organizers that are differentiated for those that need extra help</li> <li>• Push in of IAs &amp; Intervention teachers to support content acquisition in core subjects.</li> <li>• Use of grading systems that articulate both the standard and what is above grade level work</li> </ul>

	<ul style="list-style-type: none"> <li>• Modified articles to make vocabulary accessible</li> <li>• Low-risk writing that allows them to get ideas out * Students accommodations around tech</li> <li>• Project Based Learning Approach – Rich contexts for differentiation of learning contexts</li> <li>• Words their Way – differentiated Spelling program utilized in upper elementary grades</li> <li>• Conferring with writers to provide students with timely feedback and opportunities for perfect practice.</li> </ul> <p>We have identified 4 areas of professional growth that we are working to strengthen relating to our core academics: Moving towards more consistent grading practices across the school; identification and utilization of Power Standards for grade level planning and alignment of intervention resources; development of our practice in utilizing visual supports – specifically anchor charts; strengthening our conferring practice and the use of tracking systems to individualize feedback and support for students.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>Building on our professional development work on Project Based Learning last year the building leadership team and staff decided to focus our professional development work for this year on supporting writing as part of our overall support of literacy at Salmon Bay. In addition, we remain committed to deepening our practice in Project Based Learning and implementation/support for RULER and social emotional learning.</p> <p>This year we have highlighted teacher practice using Writer’s Notebooks; we have modeled using writing for thinking as a tool to build student voice in discussions; we have collectively met and learned how to use Correct Written Sequences (CWS) as an assessment of written fluency; and we have prioritized time for Professional Learning Communities (PLCs) that are focused on aspects of writing pedagogy, assessment tools, integration of content and conferring with students about their writing.</p> <p>For the 4 specific areas of professional growth that were identified in the previous section (standard grading practices; utilization of Power Standards; use of anchor charts; and conferring practice) we are supporting in different ways. Our cadre of Career Ladder Teachers are working to support the utilization of power standards in Writing in their work with PLC groups, and our math Intervention Specialist is leading this work in mathematics.</p>
<p>Our school will increase parent/family engagement.</p>	<p>There is a long tradition of family engagement at Salmon Bay through volunteering, advocacy, and support for school programs.</p> <p>Friends of Salmon Bay (FOSB), our parent organization, has a close partnership with the school. School and FOSB leaders meet monthly to discuss any areas of concern, as well as upcoming collaborations. We have 2 parent representatives on our Building Leadership Team and seek to involve parents on all interview teams. FOSB meetings are held monthly and feature teacher spotlights as well as administrative updates for families.</p> <p>Our volunteer coordinator, along with front office staff, are key connection points for families as they seek to get involved in the school.</p>

	<p>At the start of the year, our middle school hosts an orientation night where students and families receive schedules and learn about team expectations, fall camps, and meet the teachers.</p> <p>We utilize School Messenger to send a weekly bulletin that reflects events from the week, informs families of upcoming events, and provides families with information from the school. Elementary teachers send home regular letters to keep parents and guardians connected to the work of the classroom. Middle school teachers utilize the Source and Schoology to keep parents in the loop regarding grades and assignments, and prioritize assisting students and families with troubleshooting Source and Schoology accounts when necessary. We would like to continue to strengthen our communication with parents by developing more content for our website, as well as ensuring that families can access needed information as seamlessly as possible.</p>
<p>Our staff is involved in decision-making.</p>	<p>Staff are involved in the development of our school improvement plan through BLT representation and through staff-level meetings (e.g., selection of writing as a Professional Development Goal, formation of PLCs and focusing of these in line with our school improvement plan, PLC discussions around focus of writing goals and professional work in the PLC structures). At times ad-hoc committees are formed to make recommendations or decisions to move the work of the school forward particularly for programs and events such as WEP, Hour of Code Implementation, TRI day planning, Poetry Night, Camp, and field experiences.</p> <p>We strive for consensus in our decision making process, and in areas where this is not reached utilize our school’s decision making matrix to determine what sort of process to follow.</p>
<p>We will assist our students to meet standard.</p>	<p>We use a number of screening tools to identify students who are producing below standard work and need additional intervention. Our MTSS teams at the Middle and Elementary School levels are led by our counselors and utilize data from state &amp; district tests, school-wide screens, and teacher data to identify students for academic and behavior supports.</p> <p>In Kindergarten there are many assessments as part of the WAKIDS requirement that teachers utilize to establish performance levels or deficit areas in Math, Motor Control, Reading, and Writing. As students move through the elementary grades we gather information related to Reading Fluency &amp; Comprehension, Writing Fluency and Quality of Writing, and Math performance levels.</p> <p>Our Counselors lead a variety of social groups that are responsive to the needs of students. This year we have both reading and math intervention teachers working with students in these academic areas.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>We have the full range of staff experience levels on staff. Our average experience level for teachers is 11 years. We value relationships at Salmon Bay and work to create a welcoming community for all staff and families where we can both celebrate and play together, in addition to being vulnerable and open with our struggles. We encourage staff to bring their skills and passions beyond the set curriculum to share with students. Many staff participate in leading student clubs, coaching athletics, and leading enrichment programs. Administrators and Career Ladder Teachers work to support new teachers to our building –</p>

	<p>helping set-up classroom technology, orient new staff to traditions and curriculum, and to provide ongoing connections and support for any students who might be struggling.</p> <p>Star mentors help support teachers new to the profession as well.</p>
How do we support the transitions of new students and families into our school?	<p>At Salmon Bay we have two large structural entry points into our school – at Kindergarten and 6<sup>th</sup> grade. Our special education team works with feeder schools and preschools in the area to support students entering at those (and other grades). After school tours and enrollment decisions have been made, we support entering families with a variety of orientation events to the school such as Jumpstart, 6<sup>th</sup> Grade Welcome Night (spring), 6<sup>th</sup> Grade Orientation (Fall), and popsicle playdates for incoming elementary students (summer time). 6<sup>th</sup> grade students attend fall camp in late September to help build a cohesive team and build relationships as we integrate 70 new students to our campus and 50 that are continuing from our elementary program.</p> <p>Our parent organization, in partnership with the school, hosts a welcome back night as well for families and staff to socialize and ask questions.</p>
Our system of support assures our highly qualified staff are supporting students.	<p>Each spring during our staffing process, we analyze staff strengths and student needs. In the budgeting process the last several years we have allocated resources and staff towards supporting primary literacy, math interventions, and extra counseling support. We have augmented our staff beyond the WSS allocation significantly to support students academically, as well as behaviorally. Some examples of this include allocating resources and staff towards primary literacy, math interventions, as well as extra counseling support.</p>

The following table describes how funds are allocated to support and improve student learning.

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	\$3,768,960	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	\$20,622	Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success of ELL students
2016-2017	Combined Funds	Self Help	\$49,289	Building funds to support classroom and building programs
2016-2017	Combined Funds	PTSA Grant	\$50,000	PTSA funds to support programs within the building
2016-2017	Combined Funds	Free & Reduced Lunch	\$28,186	Funding to support MTSS supports at all schools
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$39,856	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12

## Building-Based Goals

We have chosen to focus on the following area(s) over the 2016-17 school year

Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
Our Focus Group for gap closing is comprised of the 57 non-white students with baseline data of either Level 1 or Level 2 in writing.	<p>Gap Closing Smart Goal: Our goal for the 57 students of color identified as below-standard in writing will increase their proficiency by 1 level on the composite writing score (described in the whole-school goal) by June of 2017.</p> <p>We are monitoring a number of metrics for this subgroup of students including writing performance, attendance, missing work, and grades in MS</p> <p>PLC and MTSS teams will review performance of students in this subgroup at grading periods.</p>	All Staff	June 2017

Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
20 Kindergarten and 1 <sup>st</sup> grade students (22% of this subgroup) are below standard in either Reading Comprehension or Letter Sound identification.	<p>Cluster of Teachers Smart Goal: For the 20 identified students as below standard in early literacy at grades K and 1, most students will achieve at least a year's growth in reading by June 2017.</p> <p><b>Strategies Implemented:</b>            Hold a Family Literacy Night (January)            Utilize Elementary Screening for early literacy indicators and communicate these results to families at parent conferences.            Fund and use of 0.8 FTE reading specialist to support interventions and core instruction in literacy            PLCs organized around grade bands focused on supporting writers and developing literacy skills.</p>	K-1 Team, Librarian, and Reading Specialist	June 2017

Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:

<p>Writing Proficiency at Salmon Bay is below standard for approximately half of our students on either writing fluency or writing skills.</p>	<p>Whole School Writing Goal to improve collaboration around writing process and ultimately student results as evidenced on On-Demand Writing and in Writing Fluency.</p> <p>Based on Correct Written Sequence Data and Teacher Scored Rubric data, we developed a composite writing score/levels of proficiency. 50% of students were determined to be either of high risk for not meeting standards in writing (Level 1), or approaching writing standard in production and skill (Level 2);</p> <p>Whole School Smart Goal: Increase student writing skills from 50% up to 60% or more students demonstrating writing proficiency on this composite measure (at either Level 3 or Level 4) by June 2017.</p>	<p>All Teachers</p>	<p>June 2017</p>
--	---	---------------------	------------------



School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
Classroom Environment on the Climate Survey for Elementary and Middle School numbers suggest that classroom distractions and culture need to be an area of focus. Our data for the elementary school survey resulted in 51% favorable and in the middle school 37% favorable for classroom environment.	<p>Our Classroom Climate Metric that we will use is based on 3 pieces of summary data from our annual climate surveys. MS Classroom Environment Summary (37% favorable); Elementary Classroom Environment (51% favorable); and from the Staff Survey, "I receive the support I need to address student behavior and discipline problems" (51% favorable): Averaging these 3 scores we have an overall baseline metric of 46% favorable rating</p> <p>School Culture Smart Goal: Classroom Climate will approve from a 46% favorability rating to a 56% favorable rating as measured by Classroom Climate Metric by June of 2017.</p>	Salmon Bay Classroom Teachers	June 2017