



Continuous School Improvement Plan (CSIP)

Sanislo Elementary
2016 - 2018

Principal
Erika Ayer

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.

BLT approved 6/14/17.

Mission and Vision

Mission	Vision
Sanislo is a safe learning community dedicated to building respectful and responsible citizens and empowering ALL learners.	A small school with big ideas.

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.

At All staff meetings, Grade-Level Team (GLT) meetings, Professional Learning Communities (PLC) meetings and Building Leadership Team (BLT) which includes parents and community, we analyzed student achievement data from Smarter Balance, MAP, Attendance data, Student Climate Survey data, Assessments in reading and math as well as classroom-based assessments. We then developed data-based SMART goals for student growth in all major goal areas.

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

We assessed our progress toward eliminating the learning gap between students of different ethnicities to ensure that our goals addressed the needs of underachieving groups. We created a master schedule to maximize available student learning time especially in literacy and mathematics. We are studying and putting into place "best practices" in instructional strategies. Best practices include increasing students' active engagement in their learning, and differentiating instruction based on students' readiness, skill levels, and learning goals. One of the strategic changes in improving student learning has been the continuation of interim assessments in both reading and math using the Reading MAP and Math Benchmark Interim Assessments aligned with Smarter Balance Assessments for Grades 3-5. These interim assessments will be analyzed during data meetings on a quarterly basis where Special Education teachers and ELL specialists along with classroom teachers and the principal. We look closely at the

needs of all students and adjust instruction, re-teach, and re-assess students to ensure the success of all students in meeting standards. At the kindergarten level, a Jump Start program was provided this August for a week of preparing incoming kindergartens for the first week of school. This is the third year of Jump Start for our building. Full day free kindergarten provided in order to allow our earliest learners the development of foundational skills. Additionally, kindergarten teachers will assess students using the WAKids Assessments to better meet and differentiate instruction to meet the needs of our youngest students.

- Team schedule to provide common planning time for teachers
- Provide tutoring for students before and after school by certificated staff
- City Year provides in-school and after school tutoring in reading and math for 25-30 of our 3rd-5th grade students – Words Their Way Curriculum used for spelling
- Reading Partners provides 2-45 minute in school Reading interventions for 50 of our K-2nd grade students.
- Instructional assistants will work with teachers in class to support individual and small group
- Accelerate reading achievement through specific focus on fluency and comprehension instruction and differentiation to meet the needs of all students
- Sound Partners curriculum will be used by tutors to support phonemic awareness and phonics skills.
- Teachers will use a leveled classroom library and a workshop model in a balanced literacy approach to reading instruction
- Instructional assistants and classroom teachers will work with individuals and small groups in the classroom during independent reading
- Intentional implementation of "double dose" instruction in Reading and Math on a daily basis.
- Pre-teach math vocabulary
- Student setting goals for MAP, TC Reading Levels, Smarter Balance
- Math Coach/Interventionist coaches staff with math strategies and has intervention groups for students
- Math Instructional Assistant supports the Math Interventionist in providing focused math support
- Reading Interventionist and instructional assistant are providing support in reading using the Level Learning Intervention program (LLI)
- Aligning our curriculum and instruction to CCSS
- Walk to read in certain grade bands

To meet the needs of advanced learners school staff differentiates instruction and materials to meet the level of the individual student. This includes, but is not limited to, small group instruction, individualized assignments, one-to-one teacher conferences, and accelerated assignments and homework.

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

We have several days each school year where our staff participates in professional development (PD) based on our schools' PD plans, and where our data indicate a need for enhanced instruction. The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science.

- District directed math professional development classes on the Common Core State Standards and implementation of Smarter Balance Benchmark Interim Assessments in both Reading and Math for Grades 3-5
- Professional development using triangulated data to identify student growth over time and differentiation of instruction strategy development as a result of data analysis.
- Increased professional development in ELL Strategies to meet the needs of our ELL students.
- Teacher grade level teams will have common planning time each day Teachers will meet with the principal to look at achievement data and plan instructional moves

- Teachers and staff all will participate in the RULER Social/Emotional Program to support student growth in emotional intelligence
- Teachers and staff will have professional development in the use of guided reading strategies and reciprocal teaching to support differentiation of instruction to meet the needs of all students.
- Teachers and staff will engage in cultural competency training to support the needs of our diverse community of students.
- Teachers and staff will continue to work on Positive Behavior Intervention Supports (PBIS)

Our school will increase parent/family engagement.

Every major student learning goal includes activities and strategies for increasing parent involvement.

- Two parents will serve on Building Leadership Team.
- Our Counselor will make regular contact with families and attend SIT, BLT and PTA to assess needs and deliver service. The counselor and Youth Services Assistant will be the lead along with the principal on monitoring attendance of students.
- Families will be welcomed at a family night, where they will be supported with strategies for helping students with math at home
- Sanislo will host multiple educational nights to support educational strategies at home.
- A curriculum night will be held in October to engage families into the culture of the school and the instructional program – Staff plans to review strategies for increased attendance
- The Family Engagement Team will be implemented this year to help direct the efforts to increase family engagement
- Reading Nights for Parents will be held twice per year to support parents in reading strategies to implement at home.
- Math Nights for Parents will be held twice per year to support parents in math strategies to implement at home.
- Cultural family nights for Multicultural Pot Luck will focus on literacy and student performances.
- A review of our title 1 program will be included in the program at our open house and literacy night
- We send home our homework policy annually to enhance the school-home connection

Our staff is involved in decision-making.

Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and our representatives report back to their grade level/department teams. They also bring issues and input to BLT meetings from their team members.

- Teacher leaders in reading and math, our ELL Specialist and Special Education teachers participate and manage and direct decision making regarding best practices in reading and math.
- Our Teacher leads in Reading, Math, Science and Social/Emotional Learner provide input to decisions that will improve instruction and access for students
- Annual review of our Decision Making Matrix

We will assist our students to meet standard.

- Sanislo will provide tutoring after school for students that are below standard and need additional support and this tutoring will be provided by certificated teachers and City Year using flexible groupings to support student academic progress.
- Progress monitoring of all students will be done utilizing Teacher College Assessments in Reading and Benchmark Assessments in Reading and Math in grades 3-5. Additional progress monitoring tools will include Quick Checks, Exit tickets, Math in Focus unit assessments, MAP scores.

- Kindergarten and 1st grade students will receive support using Sound Partners to develop Phonemic awareness and phonics.
- City Year will provide support for 30 focused students during the school day and after school learning opportunities for grades 3-5
- Reading Partners will support 50 focused students in 2 45-minute intervention blocks during the school day in Reading.

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

We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for professional development. These activities help new staff feel supported and maximize their skill base in order to best serve students.

We received LAP, Title 1 and Levy funding for interventions. We use this funding to hire a certificated reading interventionist, a certificated math interventionist, and two instructional assistants to support our students needing additional reading and math support. Our reading interventionists utilizes the Leveled Literacy Intervention curriculum. Leveled Literacy Intervention is a research based reading program that can be successfully delivered by either a certificated staff member or an instructional assistant. We also receive funds based on the number of students who receive Free and Reduced Lunch. We made the decision to hire a full time Youth Services Assistant that will work with students who need additional support in developing social and behavior skills, mentorship, and attendance.

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

We host a welcome back event for incoming students and invite their families to tour the school and meet our staff and students in August.

- Ice Cream Social
- Kindergarten Welcome Event
- Local Pre-schools visit in the spring annually

How do we support students identified as highly capable?

To meet the needs of advanced learners school staff differentiates instruction and materials to meet the level of the individual student. This includes, but is not limited to, small group instruction, individualized assignments, one-to-one teacher conferences, and accelerated assignments and homework.

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	82,778	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)	62,915	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	1,777,269	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	106,723	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	45,300	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	179,840	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	62,577	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Specific Use	Transitional Bilingual	90,752	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	597,944	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<ul style="list-style-type: none"> • Our male students of color (MOC) in 3-5 grade are underperforming as compared to the white males and all females on the SBA in both ELA and Math. • SBA – 19% MOC in grades 3-5 are proficient in both ELA and math; 71% of White males in grades 3-5 are proficient in both ELA and math; 29% of females of color proficient in math and 42% of white females proficient in math; 49% of females of color proficient in ELA and 62% of white females proficient in ELA 	<p>% 4th and 5th grade Male students of color meeting standard on the reading and math SBA – From 19% to 30% in Reading and from 19% to 30% in Mathematics</p> <ul style="list-style-type: none"> • TC Reading levels • Houghton Mifflin math inventory • CCSS aligned assessments • SBA Benchmarks • MAP assessments 	<p>Erika Ayer, Wendy Eckert, Marcie Sheppard Shaw, Maria Elena Velasquez, Gina Sams, Shannon Crowley, City Year, Andrea Chorney, Young Sun Moon</p>	<p>June 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:
<ul style="list-style-type: none"> • 59% of Students in first and second grade met or exceeded typical growth on the reading MAP • 58% of Students in first and second grade met or exceeded typical growth on the mathematics MAP • 81% if students in 4th and 5th grade attained typical and/or high growth on the Smarter Balanced ELA Assessment • 55% if students in 4th and 5th grade attained typical and/or high growth on the Smarter Balanced Mathematics Assessment 	<p>% of 1st and 2nd grade students making typical growth on the reading and math MAP – From 59% to 65% in Reading and From 58% to 65% in Mathematics % of 4th – 5th grade students attaining typical and high growth (as defined by the Office of Superintendent of Public Instruction) in math and reading on the state assessment – From 81% to 86% in Reading and From 55% to 63% in Mathematics</p>	<p>Erika Ayer, Wendy Eckert, Marcie Sheppard Shaw, Maria Elena Velasquez, Gina Sams, Shannon Crowley, City Year, Andrea Chorney, Marilyn Tsuboi, Gloria Burton King, Marisol Moroles, Ellen O'Connor, Heather Barker, Son Tran, Young Sun Moon,</p>	<p>June 2018</p>

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<ul style="list-style-type: none"> • 74% of students had fewer than 5 absences in the first semester during the 2015-2016 school year • 66% of students had fewer than 5 absences in the second semester during the 2015-2016 school year 	% of K-5 students with fewer than 5 absences (excused or unexcused) in the 1st semester – From 74% to 84% % of K-5 students with fewer than 5 absences (excused or unexcused) and in the 2nd semester – From 66% to 74%	Erika Ayer, Angela Buenafe, City Year, Corey Grace, All Teachers	June 2018

School Culture Goal

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>42% of students responded favorably to the class environment questions on the 2017 May Student Climate Survey:</p> <ul style="list-style-type: none"> • Students in my class are friendly to each other – 34% • Students in my class help each other learn – 55% • Students in my class are respectful to adults – 35% • Students in my class are focused on learning – 45% 	<p>50% of students at Sanislo will feel that their classroom environment is respectful and friendly as measured by the Student Climate Survey in May 2018 increasing 8% percentage points from the May 2017 Student climate survey.</p>	<p>All Staff</p>	<p>May 2018</p>