



## Continuous School Improvement Plan (CSIP)

Thornton Creek School

2016 - 2018

Principal: John Miner



### 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 approved this plan on November 30, 2016.

## Mission and Vision

### Mission

Thornton Creek is an Expeditionary Learning community in which students cultivate their passion for exploration, creativity, and discovery, skills needed to become successful, contributing citizens in our global society. The staff and families of Thornton Creek work collaboratively to provide each student project-based, self-affirming learning activities that address their social, emotional, aesthetic, and intellectual needs. Thornton Creek staff provides a dynamic experiential learning environment through Expeditionary Learning dedicated to nurturing each student's unique potential and imagination through theme-based projects that support character development, intellectual achievement, and social responsibility. In this learning environment, we support and encourage every student's acquisition of academic knowledge, as well as the development of character, creative expression and critical thinking skills. We are committed to preparing our students to contribute positively to a diverse and multi-cultural society.

### Vision

Thornton Creek staff provides a dynamic experiential learning environment through Expeditionary Learning dedicated to nurturing each student's unique potential and imagination through theme-based projects that support character development, intellectual achievement, and social responsibility nurturing students' imagination, confidence, innovation, and self-reflection.

**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 weekly staff Grade Level Team meetings and in our Student Support Team (SST) that include parents and staff, we analyze student achievement data from classroom-based and standardized 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 in eliminating the achievement gap/education 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.
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. We have access to instructional / content coaches who provide peer-coaching in refining instructional skills and putting into practice the best use of our curricular materials.
Our school will increase parent/family engagement.	Every major student learning goal includes activities and strategies for increasing parent involvement.
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.

<p>We will assist our students to meet standard.</p>	<p>Our CSIP targets underachieving students in a number of specific areas of student learning.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>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.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>We host a welcoming event for incoming students (Grades K - 5) and invite their families to tour the school and meet our staff and students. New families are introduced to the school and Kindergarten teachers at our new family orientation evening scheduled after assignments have been given. New family picnics are scheduled during the summer to bring new and continuing families together.</p>
<p>Our system of support assures our highly qualified staff are support students.</p>	<p>The percentage of staff considered “highly qualified” (HQ) by No Child Left Behind (NCLB) rules and the number of HQ teachers and Instructional Assistants are made available to all families each fall. When necessary, each non-highly qualified instructional staff writes a plan in collaboration with our principal and the Human Resources department to become highly qualified as soon as possible. Non-highly qualified IAs do not provided instruction until they become HQ. Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. There are 24 Highly Qualified teachers in this school and 6 Highly Qualified instructional assistants.</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	Specific Use Funds	Transitional Bilingual	\$19,437.00	Thornton Creek has a 0.2 ELL staff person to support our bilingual students and our general education teaching staff with instructional strategies to support our bilingual students
2016-2017	Combined Funds	PTSA Grant	\$76,908.00 \$12,00.00 \$9,718.00	Thornton Creek parent group provides funding to support student learning 0.8 FTE elementary counselor 0.1 FTE LAP teacher 0.1 FTE EIM teacher
2016-2017	Combined Funds	Free & Reduced Lunch	\$5,147.00	Funding provides a 0.1 FTE LAP literacy teacher. The teacher supports emerging K-2 readers to develop their phonemic awareness, decoding skills, site word vocabulary, fluency and comprehension
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$38,875.00	Funding provides a 0.4 FTE LAP literacy teacher. The teacher supports emerging K-2 readers to develop their phonemic awareness, decoding skills, site word vocabulary, fluency and comprehension.

## Building Based Goals

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

<b>Gap Closing Goal(s)</b>			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Source: 2016 Washington State Report Card</p> <p>Thornton Creek School 3<sup>rd</sup>-5<sup>th</sup> grades SBA math data excluding no scores.</p> <p>Baseline data by percentages of students who took the SBA and met or exceeded standard</p> <p>72% of 3<sup>rd</sup> grade students</p> <p>92% of 4<sup>th</sup> grade students</p> <p>79% of 5<sup>th</sup> grade students</p>	<p>TOA: If the teaching community achieves consensus on math curricula that will support teacher instruction and students' learning, and if high quality math curricula is provided to all grades, then teacher math instruction and student math understanding and performance will significantly improve.</p> <p>3<sup>rd</sup> grade: instructional time will focus on student learning in these primary areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of unit fractions; (3) developing understanding of the structure of rectangular arrays and of area; (4) describing and analyzing two-dimensional shapes.</p> <p>4<sup>th</sup> grade: instructional time will focus on student learning in these primary areas: (1) developing understanding and fluency with multi-digit multiplication; (2) developing understanding of dividing to find quotients involving multi-digit dividends; (3) developing an understanding of fraction equivalence; (4) addition and subtraction of fractions with like denominators; (5) multiplication of fractions by whole numbers; (6) understanding that geometric figures can be analyzed and classified based on their geometric properties.</p> <p>5<sup>th</sup> grade: instructional time will focus on student learning in these primary areas: (1) developing fluency with addition and subtraction of fractions; (2) developing understanding of the multiplication and division of fractions (unit fractions divided by whole numbers and whole numbers divided by unit fractions; (3) extending division of two-digit divisors, integrating decimal fractions into the place value system; (4) developing understanding of operations with decimals to hundredths; (5) developing fluency with whole number and decimal operations; (6) developing understanding of volume.</p>	<p>2<sup>nd</sup> - 5<sup>th</sup> grade teachers SM1 and Access staff</p> <p>3<sup>rd</sup> grade teaching staff SM1 and Access staff</p> <p>4<sup>th</sup> grade teaching staff SM1 and Access staff</p> <p>5<sup>th</sup> grade teaching staff SM1 and Access staff</p>	<p>December 7, 2016 decision on math curricula</p> <p>October 2016 – May 2017</p> <p>October 2016-May 2017</p> <p>October 2016-May 2017</p>

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:
3 <sup>rd</sup> -5 <sup>th</sup> grade math understanding and performance as shown on 2016 Smarter Balance Math Assessment	2017 SBA performance goal: 3 <sup>rd</sup> grade general education students taking the math SBA will maintain the percentage of students at or above standard at 75%. SM1 Individual Education Plans: 3 <sup>rd</sup> grade SM1 students will meet their IEP math goals.	3 <sup>rd</sup> grade teachers SM1 and Access staff	May 2017
	2017 SBA performance goal: 4 <sup>th</sup> grade general education students taking the math SBA will maintain the percentage of students at or above standard at 80%. SM1 Individual Education Plans: 4 <sup>th</sup> grade SM1 students will meet their IEP math goals.	4 <sup>th</sup> grade teachers SM1 and Access staff	May 2017
	2017 SBA performance goal: 5 <sup>th</sup> grade general education students taking the math SBA will maintain the percentage of students at or above standard above 80%. SM1 Individual Education Plans: 5 <sup>th</sup> grade SM1 students will meet their IEP math goals.	5 <sup>th</sup> grade teachers SM1 and Access staff teacher	May 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:
K -5 <sup>th</sup> grade math understanding and performance as shown on 2016 Smarter Balance Math Assessment	Consensus decision on math K-5 <sup>th</sup> grade curricula on December 7 <sup>th</sup> - discussion and display of math curricula October 14 <sup>th</sup> Chalk talk – teacher comments were written for each curricula Teacher criteria for a math curriculum – notices/look fors were collected for the following: <ul style="list-style-type: none"> <li>• Curricula provides a variety of opportunities for practice using activities, games, discovery, and manipulatives</li> <li>• Curricula uses a constructivist</li> </ul>	K-5 <sup>th</sup> grade teachers	December 7, 2016  October 2016-May 2017

	<p>approach (concrete to abstract) leading to a strong foundation off number sense</p> <ul style="list-style-type: none"> <li>• Curricula is developmentally appropriate for diverse learners of every age</li> <li>• Curricula provides professional that is practical and experiential</li> <li>• Curricula is engaging, rigorous, providing open-ended problem solving opportunities that incorporate reasoning and communication skills</li> <li>• Curricula has integrated (built in) differentiation that limits the need for outside supplementation</li> </ul> <p>2016-17 teacher records of students' daily math work, formative, and summative assessments will demonstrate their growth over time - Student growth of math understanding and performance in the following areas:</p> <p>Teachers will help their students to - make sense of problems and persevere in solving them Reason abstractly and quantitatively Construct viable arguments Critique the reasoning of others Model with mathematics Use appropriate tools strategically Attend with precision Look for and make use of structure Express math reasoning</p> <p>2016-17 classroom based formative math assessments</p> <p>2017 Smarter Balanced Assessment math results for 3<sup>rd</sup> – 5<sup>th</sup> grade students who took the SBA</p> <p><b>Advanced Learner extensions at Thornton Creek</b></p>		<p>May 2017 collected classroom data</p> <p>May 2017</p>
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	<p>Social skills differentiation</p> <ul style="list-style-type: none"> <li>Peer model, class mentor for special education students' inclusion</li> <li>Peer model for school culture of problem-solving at recess - peer monitor</li> <li>Peer model for all-school cultural assemblies</li> </ul> <p>Reading and writing differentiation</p> <ul style="list-style-type: none"> <li>Students select high interest, "just right" fit books for personal reading</li> <li>Teacher designs differentiated peer book club discussions</li> <li>Teacher designs expedition extensions and differentiations <ul style="list-style-type: none"> <li>Students' expedition research read at greater depth and breadth</li> <li>Students reporting/display of expedition discovery-reported in greater depth</li> <li>Outside experts extend students' discovery and learning of expedition themes</li> </ul> </li> <li>Global reading challenge – students can join one of Thornton Creek's GRC teams</li> </ul> <p>Math differentiation</p> <ul style="list-style-type: none"> <li>Teachers select math supplementary curricula based on its research validity and its availability of content extensions available for students</li> <li>Individual teachers design differentiated lesson content/activities/outcomes/extensions <ul style="list-style-type: none"> <li>Individual students can volunteer to be a peer math mentor for classmates</li> <li>Students can apply math to her/his science project display</li> </ul> </li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Outside experts extend students' discovery and learning of science themes</li> <li>Teachers differentiate NSF science kit exploration and reporting <ul style="list-style-type: none"> <li>Students can report in their science journals in greater depth and detail</li> <li>Students can visually document their science discovery in greater depth and detail</li> <li>Students research, document, and display an individual scientific question for the all-school Science Fair</li> </ul> </li> </ul> <p>Visual Arts</p>		
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	<p>Art studio teacher creates expedition art project extensions for engaged young artists</p> <p>Students work on visual arts project(s) to display in our all-school Arts Show</p> <p>Performing Arts</p> <p>Teachers and students create original scripts, blocking, scenery for plays that share expedition-theme discovery</p> <p>Students take on theater rolls to present their play</p> <p>Students perform their expedition-theme play for school community and families</p> <p>Students create original movement performances with dance residency company support</p> <p>Students perform their creative movement for a school and family audiences</p> <p>Talents Night</p> <p>Students create an original performance of a talent they want to share</p> <p>Students or student group present their talent before the school audience</p>		
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School Culture Goal			
Problem of Student Learning	<b>What will success look like?</b> (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:

<p>3<sup>rd</sup>-5<sup>th</sup> grade math understanding and performance as shown on 2016 Smarter Balance Math Assessment</p>	<p>All Thornton Creek teachers will continue to develop math instructional best practices that support all students to -</p> <ul style="list-style-type: none"><li>make sense of math problems</li><li>persevere in solving math problems</li><li>reason abstractly and quantitatively</li><li>construct viable arguments</li><li>critique the reasoning of others</li><li>model with mathematics</li><li>use appropriate math tools strategically</li><li>attend with precision</li><li>Communicate math reasoning</li></ul>	<p>K-5 teachers SM1 and Access staff</p>	<p>May 2017</p>
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