



Continuous School Improvement Plan (CSIP)

Van Asselt Elementary @ African American Academy (AAA)

2016 - 2018

Monique Manuel, 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 Van Asselt Elementary School Building Leadership Team reviewed and approved the 2016-2017 CSIP on November 14, 2016.

### Mission and Vision

#### Mission

The Mission of Van Asselt Elementary School is to create and maintain a safe environment that ensures each student reaches a high level of academic growth and achievement as determined by common core standards. We commit to a comprehensive system of support where all students, families and staff have many and varied opportunities to collaborate, teach and learn in order to fulfill their potential.

#### Vision

Van Asselt students, families and staff are a collaborative community of continuous learners who are committed to family involvement within a safe, welcoming and integrated learning environment.

BE RESPONSIBLE, BE SAFE, BE CARING

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>Students are assessed regularly through ELPA, MAP, and SBA (3-5). In grades K-2, this data helps identify students that might benefit from small-group instruction with our interventionists during or after the school day. In grades 3-5, this data is used in the development of City Year interventions to determine who would benefit from additional in-class and afterschool support. Students are also assessed frequently through formal and informal classroom-based assessments. Our staff has noticed, in assessing student needs, that there seems to be a disparity between what our students can communicate knowledge of in the classroom and what students demonstrate proficiency on in a test. One of our charges as a school is to support students to apply the knowledge we observe in the classroom on these more complex assessments. These assessments have also shown us as teachers that our classrooms represent a wide range of student learning, and we must continue to develop teaching practices that differentiate our instruction to meet all student needs.</p>
<p>We will use research-based strategies that help targeted students.</p>	<ul style="list-style-type: none"> <li>• SpEd co-teaching model for CSIP</li> <li>• ELD/SPED support</li> <li>• Collaboration</li> <li>• Research homework based homework based</li> <li>• ELD Support</li> <li>• ELD Co-teaching model</li> <li>• Culturally responsive teaching</li> <li>• Supporting home-to-school and school-to-home connections</li> <li>• Differentiated/modified assessment</li> <li>• Knowing/recognizing whole child</li> <li>• SEL</li> <li>• RULER</li> <li>• Attendance campaign</li> <li>• Data team</li> <li>• Mercer Island Rotary</li> <li>• City Year</li> </ul>
<p>Our school offers professional development that is high quality and ongoing.</p>	<ul style="list-style-type: none"> <li>• Cultural competency trainings     Somali Cultural Training</li> <li>• On-site PD coach</li> <li>• Sound Discipline</li> <li>• Alternative places for PD</li> <li>• Leveraging expertise within staff</li> </ul>
<p>Our school will increase parent/family engagement.</p>	<ul style="list-style-type: none"> <li>• Forms of technology     Messaging apps that are accessible to parents such as Remind, Seesaw, and Class Dojo; many parents prefer messaging/texting</li> <li>• Affinity group meetings (i.e. Somali/East African parent groups with Ms. Manuel)</li> <li>• Weekly meetings with Principal Manuel</li> <li>• Multilingual hotline</li> <li>• Open cultural assemblies to families</li> <li>• Keeping webpage updated</li> </ul>

- Partnering with district ELD department to host parent nights
  - Somali Moms Night Out 11/14
- Curriculum-based night
- Partnerships with local businesses
- Costco partnership
- Monthly newsletters
- Robo-calls
- Subway partnership

Our staff is involved in decision-making.

**Van Asselt Elementary School Decision Making Matrix**

Subject	Input and Review	Decision
<b>C-SIP (School Improvement Plan)</b>	PLCs, Principal, BLT, Stakeholders*	All-Staff vote on BLT recommendation. (Note: Staff must be present at the meeting(s) when proposals have been explained/discussed to vote.) Vote will be decided upon with consensus or 2/3 of voters present.
<b>Budget</b>	BLT, Principal, Families, PTA, Stakeholders*	All-Staff vote on BLT recommendation. Vote will be decided upon with consensus or 2/3 of voters present. (Note: Staff must be present at the meeting(s) when proposals have been explained/discussed to vote.)
<b>Professional Development</b>	BLT, PLCs, Principal, Stakeholders*	BLT Decision (Note: PD must be linked to the C-SIP.)
<b>Family Engagement</b>	BLT, Staff, PTA	BLT, PTA, Principal
<b>School-wide events</b>	Stakeholders*, PLCs	Principal
<b>School mission, vision, norms</b>	Staff, PTA	Staff vote
<b>School systems (Staff Handbook)</b>	Administrative Assistant, Stakeholders*, PLCs	Principal
<b>Curriculum</b>	PLCs, Principal	Principal/SPS
<b>Field trips</b>	Stakeholders*, PLCs	Principal
<b>Fundraisers</b>	Stakeholders*	Principal/PTA/ASB
<b>Grant requests</b>	Stakeholders*	Principal
<b>Hiring</b>	Staff, Principal, PTA	Hiring team consensus; Finalize decision by Principal
<b>Master Schedule</b>	Stakeholders*, Administrative	Principal

<p>We will assist our students to meet standard.</p>	<ul style="list-style-type: none"> <li>• City Year</li> <li>• Facetime</li> <li>• ELD support</li> <li>• Student Success team meetings</li> <li>• MTSS team meetings</li> </ul>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<ul style="list-style-type: none"> <li>• Relevant and Research-based Professional Development</li> <li>• NBCT candidates</li> <li>• Career Ladder Teacher Opportunities</li> </ul> <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>	<ul style="list-style-type: none"> <li>• Pre-K to K transitions <ul style="list-style-type: none"> <li>Jumpstart</li> <li>Preschool transition plan</li> <li>Kindergarten Coffee &amp; Chat in June after school ends (for incoming kindergarten families)</li> </ul> </li> <li>• Transition from 5<sup>th</sup> to middle school</li> <li>• Intake meetings</li> <li>• School tours and open houses in the spring <ul style="list-style-type: none"> <li>Scheduled during different times</li> <li>Principal Manuel show PowerPoint of programs at VA</li> <li>Slides of teachers – who they are</li> <li>Invite everyone in community</li> <li>Teachers can help with tours</li> </ul> </li> <li>• BOC transition plan</li> <li>• Transforming staff lounge into a morning meeting place for parents</li> </ul>
<p>Our system of support assures our highly qualified staff are support students.</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>Our school also has an MTSS Team and our City Years are receiving raining in LLI.</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	Basic Ed/WSS	\$3,009,215	Instruction for all students aligned to state standards.
2016-2017	Combined Funds	FRL/Mit	\$111,549	Funding to support MTSS supports at all schools
2016-2017	Specific Use Funds	Bilg	\$334,365	Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2016-2017	Specific Use Funds	SPED	\$1,030,721	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP.
2016-2017	Combined Funds	FEL	\$0	N/A
2016-2017	Combined Funds	Preschool Levy Reserve	\$15,424	Funding to support school-based preschool program.
2016-2017	Combined Funds	Self Help	\$1,005	Building funds to support classroom and building programs
2016-2017	Combined Funds	LAP	\$97,188	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12
2016-2017	Combined Funds	Title I	\$256,635	Supplemental math and literacy instruction, parent involvement activities, professional development for staff,
2016-2017	Combined Funds	Seattle Levy Preschool	\$152,820	Funding to support school-based preschool program.
2016-2017	Combined Funds	PreK-3 Coalition	\$1,456	Funding to support PreK-3 teaching and learning.

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:
The majority of our ELD students are Somali. They are the majority of our L1 and L2 students in 3rd and 4th grades. * For example, 10/18 black males in 4th grade last year scored a L1 on SBA ELA; 4	By May 2017, 75% of the black males in grades 3-5 will increase reading achievement by a year and a half as measured by TC and SBA (and SBA interims)	3 <sup>rd</sup> -5 <sup>th</sup> grade team, Interventionist & support teacher, ELD team, SPED team.	June 2017

<p>scored L2, 3 scored L3, 1 scored L4. * 8/11 black males in 3rd grade last year scored a L1 on SBA ELA; 3/11 were L2. * In 2nd grade last year, of the 14 black males, 10 were L1, 4 were L2.</p>			
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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:
<p><b><u>Pre-Kindergarten</u></b></p> <p><b><u>KINDERGARTEN</u></b>  <b>READING:</b>            78% (49 out of 63 students) of all kindergarten students are currently reading at a TC level of PP.  <b>MATH</b>            54% (39 out of 63 students) of all kindergarten students are unable to show one-to-one correspondence with 20 or more objects.</p>	<p><b><u>Pre-Kindergarten</u></b>            90% of students will move at least 2 TS Gold levels in Objective 16 (a) – identifies and names letters and Objective 16 (b) uses letter-sound knowledge OR will reach level 8. I will assess my progress using TS Gold, logging at least 3 pieces of evidence each quarter toward each student’s progress on this objective.</p> <p>10% of students will move at least 1 TS Gold level in Objective 16 (a) and 16 (b).  <b><u>KINDERGARTEN</u></b>  <b>READING</b>            By the end of June 2017, 46 out of 49 students (94%) student who were originally at TC level PP will grow 2 <b>or more</b> levels of reading (Level B, level C, level D, etc....)            *To help us inform the progress of our end goal, we will use TC Assessments, MAP, and the K-Assessment.  <b>MATH</b>            By the end of June 2017, all kindergarten students will be able to show one-to-one correspondence with 20 or more objects.            *To help us inform the progress of our end goal, we will refer to MAP, use the K-Assessment, anecdotal data, and formative assessments created by us or Math in Focus.</p>	<p><b><u>Pre-Kindergarten</u></b>            Dylan Bosseau            Colin Johnson            Jenn Kovach</p> <p><b><u>K TEAM:</u></b>            K. Lê            J. Ogata            M. Barut            S. Rollins            A.M. Chainus            L. Sardinia            R. Sanyal            Jenn Kovach</p>	<p><b><u>Pre-Kindergarten</u></b>            June 2017</p> <p><b><u>KINDERGARTEN</u></b>  <b>READING:</b>            June 2017  <b>MATH:</b>            June 2017</p>
<p><b><u>1<sup>st</sup> grade</u></b>  <b>Literacy</b>            The 1<sup>st</sup> grade collaboratively chose this goal based on the entering (fall 2016) TC levels of each student. The 1st grade team calculated that 23% of the 1st graders scored on grade level in</p>	<p><b>Literacy Goal:</b> 66% of all 1st graders will increase by 3 Teachers College (TC) reading levels from fall to spring.  <b>Math Goal:</b> 70% of all 1<sup>st</sup> graders will increase from getting 0/4 place value questions correct to 4/4 place value questions correct based off the SPS 1<sup>st</sup> Grade Beginning of Year Math Assessment.</p>	<p>Ariana Barthlow            Mary Vester            Anna Witte            Sandra Rollins            Monique Manuel</p>	<p><b><u>1<sup>st</sup> grade team</u></b>            June 2017</p>

<p>reading.</p> <p><b>Math</b> The 1<sup>st</sup> grade team collaboratively chose this goal based on SPS 1<sup>st</sup> Grade Beginning of Year Math Assessment. The 1st grade team calculated that 5% of all 1st graders understood place value in terms of tens and ones.</p>			
<p><b><u>2<sup>nd</sup> grade</u></b> The 2nd grade team collaboratively chose this goal based on average reading level progress needed to make one year’s growth, according to the District TC Reading Level Chart. We also noticed that the average reading level progress above level K averages 3 Levels. We prefer using the TC Assessment because it is a more authentic assessment of the child’s reading ability than the MAP, which is only given on 3 days of the year and since it is a computer test, it cannot differentiate for students’ experience or familiarity with computers (sometimes causing some of the data to be suspect in the early grades.). We chose the DIBELS fluency assessment because it reliably shows reading skills growth in our highly ELL population.</p>	<p><b><u>2<sup>nd</sup> grade</u></b> Literacy Goal: Second graders at TC Reading Level A-G will improve by at least 4 TC levels, those at levels H-J will improve by at least 3 TC levels or be at Level M (standard for end of year) or higher, from Fall 2016 to Spring 2017. Those at level L or higher will improve by at least 2 TC levels.</p> <p>Math Goal: 80% of second graders will improve by 15 MAP RIT points or higher in math (standard growth projection) from Fall 2016 to Spring 2017.</p>	<p><b><u>2<sup>nd</sup> grade Team</u></b> Williams, Randolph, Walker, Leinbach, Wood, Monique Manuel</p>	<p><b><u>2<sup>nd</sup> grade</u></b> June 2017</p>
<p><b><u>3<sup>rd</sup> grade</u></b> 59% of Van Asselt third grade students (40 out of 68) are performing below grade level on the MAP (RIT score below 191) as of October 2016. This demonstrates that these</p>	<p><b><u>3<sup>rd</sup> grade</u></b> By June 2017, 85% of Van Asselt <i>third grade</i> students will have made at least one year’s growth (13-point increase) in math as measured by the MAP.</p>	<p><b><u>3<sup>rd</sup> grade Team:</u></b> 3<sup>rd</sup> grade math teaching and learning team (Adikes, Isakson, Sardinia, Tonn) Monique Manuel</p>	<p><b><u>3<sup>rd</sup> grade</u></b> June 2017</p>



<p>students have not made adequate yearly progress in previous grades and are entering third grade with demonstrable skill gaps. This negatively impacts their learning by affecting their ability to access instruction on a daily basis.</p>			
<p>52% of Van Asselt third grade students (35 of 67) are performing below grade level on the MAP (RIT score below 188) as of October 2016. This demonstrates that these students have not made adequate yearly progress in previous grade. This negatively impacts their learning by affecting their ability to access instruction on a daily basis.</p>	<p>By June 2017, 85% of Van Asselt <i>third grade</i> students will have made at least one year’s growth (10-point increase) in reading as measured by the MAP.</p>	<p>3<sup>rd</sup> grade literacy teaching and learning team (Clifford, Ford, Chainus, Tonn) Moniqu Manuel</p>	<p>June 2017</p>
<p><b>4<sup>th</sup> grade</b>  <b>Literacy:</b> The 4th grade collaboratively chose this goal based on the 3<sup>rd</sup> grade ELA SBA scores. The 4th grade team calculated that 53% of the 3<sup>rd</sup> grader scored proficient on the SBA  <b>Math:</b> The 4<sup>th</sup> grade team collaboratively chose this goal based on 3<sup>rd</sup> grade SBA scores. The 4<sup>th</sup> grade team calculated that 44% of all 3rd graders scored proficient with a Level 3 or a Level 4. There are several students that could potentially score a Level 3 with appropriate intervention and support.</p>	<p><b>Literacy Goal:</b> 4<sup>th</sup> grade will have growth in the percentage of students who score proficient on the SBA test from 53% of last year’s 3rd graders to 60% of all 4<sup>th</sup> graders.  <b>Math Goal:</b> 4<sup>th</sup> grade will show growth in the percentage of students scoring proficient on the state math assessment from last year’s 3rd graders from 80% to 85% of 4<sup>th</sup> graders.</p>	<p>Michael Marks  Tim Nelson  Rene Laigo  Jenn Kovach</p>	<p><b>4<sup>th</sup> Grade Team</b>  June 2017</p>
<p><b>5<sup>th</sup> Grade</b>  The 5th grade</p>	<p><b>5<sup>th</sup> Grade</b>  Literacy and Math Goal: 85% of all 5<sup>th</sup> graders will make on year’s growth as</p>	<p><b>5th Grade Team</b>  Jessica Trotter  Mihajlo</p>	<p><b>5<sup>th</sup> Grade Team</b>  June 2017</p>

<p>collaboratively chose this goal based on the 4<sup>th</sup> grade performance on the SBA. We feel that many students are making adequate growth and want to continue the trend of having at least 85% of all 5<sup>th</sup> graders showing at least a growth of one year from their present level in math and literacy.</p>	<p>indicated on the MAP.</p>	<p>Spasojevic John Grieser Monique Manuel</p>	
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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>The majority of our ELD students are Somali. They are the majority of our L1 and L2 students in 3rd and 4th grades. For example:</p> <ul style="list-style-type: none"> <li>o 10/18 black males in 4th grade last year scored a L1 on SBA ELA; 4 scored L2, 3 scored L3, 1 scored L4.</li> <li>o 8/11 black males in 3rd grade last year scored a L1 on SBA ELA; 3/11 were L2.</li> <li>o In 2nd grade last year, of the 14 black males, 10 were L1, 4 were L2.</li> </ul>	<p><b>Gap Closing Goal</b> By May 2017, 75% of the black males in grades 3-5 will increase reading achievement by a year and a half as measured by TC and SBA (and SBA interims).</p> <p><b>Whole School Goal</b> By May 2017, we will increase SBA scores in grades 4-5 by 5-10% (comparing same cohorts).</p>	<p>Van Asselt Teaching and Learning Team</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:

<p>On the Spring 2016 Student Climate Survey students responded 46% favorably on the topic of Classroom Environment.</p>	<p>On the Spring 2017 Student Climate Survey the topic of Classroom Environment will grow by at least 10%.</p>	<p>Van Asselt Teaching and Learning Team</p>	<p>June 2017</p>
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