



**Continuous School Improvement Plan (C-SIP)**  
**Van Asselt Elementary School @ African American Academy (AAA)**  
**2016 - 2018**  
**Principal: Monique Manuel**

**SEATTLE  
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SCHOOLS**

## 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 2017-2018 CSIP on June 12, 2017.

### 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.

### 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.

**STEM:** Science, Technology, Engineering, and Mathematics

## 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.**

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.

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

- Special Education co-teaching model for CSIP
- ENGLISH LANGUAGE DEVELOPMENT/SPECIAL EDUCATION support
- Collaboration
- Research homework based homework based
- ENGLISH LANGUAGE DEVELOPMENT Support
- ENGLISH LANGUAGE DEVELOPMENT Co-teaching model
- Culturally responsive teaching
- Supporting home-to-school and school-to-home connections
- Differentiated/modified assessment
- Knowing/recognizing whole child
- Social Emotional Learning (SEL)
- RULER Approach Program
- Attendance campaign
- Data team (Behavior)
- Mercer Island Rotary – Reading Tutors
- City Year Corps Members – Grades 3-5

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

- Cultural competency trainings
  - Somali Cultural Responsiveness Training
  - Asian Cultural Responsiveness Training
- On-site PROFESSIONAL DEVELOPMENT coach
- Sound Discipline
- Alternative places for PROFESSIONAL DEVELOPMENT

Leveraging expertise within staff.

**Our school will increase parent/family engagement.**

- Forms of technology

Messaging apps that are accessible to parents such as Remind, Seesaw, and Class Dojo; many parents prefer messaging/texting

- Affinity group meetings (i.e. Somali/East African parent groups with Ms. Manuel)
- Weekly meetings with Principal Manuel
- Multilingual hotline
- Open cultural assemblies to families
- Keeping webpage updated
- Partnering with district ENGLISH LANGUAGE DEVELOPMENT department to host parent nights
- Curriculum-based night
- Partnerships with local businesses
- Costco partnership
- Monthly newsletters
- Robo-calls.

### 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. Vote will be decided upon with consensus or 2/3 of all SEA represented members.
<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 all SEA represented members.
<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	All-Staff vote on BLT recommendation. Vote will be decided upon with consensus or 2/3 of all SEA represented members.
<b>School systems (Staff Handbook)</b>	Administrative Assistant, Stakeholders*, PLCs	Principal
<b>Curriculum</b>	PLCs, Principal	Principal/SPS
<b>Fieldtrips</b>	Stakeholders*, PLCs	Principal
<b>Fundraisers</b>	Stakeholders*	Principal
<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
<b>Student Placement</b>	Grade Level Teachers, Stakeholders*	Principal
<b>Safety</b>	Safety Committee, Stakeholders*	Principal
<b>Facilities</b>	Administrative Assistant, Stakeholders*, Safety Committee	Principal

## We will assist our students to meet standard.

Interventions for Students not meeting standard:

- City Year
- Facetime
- ENGLISH LANGUAGE DEVELOPMENT support
- Student Success team meetings
- Multi-Tiered System of Support (MTSS) team meetings

Advanced Learners:

To meet the needs of advanced learners primary grade level teams provide differentiated instruction through:

- heterogeneous grouping (ex. Advance learner supports another student that is new to a concept or struggling)
- homogeneous grouping (ex. Advance learner work with other high performing students which helps them learn new strategies and see connections between them)
- Whole group discussions & Turn n' Talks (ex. Number Talks and Read Alouds allow advance learners to make connections with peers strategies and bring new ones to the class)
- Teacher Questions (ex. Through questions advanced learners deepen their understanding of concepts and are able to invent and solve challenge problems.)
- Differentiated homework: add in next grade level homework for students who are ready. These include sight word lists (K) and books above grade level.
- Implement Literacy and Math Trays, with each tray varying in different academic levels.

To meet the needs of advanced learners intermediate grade level teams provide differentiation:

- in reading by using a "book club" model where readers in advanced TC levels are grouped together, given challenging texts, and required to think deeply about their texts through group discussions and comprehension tasks.
- in math by offering daily "Beast Mode" challenge problems during independent practice and on homework, where students have to apply their learning from the day and extend it into deeper understanding (e.g., on a day where we practice dividing(3rd grade standard), a Beast Mode problem may have students make sense of a problem with a remainder.)
- Enrichment/Intervention Fridays (5<sup>th</sup> grade)

The above tools used to support our advanced learners allows our students to deepen their understanding of concepts, question, invent, and problem solve (Bloom's Taxonomy/Depths of Knowledge).

### Van Asselt Homework Policy

Reading is an essential part of a child's academic success. Van Asselt's homework policy asks every child to read (or be read to) for 30 minutes every day. In addition, supplemental math homework focusing on practicing, maintaining, and enriching important skills taught in the classroom will be provided in addition to 30 minutes of reading each night.

Suggestions for parents to help support their child's studying:

- Provide a regular time for homework. Short periods of concentration are better than long periods of "messaging around". You and your child can decide together about the best time. After dinner and before television is often a good time. Consistency is the key.
- Provide a place for students to work with minimal distractions and needed materials (paper, pencil, ruler, dictionary, etc.). This can be as simple as the kitchen table with a box for school supplies.
- Reward children for doing their job. This can be praise, watching television, playing a game with you, etc. Remember they get tired too, and that learning is not always easy. A little reward can help.
- Stop when children get frustrated. The most important thing is to make learning and school work a positive experience.
- Again, communicate concerns/questions to your child's teacher. Most parents feel uncomfortable doing this, but teachers are not mind readers, and they truly welcome your feedback.

The school district guidelines are as follows:

- Homework assignments will be designed to help students practice, maintain, complete, make-up, remediate, and/or enrich classroom activities.
- Homework will be assigned according to the age, maturity level, and individual needs of the student so that he/she may work at home with minimal parent/guardian assistance.
- Homework will not be used as a disciplinary measure.

At the beginning of the school year, you will receive a letter from your child's teacher explaining the specific homework required in your child's class.

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

- Relevant and Research-based Professional Development
- NBCT candidates
- Career Ladder Teacher Opportunities

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.

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Our school also has an MTSS Team and our City Years are receiving training in LLI and F & P.

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

- Pre-K to K transitions

Jumpstart

Preschool transition plan

Kindergarten Coffee & Chat in June after school ends (for incoming kindergarten families)

- Transition from 5<sup>th</sup> to middle school
- Intake meetings
- School tours and open houses in the spring

Scheduled during different times

Principal Manuel show PowerPoint of programs at VA

Slides of teachers – who they are

Invite everyone in community

Teachers can help with tours

- BOC transition plan

Transforming staff lounge into a morning meeting place for parents.

### **How do we support students identified as Highly capable?**

Advanced Learners:

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## 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	240,347	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)	104,858	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	3,078,742	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	97,951	Funding to support MTSS supports at all schools.
2017-2018	Combined	Seattle Preschool	165,829	Enables participating students to achieve pre-academic skills and develop socially/emotionally.
2017-2018	Specific Use	Transitional Bilingual	340,561	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	953,820	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 <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
The majority of our ENGLISH LANGUAGE DEVELOPMENT students are Somali. They are the majority of our L1 and L2 students in 3rd and 4th grades.	By May 2018, 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)	3rd-5th grade team, Interventionist & support teacher, ENGLISH LANGUAGE DEVELOPMENT team, SPECIAL EDUCATION team.	June 2018

## 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>Pre-Kindergarten</p> <p>KINDERGARTEN (Update in Sept 2017)            READING:            78% (49 out of 63 students) of all kindergarten students are currently reading at a TC level of PP.            MATH            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>1st grade(Update in Sept</p>	<p><b>Pre-Kindergarten</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>KINDERGARTEN</b>  <b>READING</b>            By the end of June 2018, 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 2018, all kindergarten students will be able to show one-to-one correspondence with 20 or more objects.</p>	<p><b>Pre-Kindergarten</b>            Dylan Bosseau            Colin Johnson            Jenn Kovach</p> <p><b>K TEAM:</b>            K. Lê            J. Ogata            M. Barut            S. Rollins            L. Sardinia            R. Sanyal            Jenn Kovach</p> <p>Williams,</p>	<p><b>Pre-Kindergarten</b>            June 2018</p> <p><b>KINDERGARTEN</b>  <b>READING:</b>            June 2018  <b>MATH:</b>            June 2018</p>

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>2017)</p> <p>Literacy The 1st 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 reading.</p> <p>Math The 1st grade team collaboratively chose this goal based on SPS 1st 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>*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>Literacy Goal:</b> 66% of all 1st graders will increase by 3 Teachers College (TC) reading levels from fall to spring.</p> <p><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>Randolph, , Leinbach, Wood, Jenn Kovach</p>	<p><u>1<sup>st</sup> grade team</u> June 2018</p>
<p>2nd grade (Update in Sept 2017)</p> <p>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</p>	<p><b>2<sup>nd</sup> grade</b></p> <p>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 2017 to Spring 2018. 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 2017 to Spring 2018</p>	<p><b>2<sup>nd</sup> grade Team</b> Kimi Walker, Ariana Barthlow Mary Vester Anna Witte Monique Manuel</p>	<p><b>2<sup>nd</sup> grade</b> June 2018</p>

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>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>3rd grade (Update in Sept 2017)</p> <p>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 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>4th grade (Update in Sept 2017)</p> <p>Literacy: The 4th grade collaboratively chose this</p>	<p><b>3<sup>rd</sup> grade</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>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><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 32% of</p>	<p><b>3<sup>rd</sup> grade Team:</b> 3<sup>rd</sup> grade teaching and learning team (Walker, Adikes, Isakson, Ford, Sardinia, Tonn) Monique Manuel</p> <p>Jennifer Clifford Mihajlo Spasojevic John Grieser Monique Manuel</p>	<p><b>3<sup>rd</sup> grade</b> June 2018</p> <p><b>4<sup>th</sup> Grade Team</b> June 2018</p>

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>goal based on the 3rd grade ELA SBA scores. The 4th grade team calculated that 32% of the 3rd grader scored proficient on the SBA</p> <p>Math:The 4th grade team collaboratively chose this goal based on 3rd grade SBA scores. The 4th grade team calculated that 51% 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>5th Grade</p> <p>The 5th grade collaboratively chose this goal based on the 4th 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 5th graders showing at least a growth of one year from their present level in math and literacy.</p> <p>Spring 2017 ELA SBA: 38% Spring 2017 Math SBA: 48%</p>	<p>last year's 3rd graders to 60% of all 4<sup>th</sup> graders.</p> <p><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 51% to 70% of 4<sup>th</sup> graders.</p> <p><b>5<sup>th</sup> Grade</b></p> <p>Literacy and Math Goal: 85% of all 5<sup>th</sup> graders will make on year's growth as indicated on the MAP</p>	<p><b>5th Grade Team</b></p> <p>Michael Marks Tim Nelson Jessica Trotter Jenn Kovach</p>	<p><b>5<sup>th</sup> Grade Team</b></p> <p>June 2018</p>

### 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 ENGLISH LANGUAGE DEVELOPMENT students are Somali. They are the majority of our L1</p>	<p><b>Gap Closing Goal</b></p> <p>By May 2018, 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></p>	<p>Van Asselt Teaching and Learning Team</p>	<p>June 2018</p>

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
and L2 students in 3rd and 4th grades.	By May 2018, we will increase SBA scores in grades 4-5 by 5-10% (comparing same cohorts).		

### School Culture Goal

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
On the Spring 2017 Student Climate Survey students responded 47% (+1, 2016) favorably on the topic of Classroom Environment.	On the Spring 2018 Student Climate Survey the topic of Classroom Environment will grow by at least 10%.	Van Asselt Teaching and Learning Team	June 2018