



Continuous School Improvement Plan
(CSIP)

Wedgwood Elementary

2016 - 2018

Principal: Douglas Ouellette



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 following Continuous School Improvement Plan was drafted with the participation of all staff on October 14, 2016. The document was reviewed and approved by the Wedgwood BLT and staff on October 26, 2016.

Mission and Vision

Mission

Wedgwood is committed to:

- * Building an inclusive school community that supports all students, families and staff.
- * Empowering all students by fostering their curiosity, independence, and self-motivation across disciplines.
- * Addressing all students' social and emotional needs by teaching the values of citizenship and providing school-wide positive behavioral support.
- * Serving all students' academic needs by maintaining high expectations and differentiating instruction.

Vision

Wedgwood is an inclusive community of responsible, caring citizens dedicated to students achieving their full potential.

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	
<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>At Staff Meetings (Spring 2016 and Fall 2016), PLC Grade-Level meetings, and in our Building Leadership Team (BLT) meetings (which include parent representation), we analyze student achievement data from standardized assessments such as MAP & SBAC, Common summative assessments (ReThink Math Benchmarks and Teacher's College Reading Assessment), and classroom-based common formative assessments. We then developed data-based SMART goals for student growth in all major goal areas.</p> <p>Upon initial review of our 2015-16 school-wide standardized math assessment results in math we found that:</p> <ul style="list-style-type: none"> • 343:385 (89%) of our 1st – 5th grade students met or exceeded the grade-level standards in math scoring a Level 3 or Level 4 in math on their standardized assessment. • 288:385 (75%) of our 1st – 5th grade students exceeded the grade-level standards in math scoring a Level 4 on their standardized assessment. <p>An initial concern in math was a disproportionate number of our Hispanic and African-American students not meeting standard in our MAP and preliminary SBAC results. This achievement gap was seen again this fall in our SBAC scores where:</p> <ul style="list-style-type: none"> • 9:21 (43%) of Hispanics students and 2:6 (33%) of African-American student did not pass the SBAC SP16 in math (compared to 11:117 (9%) Caucasian and 2:37 (5%) Asian passing) <p>To further explore this discrepancy, we gathered attendance and discipline records (looking for patterns in lost instructional time), Rethink Math Benchmark and Common Formative Assessment Data, and additional anecdotal data from staff. We found that:</p>

	<ul style="list-style-type: none"> • On average, Hispanic and African-American students attended 175:180 (97%) of school days and 29:42 (70%) missed less than 5 days • 2:42 (4%) Hispanic and African-American students received an Office Referral in 2015-16 that required time out of class • 7:42 (17%) Hispanic & African-American students qualify for ELL services • 4:7 (57%) received a level 1 on their SBAC or MAP Spring Assessment. <p>Additionally, we gathered and reviewed similar data for all of our 2016-17 students who scored a Level 1 or Level 2 in math on a school-wide standardized assessment, as well as explored Descartes and strand data and found:</p> <ul style="list-style-type: none"> • 20:34 (59%) of our current Level 1 and Level 2 students scored a Level 1 in math operations (number sense and foundational skills) • 12:34 (35%) of our current Level 1 and Level 2 students scored a Level 1 in math problem solving and operations • 7:34 (21%) of our current Level 1 and Level 2 students scored a Level 1 in both math operations (number sense and foundational skills) <u>and</u> problem solving and operations • 5:17 (29%) of our current 4th and 5th grade Level 1 and Level 2 students scored a Level 1 in communicating mathematical reasoning on the SBAC assessment <p>Finally, we reviewed our social-emotional PBIS work and our SPS Student Climate Survey and found:</p> <ul style="list-style-type: none"> • Classroom Environment was the lowest performing category on our Wedgwood Student Climate Survey (58% of students surveyed responded favorably to the sub-category questions asked) • Classroom Environment was the only category where our data dropped in all of the subcategories (4:4 sub-categories decreased from the previous year)
<p>We will use research-based strategies that help targeted students.</p>	<p>We assessed our progress in serving all students and eliminating the achievement gap among students of color 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. Wedgwood also uses a Flexible Grouping method to serve all students, regardless of academic designation (general education, special education, advanced learners). We are also using an Instructional Specialist in support of all students below standard and for enrichment opportunities in math. We are studying and putting into place best practices in instructional strategies at all grade levels. Those practices include increasing students' active engagement in their learning, differentiating instruction (based on students' readiness, skill levels and learning goals) and strengthening our Professional Learning Communities (PLCs).</p> <p>We used Spring data to target groups for interventions starting right away in the Fall. We looked at the criteria and screeners in the Fall to assess students for continued or new services. Our MTSS includes a 6 week check in for all targeted students. Our current MTSS plan identifies students and creates goals with specific interventions. Our goal is to diversify our interventions and streamline</p>

	<p>our SIT procedures. Teachers use our Learning Goal Form for each child to assure that goals are met or interventions are altered.</p> <p>Additionally, our .5 ELL certified teacher pushes into classrooms to work with all students designated ELL. We serve all Advanced Learner and Highly Capable math students based on Beginning-of-Year assessments. These flexible math groupings are based on data. Students needing specially designed instruction receive small group and one on one instruction and have access to specialized curriculum that targets specific learning needs. Students with an SM4 service model have access to general education curriculum, with mainstreaming opportunities where appropriate.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>Working through our Building Leadership Team process, we design a school-wide professional development calendar each fall in alignment with our instructional focuses and continuous improvement plan. This includes specifically allocated time for Grade-Level Professional Learning Communities (PLCs) and Math PLCs to establish and progress monitor essential learnings (this year focused on math), differentiate instruction based on common formative and summative assessments, and support our PBIS/RULER social-emotional work this year. Additionally, we plan and provide staff with building-designed professional development opportunities as well as district professional development activities throughout the year that all staff are welcome to participate in. That includes math and science training.</p> <p>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. We will continue to promote strong PLCs (focused on analyzing student data and implementing instructional best-practices) and continue to use peer-to-peer observation and mutual learning provided by our Career Ladder Teachers.</p>
<p>Our school will increase parent/family engagement.</p>	<p>Student learning goals include activities and strategies for increasing parent involvement. Parents are closely connected with supporting the school academically, socially and financially. Wedgwood's Parent Teacher Association is focused on promoting student growth by financially supporting staff training and the purchase of books for classroom libraries.</p> <p>Strategies we continue to employ include:</p> <ul style="list-style-type: none"> • Ongoing two way communicate with parents • Email communication – include encouragement for parents to contact teachers with questions and concerns • Phone calls home • News letters • Providing translation services and translating key communications • Strategically allotting time after school for meetings • Positive notes home • Send students work home with feedback <p>Additional Strategies being explored include:</p> <ul style="list-style-type: none"> • Grade levels featured in Wedgwood Weekly with grade level highlights so parents get idea special actives and projects happing. • Invite family members to come into class to share about a topic (holiday/custom/job). • Creating a Math Symposium family night to make connections to college and career aspirations and share home learning math strategies

<p>Our staff is involved in decision-making.</p>	<p>Teacher representatives and parents participate on our Building Leadership Team (BLT). This group has decision-making authority around Professional Development & Budget. The BLT also provides input on the operational side of building management and school climate. BLT meets at least once per month, depending on the time of year, and our representatives report back to their grade level/department teams. The BLT Chair also provides feedback during staff meetings. Teachers are provided opportunities to provide input to the principal informally and formally, vote on our Continuous School Improvement Plan etc.</p> <p>We also have grade-level and staff representation of our four major decision-making teams: Multi-Tiered Systems of Support (MTSS), Positive Behavior Interventions & Support (PBIS), Wedgwood’s Equity Team, and our Safety Team. These decision-making teams meet once a month to review data, progress monitor initiative, plan staff trainings, and serve as a feedback loop for PLCs and the staff as a whole.</p>
<p>We will assist our students to meet standard.</p>	<p>Wedgwood offers all students the opportunity to engage in a rigorous curriculum with highly qualified teachers trained in using assessment data and differentiation strategies to accommodate and extend for learners. This includes individual and small group instruction/conferencing, differentiated station activities, differentiated projects, and additional school/home activities.</p> <p>Our instructional model (as well as our TPEP, AWSP, and CSIP goals) target students who are underachieving in literacy and math as well as those who are in need of enrichment. We are also focused on supporting a positive climate school-wide.</p> <p>MTSS: We used Spring data to target groups for interventions starting right away in the Fall. We looked at the criteria and screeners in the Fall to assess students for continued or new services. Our MTSS includes a 6 week check in for all targeted students. Our current MTSS plan identifies students and creates goals with specific interventions. Our goal is to diversify our interventions and streamline our SIT procedures. Teachers use our Learning Goal Form for each child to assure that goals are met or interventions are altered.</p> <p>Additionally, our .5 ELL certified teacher pushes into classrooms to work with all students designated ELL. Students needing specially designed instruction receive small group and one on one instruction and have access to specialized curriculum that targets specific learning needs. Students with an SM4 service model have access to general education curriculum, with mainstreaming opportunities where appropriate.</p> <p>Advanced Learners: In English Language Arts (ELA), Wedgwood serves students identified as Advanced Learners through a flexible grouping model in the classrooms. Advanced Learners are reading literature (fiction and nonfiction) at their individual advanced level, and receive tailored instruction in reading and writing working with the teacher individually or in small groups in the classroom. In Math, students identified as Advanced Learners are brought together to participate in a Spectrum math class to receive tailored instruction during the math block. Other students ready for advanced learning receive instruction and extension opportunities in a flexible grouped classroom during the math block.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>We provide mentor teacher/Career Ladder support for those teachers new to our school to help them with instruction and district requirements. New teachers are provided a STAR mentor teacher and regular training throughout the school year which is centrally funded and coordinated. Administration provides extra support by visiting classrooms and providing feedback to all staff.</p> <p>Teachers are offered/provided opportunities for regular professional development. We have a professional development plan in place that serves to support all students and teacher growth. Areas of focus include TPEP support for evaluations, conferring strategies for Writers and Readers</p>

	<p>Workshop, differentiated instruction and flexible grouping, creating a positive school climate using Positive Behavior Interventions and Supports (PBIS) and developing and aligning our practice with the new Common Core State Standards. Teachers are members of Decision-Making Teams including BLT, PBIS, MTSS, and Safety Committee.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>We host events to welcome incoming Kindergarten students and their families during the summer months and invite families to tour the school and meet our staff just prior to the start of the school year. We invite Kindergarten families to bring their students in for a morning before school starts so that the Kindergarten teachers can gather some initial data about all students in order to make more informed and supportive placement decisions. The evening before the first day of school the PTA hosts a welcome back BBQ for all families at which time Kindergarten families are encouraged to visit their student's classroom and meet the teacher. During the BBQ, Curriculum Night and PTA Board meetings, we try to buddy-up new families with families familiar with Wedgwood to help them better acclimate to our community. During each event, we host a volunteer table to help parents get involved with the community and all teachers offer volunteer opportunities in their classroom. This year, the first three days of school were half-days for Kindergarteners, with each family signing their child up for a 1-to-1 assessment time in the afternoon. This is enabled Kindergarten teachers to begin targeted differentiation for all students at the very beginning of the year.</p> <p>Some strategies we currently employ include:</p> <ul style="list-style-type: none"> • Support new families by participation of PTA events. • Providing PTA liaisons to new families to our school. • Help new families with participation with curriculum nights and how to make connections with Wedgwood families.
<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) and the total number of HQ teachers and instructional assistants are made available to all families each fall through Wedgwood's School Report information available on the OSPI web site. All of Wedgwood's teachers and instructional assistants are considered Highly Qualified under NCLB.</p> <p>Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. There are 31 Highly Qualified teachers in this school and 3 Highly Qualified instructional assistants. The percentage of staff considered “highly qualified” (HQ) by No Child Left Behind (NCLB) and the total number of HQ teachers and instructional assistants are made available to all families each fall through Wedgwood's School Report information available on the OSPI web site. All of Wedgwood's teachers and instructional assistants are considered Highly Qualified under NCLB.</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	\$2,738,695	Supports core classroom instruction and school-wide professional development plans, MTSS interventions & supports, Intervention Specialist (supporting reading interventions and math interventions/enrichment)
2016-2017	Specific Use Funds	Transitional Bilingual	\$41,543	Supports ELL Program (including staffing, supplies, and student supports)
2016-2017	Combined Funds	Self Help	\$50,510	Supporting school-wide PD plans and additional tutor.
2016-2017	Combined Funds	PTSA Grant	\$31,936	Supports building operations, MTSS interventions & supports, and funding additional instrument music for 4 th & 5 th Grade.
2016-2017	Combined Funds	Free & Reduced Lunch	\$13,311	Supports MTSS interventions & Supports and the Intervention Specialist (supporting reading and math interventions for targeted students.
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$38,875	Supports MTSS interventions & Supports and the Intervention Specialist (supporting reading and math interventions for targeted students.
2016-2017	Specific Use Funds	Special Education	\$366,337	Supports our school-wide Special Education program supporting identified students with individualized learning plans and goals.

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 ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Closing the achievement gap in mathematics for our identified Level 1 and Level 2 students.	<p>If we as a whole staff employ intentional strategies within our PLCs related to mathematical standards alignment, student engagement and frequent progress monitoring, such as:</p> <ul style="list-style-type: none"> • PLCs identifying Essential Learnings (in both Number Sense/Foundational Skills and critical grade-level standards) and progress monitoring those every 4-6 weeks 	K-5 PLCs & Admin	Monthly

	<ul style="list-style-type: none"> Continue Professional development and implementation by staff of small group and workshop model strategies (including pre-teaching, re-teaching, and extensions) Engage students and families in math through a school-wide Math event that strengthens connections between mathematics and college/career aspirations and supporting Number Sense & Foundational skills with meaningful home learning activities <p>Then Wedgwood's identified L1 and L2 math students (including African-American students and other students of color) will meet or exceed proficiency of the Math Essential Learnings identified and intervened for each month (as measured by MasterTrack profile sheet, ReThink Quick Check formative assessments, ReThink Benchmark Summative assessments, PLC common formative assessments, and MAP/SBAC Math Summative Assessment).</p>	<p>2-5 PLCs & Admin</p> <p>All Staff</p> <p>All Staff</p>	<p>Initial Training on 10/26; individual PLC trainings throughout the year</p> <p>By March of 2017</p> <p>June of 2017</p>
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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:
Increasing Number Sense and Foundational Skills system-wide.	<p>If we as a whole staff employ intentional strategies within our PLCs related to mathematical number sense and foundational skills, such as:</p> <ul style="list-style-type: none"> Align PLC identified Essential Learnings in mathematical number sense and foundational skills (including fluency) across K-6 Use common formative assessments to regularly monitor these Essential Learnings and identify academic and enrichment needs to guide small group instruction 	K-5 PLCs & Admin	November 2016
		K-5 PLCs	Fall, Mid-Year, Spring

	Then Wedgwood’s identified L1 and L2 math students (including African-American students and other students of color) will meet or exceed proficiency of the Math Essential Learnings identified for Number Sense and Foundational Skills (as measured by MasterTrack profile sheet, ReThink Quick Check formative assessments, ReThink Benchmark Summative assessments, PLC common formative assessments, and MAP/SBAC Math Summative Assessment).	K-5 PLCs & Admin	June of 2017
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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:
Increasing Number Sense and Foundational Skills system-wide.	<p>If we as a whole staff employ PLC strategies such as:</p> <ul style="list-style-type: none"> Commonly established mathematical Essential Learnings Meeting regularly to plan math units Use common formative and summative assessments to analyze student achievement data in order to guide instruction and provide differentiation <p>Then each math PLCs will will ensure:</p> <p>By the end of the year, all Kindergarten students will be able to add with fluency (counting on, subetizing, or automaticity) to 5.</p> <p>By the end of the year, all First Grade students will improve by one level (1-3) on the +/- facts to 10 .</p> <p>By the end of the year, nearly all Second Grade students will score 80% or higher on the End of Year Rethink Benchmark for math.</p>	K-5 PLCs	Monthly
		K-5 PLCs	Monthly
		K-5 PLCs	As outlined in Wedgwood PD Calendar
		Kinder PLC	June of 2017
		First PLC	June of 2017
	Second PLC	June of 2017	
	Third PLC	June of 2017	

	<p>The number of 3rd grade students achieving standard for addition fact fluency will increase from 20/91 to 85/91 by the end of the year as measured by the Rethink End of Year Benchmark test.</p> <p>The number of 3rd grade students achieving standard for subtraction fact fluency will increase from 5/91 to 80/91 by the end of the year as measured by the Rethink End of Year Benchmark test.</p> <p>By the end of the year, all 4th grade students will be able to fluently multiply within 100.</p> <p>By the end of the year, all 5th grade students will be able to fluently divide within 100.</p>		
		Fourth PLC	June of 2017
		Fifth PLC	June of 2017

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>Increasing positive student perceptions of their classroom environments using PBIS and RULER strategies.</p>	<p>If teachers and students work collaboratively to:</p> <ul style="list-style-type: none"> • Implement RULER & PBIS Strategies With fidelity • Create and teach into classroom charters (highlighting how students want to feel at school) • Brainstorm and teach into actions that will foster a positive classroom environment 	All Staff	As outlined in Wedgwood PC Calendar
		Classroom Teachers	Initial launch in September; Follow-up throughout the year
		Classroom Teachers	Initial launch in September; Follow-up throughout the year
	<p>Then the percentage of students who feel favorably about their classroom environment will increase from 58% in 2015-16 to 70% in 2016-2017 as measured by the SPS Student Climate Survey.</p>	All staff	June of 2017