



Continuous School Improvement Plan (CSIP)

West Seattle Elementary
2016 - 2018

Principal
Pamela McCowan-Conyers

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.

This document was reviewed updated and approved by WSE BLT on June 22nd, 2017.

Mission and Vision

Mission	Vision
<p>West Seattle Elementary is a diverse and inclusive community where students are engaged in learning both inside and outside the classroom. We support the intellectual, social, creative and global mindset of all our students. We teach our students to recognize and value their own individual skills, strengths, abilities and unique intelligences, as well as those of others.</p>	<p>The West Seattle Elementary community envisions a school in which students are empowered to be inquisitive and versatile thinkers who value diversity, pursue their passions, reach their potential and become advocates for their world.</p>

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school’s advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

Our School has conducted a Multi-Tiered System of Support - Academics (MTSS-A) meetings in our efforts to determine goals for individual students and in accessing the strength of our Tier 1 instruction. It will also assist us in targeting students who may need interventions in order to meet grade level standards; or students who are exceeding grade level standards and would benefit from Advanced Learning Opportunities (ALO). We will conduct MTSS-A and Multi-Tiered System of Support – Behavioral (MTSS-B) meetings three times per school year (Fall, Winter and Spring). This way we are able to monitor the effectiveness of our interventions. We have conducted a MTSS-B (Behavioral) in order to address students' social-emotional needs. We support students with internalizing and externalizing behavioral needs. We have created a detailed data wall so that teachers and administration know how each child is progressing at all times. On a weekly basis, teachers meet in PLCs to discuss and analyze student data. At West Seattle Elementary, we address the needs of the whole child. Our MTSS Team Members are: · Ritchie Garcia-Intermediate teacher , · Jay Weaver-Special Education Resource, · Kyle Tunstall-ELL , · Amanda Poch-Primary Teacher, Amber Simonton-Primary Teacher, Heidi Meade-Levy

Coordinator, McKenzie Garceau- Primary Teacher , Don Noble- Intermediate teacher, and Pamela McCowan-Conyers and Sahnica Washington; -Administrators. We meet as per MTSS Meeting Schedule - we are analyzing student data: MTSS A (Literacy and Math) and MTSS B (Social-Emotional/Attendance).

This year we will be teaming with the District MTSS support team, David Lewis, our full time Social Worker and part time counselor, Family Involvement Coordinator and Seattle Housing Authority to provide individualized wrap around services and behavior plans for students and families. We are specifically hiring a full time social worker from the community we serve in our efforts to build trust with the community and to work as a liaison between the school and community in the understanding of the provision of supports in the areas of ELL and SpEd, as well as other available resources and services. This person will also connect, communicate and collaborate with the mainly E. African community (65% of school total population) on relevant issues such as testing, grading, arts (dance and music) curriculum, holidays, language, summer resources, family involvement, etc. We enjoy our partnerships with Neighborcare; through this partnership, students and families are able to access full service medical, dental and mental health care. We also enjoy a full time nurse at West Seattle Elementary.

We are implementing a new ELA curriculum and assessment package this year. We are partnering with the District MTSS team, our Career Ladder Team (CLT) of teachers, and with our new 1.0 Reading Specialist to ensure validity with this implementation process. Teachers will be meeting weekly to look at and analyze data in order to inform instruction. We will have interventionists scheduled in every classroom to support all students in ELA, especially since WSE has a high rate of ELL students.

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

At WSE, we address the needs of the whole child. We have over a 83% Free and Reduced Lunch rate. Some of the research based strategies we utilize to help targeted students include, but are not limited to the following:

- Small group instruction through the workshop model
- Curriculum selections that reflect diversity in ability levels and ethnicities.
- Push in model for Special Education and English Language Learner services

- Mainstreaming for all of our FOCUS self-contained classroom students
- Behavioral interventions include check and connects with individual students by respected school staff
- Individualized behavioral plans for students' school-wide
- Modification of curriculum to meet child's needs
- After data analysis, re-teaching of standards that students have not achieved.
- Double doses of core instruction, as needed.
- Vast array of extended day academic, social-emotional and enrichment opportunities for students led by WSE teachers and staff. We address the needs of all children in the school, both low achieving and high achieving by providing the following full service supports:
- In school, full service NeighborCare Clinic
- Full-time nurse
- Full-time counselor
- A full time mental health practitioner
- Extended Learning opportunities: Community Learner Center/YMCA, Breakfast in the Classroom time, Husky Clubs, UTSS Tutors.
- Full Time Family Support Worker (A family needs resource)
- Small differentiated group instruction
- Push in support from Special Education and English Language Learner Depts.
- ACCESS and FOCUS programs for Students with IEPs who need extra support in the General education environment.
- Target supports and interventions systems monitored through PBIS, MTSS-A, and MTSS-B.
- Tiered interventions for both Academic and Behavioral goals.
- Teachers providing differentiated curriculum, enrichments and instruction for students meet ALO students' needs. Husky Clubs offers differentiated after school / extended day enrichment opportunities.
- .5 FTE Vocal (K-2) and Instrumental Music Teachers (4-5)
- We are a Creative Advantage/SAIL school, offering a STEAM infused curriculum
- We are a full continuum school offering extra supports through Special Education services from Pre-School

through 5th grade. We offer one developmental preschool class, 2 FOCUS self-contained classrooms (primary and intermediate), a resource and a ACCESS program. · We have a full day Head Start program at WSE, we also collaborate with other programs at the High Point Community Center (2), and Neighborhood House (4). · In addition to being a Title funded school, we are also a Levy funded school. The Levy provides for us a part-time Levy Coordinator, a part-time teacher reading interventionist, a 1.0 classified reading assistant, and a 1.0 Family Support worker. Title provides us with 2 Reading Interventionists, 1 Math Interventionist, 1 small group instructional software interventionist, and 1 ELA tutor.

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

At WSE, our Professional Development is targeted, data informed and ongoing:

- Career Ladder Teams (CLT): Solid team at WSE. We have one teacher leader for each grade level team. These teachers support teachers with the ‘nuts and bolts’ of educating students. They also support one another in sharpening their teaching skills in order to adhere to the WSE culture of high expectations in teaching and learning. The master teacher often leads staff meetings and CLT meetings. It was a high leverage move on the part of WSE administration to utilize this team of high achieving professionals to help in the support and strengthening of new teachers at WSE this year. In addition, they support all teachers in strengthening core Tier 1 instruction.
- Social emotional, trauma informed teaching practices- Social Worker, counselor and District personnel
- Focused Learning communities—focused on developing an ELA scope and sequence, assessments, data and core instruction
- Cultural Diversity/ Awareness PD
- Rethink Math Consultant and coach – Grade Level Teams do data analysis and calibrate how it informs teaching for each individual child.
- Teacher Collaboration Days – 9 total days – led by Career Ladder Team Teachers – Teambuilding exercises – ELA scope and sequence, lesson planning, assessments and data review
- Staff meetings – Instructional, Social Emotional and Cultural PD
- TRI Day trainings - Instructional, Social Emotional and Cultural PD
- Teacher Professional Development Days - Instructional, Social Emotional and Cultural PD
- It directly supports the instructional moves our students needs and our data reflects
- Our teachers meet weekly in Professional Learning Community (PLC) teams.
- Parent and community resources in collaboration with SHA
- Trainings in the area of ELA to support district adoption of new ELA curriculum and assessments.

For the 2017-2018 we will meet the needs of our staff, students and families by offering PD in the following areas:

- Parent trainings in all areas of education in America.
- Cultural awareness/cultural diversity trainings (Race/Cultures/ Poverty) –trainings, presentations and speakers
- Social emotional PD and trainings: CLEAR, RULER, District staff, outside Speakers
- Expeditionary Learning (EL) PD – We are collaborating with parents and staff in preparation of becoming a Creative Approach School for the 2018-2019 School year with an EL cultural focus.
- Project Based Learning (PBL) PD
- Arts Integration into Core Curriculum PD – We are a Creative Advantage/ SAIL school.
- ELA / Math – Academic Best Practices PD – District supported
- Special Education/Inclusion PD and trainings – (District and outside speakers)

Resources utilized to make Professional Development Possible at WSE:

- 4 full day release days per grade level for collaboration days specific to ELA goals – Utilization of Title 1 funds
- Used Title 1 and Levy dollars to hire interventionists and Instructional Assistants, Specialists and tutors for academic support
- Title 1 and Levy paid for instructional resources, materials and guides
- Career Ladder Teachers
- Book Clubs

Our school will increase parent/family engagement.

WSE encourages and solicits opportunities for family and parent involvement. Below are some of the ways WSE will build and sustain a solid parent base:

- .5 Counselor who will lead FEAT team in conjunction with 1.0 Social Worker from the High Point community and a Parent Volunteer Coordinator to encourage, support and sustain parent and family involvement at WSE.
- Monthly Parent Teas (Somali, Hispanic, African-American and English Speaking) that focus on WSE school specific topic (data, grade cards, testing, Special Ed, summer school, etc.) each month.
- Parent Volunteers solicitation starting from the 1st day of school – we are really wanting to get Kindergarten parents onboard.
- Book Fair
- Family Engagement Action Team (FEAT)
- Parent Booster Club enrollment
- 2 parents on Building Leadership Team (BLT)
- Purple folders – School to parent communication
- Phone calls – robo calls about events happening at school
- Scheduled meetings with administrators
- Multiple mediums of communication: Email, robo calls, kid mail, Facebook page, School website
- Open House – Curriculum Night
- Parent- Teacher Conferences
- Be There Rally
- Family Nights, Multicultural Night, Movie and Popcorn Nights, Family Fitness Night
- Language/Ethnicity based guest speakers for the Teas
- Husky Clubs, Field Day, Soccer/Sports Day

We have information regarding WSE's homework policy, as well as other parent specific information in our parent handbook, which we update annually. The handbook can be found on the West Seattle Elementary website. We do have hard copies available upon request.

Our staff is involved in decision-making.

WSE Leadership Teams and Committees:

WSE personifies the term 'shared leadership'. The teachers and staff are well invested and take ownership of teaching and learning at WSE. Our BLT is now the BLT/Equity Team. We feel that we need to ensure equity in all of our systems, programs, policies and procedures at WSE. Every teacher or staff member at WSE is on a committee. We also have the following committees at WSE: FEAT, CLEAR/PBIS, MTSS-A, MTSS-B, SIT, Social Committee, Technology, Curriculum, and Attendance and Special Education

teams. Additionally, we have monthly Grade Level Team (GLT) and weekly Professional Learning Committee (PLC) meetings.

We will assist our students to meet standard.

- MTSS A and B process, data teams, attendance team, Wraparound services
- Summer Staircase – Full day summer school program
- Targeted interventions
- Small group instruction for reading and math
- Workshop model and station teaching in every classroom for Reading, Writing and Math
- Extended Day opportunities – Breakfast in the Classroom in the mornings and Community Learning Center (CLC) after school. Through CLC, homework and tutoring support is offered to students.

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

At WSE we have many teacher leaders. We know the significance of retaining high quality, effective and qualified Staff. Below are some of the ways we achieve that goal:

- We have created and sustained a partnership with Seattle Teacher Residency STR so that our veteran teacher leaders are able to train and mentor future WSE teachers. Future teachers can be observed and trained in the WSE setting. This have proved to be one of the best ways to acclimate future teachers to the WSE climate and culture.
- Structured autonomy in classroom instructional supplemental curriculum and best practices; alignment to CCSS.
- Treating teachers as professionals
- Motivating teachers to achieve leadership opportunities in the building.
- Strong administration support in all areas of teaching and learning, as well as in behavioral support
- Teachers exhibit ownership in success of students and school
- School culture and climate is one that supports high expectations
- Cultural awareness professional development

Our highest qualified teachers are providing interventions, as well as great Tier 1 instruction daily in classrooms. We ensure, through our use of the workshop model for Reading, Writing and Math, that a qualified, certificated teacher sees and works with struggling students in the classroom every day.

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

Transition support plans for new students and families include the following actions:

- Collaborate with Head Start parents during their Family nights and answer questions
- Invited our Head Start and preschool students to visit our K classes and assemblies
- Have conversations with preschool and head start on kindergarten readiness skills
- Vertical alignment
- The Developmental Preschool teacher attends WSE PD and events.
- Full time Family Support Worker to meet and support new families
- Teachers and District: Engagement with preschool staff (Neighborhood House, Community Centers and staff housed at WSE) and Middle School staff (Denny and Madison Middle schools).

How do we support students identified as highly capable?

Our School has conducted a Multi-Tiered System of Support - Academics (MTSS-A) meetings in our efforts to determine goals for individual students and in accessing the strength of our Tier 1 instruction.

It will also assist us in targeting students who may need interventions in order to meet grade level standards; or students who are exceeding grade level standards and would benefit from Advanced Learning Opportunities (ALO).

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	287,386	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)	52,429	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,952,724	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	101,606	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	94,927	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	224,978	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Specific Use	Transitional Bilingual	317,954	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	1,094,225	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

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

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
60% of 3-5th grade students identified as AA males are not making at least a years growth in Reading.	<p>By the end of November 2017, 42% of AA males in 3-5th grades will be making a years growth in Reading.</p> <p>By the end of March 2017, 50% of AA males in 3-5th grades will be making a years growth in Reading.</p> <p>By the end of June 2017, 100 percent of AA males in grades 3-5 will make a years growth in Reading.</p>	All 3-5th grade teachers, CLT and interventionists assigned to grades.	June 2018

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:
Reading: Based on the analysis of our SBA data, less than 50% of our 3rd-5th grade Levy Focus students are meeting standard in Reading.	<p>3rd – 5th Grade Goals</p> <p>*Our Levy Focus Students are students who are approaching standards.</p> <p>By the end of the 2016-2017 school year, 65% of our 3rd – 5th grade Levy Focus students meet standards in Reading as evidenced by the SBA test.</p> <p>By the end of the 2016-2017 school year, 71% of our 3rd – 5th grade Levy Focus students meet standards as evidenced by the SBA test.</p>	<p>1st and 2nd grade teachers</p> <p>3rd-5th grade teachers.</p>	June 2018

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:
	Our goal for the 2017-2018 school year is that at least 50% of all students make typical growth in Reading, as evidenced on the Fontes and Pinnell Assessment	All teachers and staff, administration, and the attendance team.	June 2018

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Year after year, WSE struggle with high rates of absenteeism. Our attendance team meets weekly and tries several strategies geared toward promoting students being at school every day on time to no avail. If students are not at school, they are not learning.	<p>All School Attendance Goals:</p> <p>74% of K-5 grade students (from 64%) with fewer than 5 absences (excused or unexcused) in the 1st semester.</p> <p>70% of K-5 grade students (from 64%) with fewer than 5 absences (excused or unexcused) in the 2nd semester.</p>	All teachers and staff, administration, and the attendance team.	June 2018