



Continuous School Improvement Plan (CSIP)

West Woodland Elementary
2016 - 2018

Principal
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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.

Our CSIP was developed collaboratively by the staff and approved by the BLT/Staff in June of 2017.

Mission and Vision

Mission	Vision
West Woodland is a caring community working together to create an educational success story for every student.	Educational success is the result of the combined efforts of staff, family, and students. The staff will know curriculum standards, assess student needs, convey high expectations to all students and deliver differentiated instruction based on best practices and student social/academic needs. Clear communication between school and home will ensure that all families feel included, supported and valued. Students will understand their responsibility to do their best work.

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 CSIP was developed collaboratively by the staff and approved by the BLT/Staff in June of 2017.

All Kindergarten students were administered the WaKids Assessment (Teaching Strategies Gold)

- All 1st-5th students were administered the Teachers College Reading Assessment (Running Record) in the fall.

School-wide assessment data revealed that 13.5% of our 1st-3rd graders are not meeting grade-level standards in ELA, and 13% of our 1st through 3rd graders are not meeting grade-level standards in Math.

- Based on spring MAP scores and Teachers College Assessment about 13.5% of reading students (grades 1-3) need tiered support to meet standard, and

- About 12% of math students (grades 1-3) need tiered support to meet standard.

Using our MTSS documents, we monitor the progress of all students receiving additional support:

- In October we held all day MTSS meetings to analyze data from our spring MAP data and other classroom based screeners in Reading, Writing and Math to identify students that would benefit from extra support.
- The MTSS team, along with teachers identified and developed a plan for each student that was below grade level, and identified students who would benefit from social emotional support.
- LAP: We have prioritized students for early intervention to close the gap in the primary grades.
- Special Education: We currently have 56 students in K-3 receiving support in the area of reading or math.

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

Our classrooms use a balanced literacy approach incorporating Readers Workshop, word work, and small group instruction. Students are matched with books at their “just right” level. This provides the opportunity for all students to access text at their independent level and for teachers to provide instruction at a higher instructional level.

All of our readers, including:

- Advanced learners (ALO),
- grade level,
- below grade level readers

have access to reading materials in the library and the classroom that meet their needs. This includes our students who are receiving support from our English Language Development (ELD) and special education teachers.

This year we have a team to provide Tier 2 and Tier 3 intervention, this includes an academic interventionist and tutors who are supported through our LAP funds, PTA support and baseline dollars to serve the students who are not meeting standard in Reading and are in need of additional support.

With our focus on early intervention we have chosen to use Sound Partners, Read Naturally (fluency), Iread (phonics) and additional resources. Students receive a double dose of literacy instruction with either a certified teacher or tutoring support (1 or 2 students at a time). In addition, the interventionist is using pre-teaching strategies and/or instructional strategies to address the areas where the gaps have been determined based on the screeners and progress monitoring.

Our teachers work in teams or units to collaboratively plan and create yearly curriculum maps that align to the common core standards. As we develop our math groups, students work in clusters and have flexible groupings. Students have the opportunity to access curriculum up to two grade levels above.

School-wide we will progress monitor three times a year using Teachers College Assessments. Teachers utilize classroom- based assessments, running records, student conferences, observational data, exit tickets and unit assessments on a regular basis.

General Education Students

- K-1 students who were identified with phonics gap received Sound Partners Tutoring 4 times a week
- K-3 students who were identified with a gap of 1 year or more in fluency and comprehension received academic support through our

Academic Interventionist

ELD Students

- Weekly IA support through pull-out and push-in models
- Weekly ELD Specialist support through pull-out and push in models

Advanced Learners

- Writing and Reading Instruction leveled to meet student need
- Fluid leveled intermediate math groups
- Small group and centers are used to differentiate math and literacy at the K-2 levels

Special Education

- Specially Designed Instruction: Pull-out and Push-in models

In addition to the strong classroom instruction, we also provide extended learning opportunities through our PTA enrichment program. We offer coding, language, visual arts, drama, chess instruction, choir, movement through yoga and sports and other extended day opportunities. Scholarships are offered through our PTA to ensure that all barriers are reduce and all students have access to enrichment.

Students and families also have access to a wealth of learning materials to support independent learning and exploration through the library.

We have a strong partnership and alignment with Kids Inc our onsite pre-school which offers before and after school care. They provide additional academic support throughout the day as well as opportunities for enrichment afterschool.

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

All K-2 Teachers are participating in Early Learning Professional Development through the district. Our kindergarten team is participating in the second year of early learning. The professional development is provided as lesson studies and is being hosted at West Woodland. Teachers are provided the opportunity to receive professional development in small group instruction, interactive read louds and shared reading. During the professional development they receive modeling, develop lessons, receive coaching and feedback from peers. This is done on a continuum and is aligned to our goal of strengthening our core literacy instruction, as well as address the gaps in our students foundational reading skills.

Our teachers are working in Professional Learning Communities focused on analyzing student work, data and adjusting instruction based on student feedback and academic needs. This is conducted in grade level teams which include our special education teachers and specialist. With our walk to math model, specific grade levels are using the unit pre/post assessments to create fluid groups to support differentiation and address the common core standard. While we realize that we have many students working above grade level, this also provides us the opportunity for teachers to identify specific areas of focus within the grade level standards that need to be addressed.

Our Career Ladder Teachers (CLT) are working to provide opportunities to strengthen the PLC work and develop a system/protocol to facilitate peer feedback and support by opening up classrooms to learn from one another.

We are continuing Year two with RULER Professional development.

Our school will increase parent/family engagement.

We will continue our regular weekly school newsletters to parents. Teachers send weekly classroom-specific updates to families to provide opportunities for families to engage in the classroom and connect their student's learning to home.

Classrooms host writing and reading celebrations as individual classrooms or as entire grade levels.

This year we held family connection conferences at the beginning of the year for all incoming kindergarten families. These conferences focused on learning from the family how to best support their students and what their parent goals were for their students. Our new kindergarten students that began school after the conferences were held, had an opportunity for a family connection conference as well.

We have an advisory group that includes both families and staff. This year we are in the process of developing our Race and Equity team. Our goal is to reduce barriers and provide equity for all of our students and families. Our underrepresented families will be invited to meet together for an informal coffee chat with the principal to increase two way communication and ensure that all of our families have a voice. Our goal is to create a stronger partnership with our families that have been underrepresented.

At least each trimester the principal will hold a coffee chat to provide opportunities to engage with all families. This will be scheduled at varied times to provide access to ensure access to all families.

Teachers will continue to hold parent teacher conferences each November to support every student in their academic success.

With all of our PTA community meetings, Kids Inc provides childcare. This is to reduce any barriers with families attending our community meetings.

We have two parent volunteer coordinators that reach out to all families and provide opportunities for families to engage with the school. They also host a new families gathering on the first day of school.

Parents and guardians are invited to open a library account so they can ensure that their homes have plenty of high interest, "just right" texts.

Additionally Teachers and administration collaborate with the PTA to organize and coordinate other community building events. We also hold family academic events such as Math, Literacy, Science, Heritage and Art night. This provides opportunities for our families to engage and participate in the learning with their students. This year we are working to implement a plan to support students and families with sensory challenges and open the events 30 minutes prior to support access for all students.

Our Homework Policy:

This fall we decided to adjust the amount of homework that will be given outside of the school day.

Kindergarten-Fifth grade

Nightly reading will be expected for all students. The expectation can range from 10 minutes to 30 minutes depending on the grade level. Our goal is to develop a reading culture at home. We hope that this will be an interactive process with families engaging in conversations about reading. We ask for your

participation to encourage these discussions about the books they are reading. We will soon send examples of questions that you might ask your child to foster comprehension and engagement. In addition, please continue to read to your child at every age. Read alouds are an essential part of becoming a strong reader.

For Kindergarten – Fourth grade

We are eliminating the nightly/weekly written homework. Your student will no longer receive nightly/weekly packets or worksheets, including math homework.

There will be times when home extension projects will be assigned (example-writing projects, editing writing, other special projects in science, social studies or math, or an occasional extension/connection to what is being taught in the classroom)

For the students who are in a 5th grade or higher math class. Homework is based on the concepts that are being taught in class. The teachers will adjust and monitor the homework level based on their assessment.

Fifth Grade

We recognize that for 5th grade one of our roles is to prepare students for Middle School, therefore fifth graders will be receiving homework more frequently.

There will be times when home extension projects will be assigned (For example-writing projects, editing writing, other special projects, or an occasional extension/connection to what is being taught in the classroom)

For the students who are in a 5th grade or higher math class. Homework is based on the concepts that are being taught in class. The teachers will adjust and monitor the homework level based on their assessment.

Our staff is involved in decision-making.

There are various opportunities for staff to be part of the decision making. We utilize our BLT to support overall school decisions. This includes, budget, professional development and school improvement plan. In addition, the staff decided to fund our interventionist with our LAP funds and maintain our counseling position.

We provide opportunities for shared decision making through our committee work and our decision making matrix.

Staff also serve on various committees that support the BLT.

We will assist our students to meet standard.

In October we held all day MTSS meetings to analyze

- Data from our spring MAP and SBA data, and
- Universal Screener for Academic and Emotional Wellness
- Classroom based screeners in Reading, Writing and Math
 - o TCs
 - o Dibels
 - o Standards-based Writing Assessments
 - o Words Their Way Assessments
- ELL Assessment Data
- ALO Eligibility
- Special Education IEPs

The MTSS team, along with classroom teachers identified and developed a plan for each student that was below grade level using a variety of supports

- Push-in tutor model for reading, writing, and math
- Pull-out model
 - o Sound Partners: Phonics
 - o Academic Interventionist
 - o iRead
 - o Fountas and Pinnell Leveled Reading Program
 - o Small math group support
- Social-emotional Support (Counselor)
 - o Whole-class lessons
 - o Small group exercises and support
 - o Individual support
- Social-emotional Support (Special Education Team)
 - o Social skills groups with peer models

Additionally the MTSS team will meet in January to review the data on the progress of students receiving support and revise the plan if needed. Weekly Student Support Team Meetings (SST) with parents and teachers are held to develop plans for individual students in need of support. Our robust team addresses the academic needs as well as social emotion, self-regulation, and at times family support.

This year we analyzed our Tier 1 instruction around social emotional and behavior. This year we implemented school wide behavior expectations in addition to RULER. This was taught and will be reviewed after each school break to support students by providing clear behavior expectations. This will continue to support our strong classroom and school environment.

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

When staff join us at West Woodland they are embraced by the team and provided supports through their colleagues. This year we increased our special education staff, additionally as each teacher/staff member was hired last spring the team reached out and began collaborating prior to the school year beginning. Our teachers are supported at many levels:

- As a member of an effective team:
 - o Collaborative
 - o Experienced
- 14 years average teaching experience
- 73.3% of teachers have a master's degree
- Ongoing professional development:
 - o RULER
 - o Verbal De-escalation
 - o Race and Equity
 - o Early Literacy
 - o PLCs
 - o eVAL
 - o Grade-level teams
 - o Career Ladder Teachers

- Peer Observation and feedback
- Focus on questioning strategies
- Strong support staff.
 - Many of our Instructional Assistants and tutors are former classroom teachers.

Our staff continually seek out professional development to strengthen their practice. This is usually done in collaboration with their grade level team.

We prioritized our budget to invest in high quality staffing, using our LAP Funds to fund a certified teacher to provide intervention.

- K-12 Teacher Certification
- Reading Specialist – Endorsement

Our tutors are highly qualified

- 2 out of 3 have a k-8 teacher certification
- 2 out of three are certified to teach the Sound Partner Curriculum

Our .2 Certified Teacher/Counselor has an ELL endorsement.

A large number of our staff are National Board Certified (10 teachers). Many of our staff hold additional endorsements beyond the general education certification. Many of our staff hold dual endorsements in ELL, SPED, Reading.

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

We have a strong alignment plan with our onsite preschool Kids Inc. Their preschool feeds directly into our school with about 98% of their students attending Kindergarten at West Woodland. This year we received 19 students. Throughout the year, we provide opportunities for the preschool students to participate in school events and integrate in our school day. Additionally, the principal and director meet monthly to align our work.

As preschool students transition to kindergarten we hold meetings with the teachers to ensure that all students are appropriately placed into a classroom environment that would meet that specific student's needs.

This year we held family connection conferences at the beginning of the year for all incoming kindergarten families. These conferences focused on learning from the family how best to support their student and what their goals were for each of the students.

This year we will expand our relationships with our neighboring preschools in the area to continue and strengthen this work.

Our PTA holds a new family social each spring to welcome new families to the school. This provides opportunities for new families to meet each other, meet staff and existing families. In addition to the spring event, our PTA holds summer meet-ups at the school to engage new families and build community.

Before school begins our PTA hosts in collaboration with the school a day called "taking care of business" (TCB Day). This provides the parents an opportunity to complete the needed paperwork for the beginning of the school year. New families to the school are invited an hour early to provide support and welcome them to the school.

This year for our new Access service model in special education, our special education team met with each new family. Families received a tour of the school completed family connection meetings with the special education teachers and general education staff.

For our transitioning 5th graders, we collaborate with the middle school counselors and hold classroom meetings to support the transitions. We also collaborate with the principals to hold family meetings. Specifically, for our students with IEP's the teachers communicate with the middle school Special Education teachers, this happens in various ways including visitations, face to face meetings email and at times can include parents.

How do we support students identified as highly capable?

- Writing and Reading Instruction leveled to meet student need
- Fluid leveled intermediate math groups
- Small group and centers are used to differentiate math and literacy at the K-2 levels

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	Learning Assistance Program (LAP)	20,972	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	3,347,843	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)	6,541	Funding to support MTSS supports at all schools.
2017-2018	Combined	PTSA Grant	120,000	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	22,584	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	682,820	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 ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Based on spring MAP scores and Teachers College Assessment About 13.5% of reading students (grades 1-3) need tiered support to meet standard and about 12% of math students (grades 1-3) need tiered support to meet standard.</p> <p>Our MTSS analysis of the data and screeners we have identified 50 will receive targeted intervention in reading.</p>	<p>By June, 2018, all students who been identified as not at grade level reading standard in 1st-3rd grade will make at a year and half growth in reading as measured by the Teachers College reading assessment.</p> <p>Students have been identified using Teachers College Assessment and DIBELS (2nd grade). Students will be progress monitored using our MTSS data tracker as well as classroom based assessments.</p>	<p>K-2 Teachers</p> <p>Academic Intervention Teacher</p> <p>MTSS Team</p>	<p>June 2018</p>

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:
<p>About 10% of our students in 3-5th grades are not meeting standard on the Smarter Balance Assessment in Math.</p> <p>In the 3rd, 4th, and 5th grades we offer Walk-to- Math to support student learning and differentiate our</p>	<p>By June, 2018, we will reduce the gap between students who met standard and did not meet standard on the math SBA on the Spring 2018 SBA.</p> <p>Student progress will be monitored through unit assessments, exit ticket and daily classroom work. Teachers are reflecting on the data and adjusting their instruction.</p>	<p>Grades 3 – 5 Teachers</p> <p>MTSS Team</p> <p>Tutors under the guidance of the Academic Interventionist</p>	<p>June 2018</p>

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
instruction. We want to ensure that we are meeting all the needs of all learners and math practices are aligned and consistent through the grade levels.			

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Our data shows that approximately 10% of our students in 3rd -5th grades are not meeting standard on the end of the year Smarter Balance Assessment and based on our Teachers College end of the year assessment a 13.5% of reading students (grades 1-3) are not meeting the end of the year assessment in reading.	<p>By June 2018, 100% of students who did not meet the 2017 end of the year benchmark will make adequate growth based on the TC assessment.</p> <p>The TC assessment will be used with all students to assess reading progress. In addition, teachers will use conferring notes, small group lessons to support all students' growth in the area of reading.</p>	Assistant Principal Counselor Classroom Teachers MTSS Team	June 2018

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Our data shows that approximately 10% of our students in 3rd -5th grades are not meeting standard on the end of the year Smarter Balance Assessment and based on our Teachers College end of the year	<p>By June of 2018 88% of students will report that they feel connected to school through positive interactions among students, teachers, and parent/guardian(s) as measured by student self-assessments (SPS Climate Survey) on Belonging.</p> <p>To achieve this goal teachers and staff have committed to:</p>	Assistant Principal Counselor Classroom Teachers MTSS Team	June 2018

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>assessment a 13.5% of reading students (grades 1-3) are not meeting the end of the year assessment in reading.</p>	<ul style="list-style-type: none"> • Creating meaningful relationships with specific students throughout our building (Commitment Cards). Progress check-ins at quarterly staff meetings to report on successes and share strategies. • Creating classroom charters • Conducting regular classroom meetings and mood meter check-ins • Teaching and revisiting the 3-Bs (School-wide expectations) • Celebrating positive achievements through iCare (inclusive, engaged, responsible, compassionate, and accountable) and Marshmallow awards (classrooms following hallway expectations) • To follow West Woodland's MTSS Behavior Response Plan 		