



SEATTLE
PUBLIC
SCHOOLS

Continuous School Improvement Plan (CSIP)

Daniel Bagley
2016 - 2018

Principal
Carla Holmes

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.

Daniel Bagley's Building Leadership Team met on June 19, 2017 to review this CSIP and will reconvene on August 16, 2017 for further review and approval.

Mission and Vision

Mission	Vision
We are an inclusive learning community that empowers students to be their best by providing quality whole-child education in a safe and supportive environment.	Challenging ALL students to be their best.

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.

Disaggregated 2017 SBA data shows that students with special education services and students who are identified as other than "white" represent a significant proportion of students who scored at level 1 or 2 on this measure.

- 50% of Special education students scored a level 1 or 2 on the SBA ELA
- About 38% of ethnically diverse students scored a level 1 or 2 on SBA ELA
- 64% of Special education students scored a level 1 or 2 on SBA Math
- About 39% of ethnically diverse students scored a level 1 or 2 on SBA Math

Strengths:

- Students have team of teachers to support them. (classroom, SPED, ELL, interventionists)
- Students have staff who recognize students' individual strengths and interests
- Students have desire to learn and grow
- Student have peer supports (reading buddies, student council, recess ambassadors)

Student learning goal:

The problem listed above connects with overall work of PLCs to collaborate on shared goals for students and to use formal and informal data to drive instruction. The goal is to support students' growth towards grade level proficiency, or one year's growth. For students below grade level, this includes supporting students with accelerated growth beyond just one year.

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- Careful constructed testing schedule. Teacher set expectation for testing.
- Teachers sent lists of students testing for the day to encourage reluctant students
- Met with parents refusing to have students tested to review benefits of taking the test.
- Calls to students and families to encourage them to take if they did not test. Primarily Special Education and students with chronic attendance issues.

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

Strengthening the core:

- Clear learning targets for whole group (linked to CCSS)
- Differentiation for specific students' needs.
- Teachers collaborating to provide integrated instruction for shared students
- Use of formative (running records, observation, portfolios) and summative assessments (SBA, MAP, Units tests) to inform student progress toward learning goals
- Modification of lessons based on assessment results.

Progress monitoring includes:

- Year-long and unit/lesson planning aligned to standards
- Use of summative and formative data to inform instruction
- Use of small group instruction to differentiate
- Implementing resources/materials to best meet student needs

Specific instructional techniques and resources being implemented to support all learners includes:

- Balanced Literacy and the Montessori Language Curriculum
- Readers & Writers Workshop and newly adopted Collaborative Classroom ELA curriculum
- MTSS teachers will provide instruction to groups of children based on specific student needs (System 44/READ180, iRead; LLI; Read Live)
- RAZ Kids (school license)
- Walk to Math (contemporary)
- Flexible groups/Differentiated lessons
- Alignment of instruction to CCSS
- Technology (ST Math, Reflex, Xtra Math, Think Through Math, Compass, TenMarks)
- Math Manipulatives (Montessori and Math in Focus)
- NSF Science Kits
- Story Path

ALO students are identified by Bagley teachers, with parent permission, and at least one of the following additional criteria:

For Reading,

- Spring MAP scores in reading of 95% or higher OR Level 4 on the Smarter Balanced Assessment for ELA
- Fountas and Pinnell Reading Level of at least one grade higher
- Teacher Recommendation

For Math,

- Spring MAP scores in math of 95% or higher OR Level 4 on the Smarter Balanced Assessment for math
- A passing score of 85% or higher on a CCSS-aligned math assessment (BOY baseline assessment for EOY goals.)
- Teacher Recommendation

Most of the differentiated instruction will occur within the classroom. Some students may move to another classroom for math as part of a “walk to math” model.

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

Building effective PLC structures at each grade level.

PLCs are integral to teachers having ownership in their learning and in creating effective learning environments for their students.

The BLT developed our PD schedule which includes weekly, monthly and annual trainings targeted at social/emotional work, literacy, technology and PLCs. The calendar is posted in our main office. (we will add specifics and attach PD calendar after BLT meets in August)

BLT- Will plan for PD during June and August meetings based on staff feedback and district initiatives.

Our school will increase parent/family engagement.

Events include:

- Kindergarten Jump Start (August 21-25)
- New Family Open House (August 31st)
- WA Kids Family Connection Visits (September 6-8)
- Welcome Night- Meet the teacher (September)
- Curriculum Night (Parent Education on Contemporary, Montessori, Special Education Curriculum (October)
- Special Ed. Family Night (10/)
- RULER (Social/Emotional curriculum) family nights (4)
- Literacy night (November)
- Parent Conferences
- Math night (February)
- Art Walk (May)
- Vocal and Instrumental Music concerts (spring)
- principal coffees (monthly)
- Other PTA events – Apple Social, Harvest Hootenanny, Movie Night, Bike Rodeo, etc.

Other forms of communication:

- monthly Principal newsletters in The Bagley Buzz (weekly PTA newsletter)
- School Website/PTA website
- Messenger for time sensitive/high priority information

Based on Spring Parent Survey data, one area of need identified includes:

- Cultural barriers between staff and families have been overcome (__% responded favorably)

As we refine our committees for 17-18, we will be looking at starting a Committee focused on Culturally Responsive Teaching and Building Community for all of our students

Homework policy:

10-20 minutes of daily reading; 10-20 minutes of daily math practice (may include additional practice in paper form or through computer program – i.e. TenMarks, Reflex, etc.)- time may vary depending on grade level.

Our staff is involved in decision-making.

BLT/GLB (monthly)

BLT reviewed decision making matrix and a copy has been submitted to HR and the Executive Director of Schools.

TRI days in August and October

We will assist our students to meet standard.

F&P Benchmark Assessments- leveled reading assessment (3x a year)

SRI/SPI - Scholastic Lexile assessment (for students below grade level)

Unit tests (Math)

Rubrics and Checklists (Writing)- calibrating across programs

Informal observation

MAP

MTSS team meets weekly

GLPM (Grade level progress monitoring) teams meet in 6 week cycles

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

GLB and PLC time

Staff PD survey for input on PD topics and format

Social Committee (staff breakfasts, gifts, celebrations)

Principal and hiring staff attend job fairs

Staff attends professional development offerings that link to professional and school goals.

4% of teachers have Masters degrees

Average years' experience = 12

Current Reading/Math Specialist has Master's in Teaching and 10+ years experience teaching elementary and middle school.

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

Jump Start

WAKIDS

New Family Open House (August)

Welcome packet and team for students who enroll after the school year has started

Connect with middle school principals in winter to set up proactive spring visits

6th grade panel comes to do Q&A with 5th graders

How do we support students identified as highly capable?

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)	31,457	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,525,847	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)	12,506	Funding to support MTSS supports at all schools.
2017-2018	Combined	PTSA Grant	50,000	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	45,284	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	786,674	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 Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Students' experience across classrooms and with multiple teachers will be aligned to specific standards (with formative assessments) and learning goals, so there is connection and integration in the students' learning.	Nearly all of the Special Education students who take the SBA will show one year's growth on the F&P Spring Benchmark Assessment. In addition, the % of Special Education students not proficient will decrease from 50% to 40%. Data to monitor progress includes, F&P running records, DIBELS, SPI/SRI scores; SBA Interim Measure assessments.	3rd-5th grade teachers SPED teachers Reading Specialist Principal	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:
<p>Students' experience across classrooms and with multiple teachers will be aligned to specific standards (with formative assessments) and learning goals, so there is connection and integration in the students' learning.</p>	<p>Nearly all of 2nd grade ELL students will show 1 year's growth on F&P Benchmark assessment. (Data to monitor growth includes F&P LLI running records, DIBELS, and possible formative assessment in CCC materials)</p>	<p>2nd grade teachers ELL teacher Reading Specialist Principal</p>	<p>June 2018</p>

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:
Students' experience across classrooms and with multiple teachers will be aligned to specific standards (with formative assessments) and learning goals, so there is connection and integration in the students' learning.	3rd-5th graders average proficiency rate on SBA ELA will increase from 79% to 84%. (By increasing the number of Special Education students and ethnically diverse students who score a level 3 on the SBA ELA assessment.)	Principal AP All teachers	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:
<p>Students' experience across classrooms and with multiple teachers will be aligned to specific standards (with formative assessments) and learning goals, so there is connection and integration in the students' learning.</p>	<p>3rd-5th grade responses on the climate survey regarding "Students in my school treat each other with respect" will increase from 32% to 52%.</p> <p>Climate survey data (3x a year)- focus groups with students to build greater understanding specific questions and students' responses- get suggestions from students on next steps</p> <p>RULER – Classroom Charter, Mood Meter, Meta-Moments, Blueprint</p> <p>MTTS/SIT - meets weekly to support individual learning needs; also beginning work around behavior matrix for supporting consistent behavior expectations in common areas; participating in PD with David Lewis and his team</p> <p>Focus additional support at recess - clear routines, recess ambassadors (4th-5th)</p> <p>Invest in Youth – after school tutoring and homework support</p>	<p>Principal AP All teachers</p>	<p>June 2018</p>