



Continuous School Improvement Plan (CSIP)

Greenwood Elementary

2016 - 2018

Dr. Walter Trotter, Principal



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 staff and building leadership team reviewed and approved our CSIP on November 14, 2016.

Mission and Vision

Mission

We respect and celebrate the diversity and uniqueness of our students and families. Greenwood is committed to providing quality education for students in a collaborative environment that involves the entire school community. We support the intellectual, social and emotional development of each child through discovery, rigorous academics, collaboration, health & fitness and the arts. We foster respect of self, others and the environment.

Vision

Each child is capable and unique and therefore must be provided with intellectually challenging and enriching educational experiences in a high quality learning environment.

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>We consistently review our data both formative and summative and our CSIP is based on the review of past and present information. We have looked at our data across many dimensions and subjects, including, but not limited to, the following reports:</p> <ul style="list-style-type: none">• Student / Staff / Family School Climate Reports• Measures of Academic Progress (MAP) Progress Reports:• State Assessment Reports• Attendance Reports• Performance Management Data and Reports• District Score Card/School Reports <p>• The Smarter Balanced Assessment (SBA) data in ELA wasn't as troublesome when looking at the whole school performance. However, when you compare it to the formative assessments and the TC assessments, it doesn't seem to match as clearly. The spread of students was more balanced than our math data. However, it is not aligning clearly with SBA in showing where students sit on the common core standards. We have decided to place an emphasis on the area of reading and what is relevant and that students are connecting to, and then where the gaps are that we are missing so we can be more focused and thorough in our curriculum and instructional delivery. Fall TC assessments are completed with the pre-assessment data. Lexia and Scholastic (Lexia at primary level) for added baseline data. Classroom reading libraries are being enhanced to support the needs according to the data we're collecting. Writing samples are underway. We are looking to add frequency to the discussions we are having about specific student progress in our PLC teams both vertically and horizontally and with our principal.</p> <ul style="list-style-type: none">• We want 100% of our students to make a minimum of 1-year's growth in reading. For those that are below grade level standards, our goal is for to exceed a year's growth in order to meet grade level standards before they exit our school.• When examining our student climate survey, we noticed that in the area of "Belonging," 79% of students responded favorably compared to 73% district wide and 74% in our Northwest Region. However, we noticed a sizable decline of twelve percentage points in students feeling respected as much as their peers. In addition, 55% of students responded favorably in the area of "Classroom Environment" compared to 50% districtwide and 52% in the Northwest Region. 62% of students indicated that students in their class were friendly to each other, a decrease of 8

	<p>percentage points from 2015. In addition, 54% of students indicated that students in their class are respectful to adults, a decrease of 11 percentage points from 2015. As a result, we felt that it is important that our theme and school culture goal revolve around enhancing school wide respect.</p> <ul style="list-style-type: none"> • The comments that students made were indicative of a needed focus in the area of creating stronger connections and/or positive connections with and among students. We plan to use our Multi-Tiered System of Support (MTSS) as a means to delve deeper into this area. • A significant majority of our students meet grade level standards in reading but we are concerned about those that do not and have targeted the opportunity gap of African-American and Latino students as well as other students of color. This concern is supported through our standardized and formative assessments. For example, our 2016 SBA data indicates that of 15 Black students in grades 3-5, six met standard and nine did not meet the ELA standard. 7 of 20 Latino students did not meet the ELA standard with 7 meeting standard and 6 Latino students exceeding standards. • We have found that the ability to read and comprehend material permeates all subject areas including math. There is heightened rigor and requirements for students to understand multi-step word problems and directions before they can even access the math content. Therefore, we have selected to improve students reading skills as our primary goal.
<p>We will use research-based strategies that help targeted students.</p>	<p>Writer's & Reader's Workshop Strategies:</p> <ul style="list-style-type: none"> • Balanced Literacy will occur at primary and intermediate levels to support reading and writing using best practices. • Writer's and Reader's workshop strategies will occur at the primary level to support balanced literacy. Writer's workshop strategies will be learned and utilized K-5. <p>Co-teaching/integrated teaching:</p> <ul style="list-style-type: none"> • ALO students will be provided literacy enrichment with a specialist each week for one trimester. <p>School Wide Reading Initiatives:</p> <ul style="list-style-type: none"> • School wide reading initiatives such as Global reading and DEAR will occur to support student acquisition of reading. <p>Monthly Reading Logs & Celebration:</p> <ul style="list-style-type: none"> • Reading logs will be tallied each month. Students and classrooms will be recognized at school wide monthly assemblies with awards being provided. <p>Tutoring will be provided for K-5 students in need of acceleration:</p> <ul style="list-style-type: none"> • Basic and Advanced Sound Partners curriculum will be used for K-2 students needing reading acceleration when possible. LAP tutors will provide one-one and small group instruction with specific students in grades K-5. The extent of these services depends upon funding resources.

	<p>Aligning reading curriculum to common core standards:</p> <ul style="list-style-type: none"> • K-5 teachers will plan together to implement curriculum, assessment and instruction. <p>MTSS Tier 2 interventions:</p> <ul style="list-style-type: none"> • Students who are achieving well below or well above grade level standards (including Advanced Learners) are targeted under MTSS for tier 2 interventions. HC eligible students who choose not to attend their HCC pathway site also receive these tier 2 interventions. <p>These may include:</p> <ul style="list-style-type: none"> • flexible (and/or cluster) grouping • curriculum compacting • tiered instruction • project-based learning • small group instruction • moderate acceleration • telescoping of curriculum <p>We assessed our progress in eliminating the achievement gap between students of different ethnicity and socio-economic levels 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. We are studying and putting into place “best practices” in instructional strategies. Best practices include increasing students’ active engagement in their learning, and differentiating instruction based on students’ readiness, skill levels, and learning goals.</p> <ul style="list-style-type: none"> • Primary and intermediate students below standard in reading will be given formative assessments ongoing in the fall, winter and spring which include Columbia Teachers • Assessment (CTC), Amplify, Measurement of Academic Progress (MAP), Dibels, Lexia and Scholastic Reading Inventory Pre/post assessment: • Third, fourth and fifth grade students below standard will be assessed 3 times per year using the Columbia Teacher and Amplify assessments. • First and second grade students below standard will be assessed 3 times per year using the Columbia Teacher Assessment (CTC) and the Measurement of Academic Progress (MAP). <p>Running Records:</p> <ul style="list-style-type: none"> • The Scholastic Inventory will be used to regularly assess students reading progress in grades 3-5.
<p>Our school offers professional</p>	<ul style="list-style-type: none"> • Increase instructional capacity: K-5 classroom teachers, librarian, special education resource teachers and principal will participate in ongoing growth activities

<p>development that is high quality and ongoing.</p>	<ul style="list-style-type: none"> ● To increase instructional capacity, Reader's Workshop strategies will be implemented in each classroom. Training and peer mentoring will occur when necessary to support school wide implementation. ● K-5 classroom teachers, librarian, resource teachers and principal will participate in aligning instructional methodology school wide. ● Our PLC Resource committee comprised of career ladder teachers and other staff members will collaborate with the principal to plan and provide quality PD to expand and grow our instructional capacity school wide.
<p>Our school will increase parent/family engagement.</p>	<ul style="list-style-type: none"> ● School wide reading logs will involve parents in their child's independent reading on a daily and monthly basis. ● Teachers will provide specific parents with strategies and materials to work with their children. ● 100% of our parents will be meet with teachers for parent conferences ● Parenting Workshops and training will be available to support parental skills and understanding early adolescent social, emotional and behavior characteristics. Training in Positive Discipline will be provided with specific parents being supported. ● Parents will formally be involved in the communicating school events and activities to our parent community through monthly written communication. ● Parents will be invited to participate on daily and overnight science field trips and volunteer in enrichment activities i.e. science fair, Finding Urban Nature, recycling, gardening, pacific science center. ● School-wide writing celebrations invite parents and community members to participate and allows students to hear writing across grade levels K-5.
<p>Our staff is involved in decision-making.</p>	<p>Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and our representatives report back to their grade level/department teams. They also bring issues and input to BLT meetings from their team members.</p> <p>We also have the following decision-making committees and representatives established:</p> <ul style="list-style-type: none"> ● Scheduling Committee ● Student Intervention Team ● Multi-Tier Support Systems Team ● Assembly Committee ● Safety Committee ● Social Committee ● PTA Board Representatives ● Field Day Representative ● Tutor Coordinator ● Environmental Committee ● PLC Resource Committee ● Scholastic Representative ● Testing Coordinators ● Math Committee

	<ul style="list-style-type: none"> • Playground Committee • Technology Committee • Lexia Representative • ALO Tutoring Committee
<p>We will assist our students to meet standard.</p>	<ul style="list-style-type: none"> • One of our main goals is to close the opportunity gap with African-American, Latino and students of color and to significantly improve the academic achievement of all students whether emerging, middle or advanced. • The Principal has included this goal standard in his annual goal setting criteria with his supervisor with the expectation to achieve or exceed a minimum of one year’s growth in reading for all students and to exceed one year’s growth for students below grade level. • All Greenwood teachers have established the same standard for students as the principal has in their annual goal setting criteria. • Staff training and awareness of Multi-Tiered Systems Support will occur in the winter and spring with a major focus on developing a plan for positive and proactive interventions in the classroom as well as early identification of Tier III students. We believe that by creating a stronger connections and relationships with students... attendance, motivation, engagement and academic achievement levels will increase.
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many ongoing opportunities for professional development. These activities help new staff feel supported and maximize their skill base in order to best serve students. Currently, 100% of our staff is considered Highly Qualified (HQ) by NCLB.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<ul style="list-style-type: none"> • We host a welcoming event for incoming students and invite their families to tour the school and meet our staff and students before the school year begins. We also hold an Open House/Curriculum Night for families in September/October. • Each year we solicit the help of middle school counselors and principals to provide an overview of middle school expectations and requirements in the spring. • This year we have introduced and provided an open discussion that 4th and 5th graders could have with the new principal of a new middle school that is opening in the fall of 2017. The majority of our students will attend this middle school when they graduate to 6th grade. • We have two developmental special education preschool classrooms. Students are integrated with “peers” that are not diagnosed with special needs. This provides modeling and preparing students for the next educational transition to kindergarten. Each year certain students transition from our special education preschool program to the regular mainstream kindergarten program. • There is a collaborative effort to communicate and work in alignment with our school site day care, Nurturing Knowledge. We are in constant communication about specific student needs and family situations. • Strengthening relationships with students/families of color and those facing socio-economic challenges is a key focus. • Our Student Care Coordinator along with Catholic Community Services will target and assist families that need assistance with basic living needs.

<p>Our system of support assures our highly qualified staff are support students.</p>	<ul style="list-style-type: none">• We utilize integrated teaching with in-class tutors and specialists whenever possible and as resources permit. We also utilize pull-out when individualized specialized instruction is beneficial to students whether they are emerging or advanced.• Our resource teacher and special education assistant does both push in and pull out.• Our Advanced Learning Specialists does both push-in and pull out.• Tutors provide 6 hours of assistance in the classroom for grades 3-5 and Sound Partner tutors provide individual tutoring using a prescribed reading program for grades K-2.• K-2 tutoring is also provided in-class as resources permit.
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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	\$ 1,956,010.00	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	\$ 20,783.00	Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success of ELL students
2016-2017	Combined Funds	Self Help	\$ 26,661.00	Building funds to support classroom and building programs
2016-2017	Combined Funds	PTSA Grant	\$ 83,250.00	PTSA funds to support programs within the building
2016-2017	Combined Funds	Free & Reduced Lunch	\$ 107,653.00	Funding to support MTSS supports
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$ 38,875.00	Supplemental state dollars to support K-4 supplemental reading assistance for Tier 2 students.
2016-2017	Specific Use Funds	Special Education (SPED)	\$ 557,985.00	Teachers and Instructional Assistants, 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 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:
<p>The Opportunity Gap between some African American, Latino and other students of color still exists in reading</p> <p>Some students below grade level are not exceeding a year's worth of growth in reading.</p>	<ul style="list-style-type: none"> Reading progress and achievement will be monitored daily/weekly through monthly reading logs, Columbia Teachers Assessment, classroom based assessments, running records, words their way, spelling inventory, guided reading groups, Scholastic, Lexia, MAP and SBA Students of color and others below grade level will exceed 1 year's growth in reading. 	Teachers Principal	June 2017

	<ul style="list-style-type: none"> There will not be a discrepancy of academic growth in reading among students of color and their peers. 		
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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:
Kindergarten A percentage of students below grade level are not meeting or exceeding a year's worth of growth in reading.	<p>Targeted students will read at grade level or above as measured by Kindergarten Common Core Assessment, MAP, TC, Words Their Way, DRA and/or meet IEP goals. Targeted students will be provided additional assistance with Sound Partners instruction, ELL assistance in alignment with common core grade level expectations, and LexiaCore5 use at school.</p> <p>There will not be a discrepancy of academic growth among African American, Latino and other students of color. Students of color who may be impacted by the opportunity gap will be targeted and monitored closely for ongoing progress.</p>	Kindergarten Teachers Specialists Principal	June 2017
Grade 1 A percentage of students are not meeting or exceeding a year's worth of growth in reading.	<p>There will not be a discrepancy of academic growth among African American, Latino and other students of color. Students of color who may be impacted by the opportunity gap will be targeted and monitored closely for ongoing progress.</p> <p>70 percent of all first graders at Greenwood Elementary School will make or exceed a minimum of one year's growth and/or be at grade level by the end of the year.</p> <p>All students will achieve or exceed one year's worth of growth on the F&P assessment. In addition, students above grade level in September, will increase fluency to 120 WPM.</p>	Grade 1 Teachers Specialists Principal	June 2017
Grade 2		Grade 2	June 2017

<p>A percentage of students below grade level are not exceeding a year's worth of growth in reading.</p>	<p>There will not be a discrepancy of academic growth among African American, Latino and other students of color. Students of color who may be impacted by the opportunity gap will be targeted and monitored closely for ongoing progress.</p> <p>Conferring notes, guided reading small group work, Lexia and Dibels will be additional measures used to monitor and demonstrate ongoing student progress.</p> <p>There will not be a discrepancy of academic growth among African American, Latino and other students of color. Students of color who may be impacted by the opportunity gap will be targeted and monitored closely for ongoing progress.</p> <p>By the end of May 2017 80% of students will reach or exceed their reading goal on Scholastic Reading Counts by successfully passing SRC tests with at least 70% accuracy.</p>	<p>Teachers Specialists Principal</p>	
<p>Grade 3 A percentage of students are not meeting or exceeding a year's worth of growth in reading.</p>	<p>Students will take <i>Scholastic Reading Counts (SRC)</i> tests on books read during Reader's Workshop. Scores will be monitored as well as their written and oral responses. *Some students will receive a small group/or one-on-one tutoring instructions to make sure their reading needs and met</p>	<p>Grade 3 Teachers Specialists Principal</p>	<p>June 2017</p>
<p>A number of students are not reading enough independently and ultimately not exceeding a year's worth of growth in reading.</p>	<p>Assessments:</p> <ol style="list-style-type: none"> 1. TC Assessments fall, winter and spring for targeted students 2. SRI scores will be monitored each trimester for Lexile growth 3. SRC book tests- ongoing 4. Reading Journals 5. Slosson reading test – 3x's/year – September, January, May <p>*Parents will receive a quarterly SRC report. *Every month teacher will review with individual students their progress. *Every 25 points students will mark their reading progress on the SRC chart.</p>		

<p>Grade 4 & 5 A percentage of students are not meeting or exceeding a year's worth of growth in reading.</p>	<p>*For every 50 points, students will receive a SRC certificate. *Make sure students are in 'just right' reading books based on discussions, written assignments and SRC scores *Check-in regularly with students and discuss their reading progress</p> <p>Resources: -classroom library -GW school library -Scholastic Website for reading selections based on students' SRI and SRC scores -daily checking of students reading logs -open communication with parents regarding their child's reading progress via email or conference</p> <hr/> <p>- utilizing LAP tutors to provide additional reading support beyond reading class</p> <p>Targeted students will read at grade level or above as measured by TC benchmarks, Lexile level, and/or meet IEP goals</p> <p>All students will read at grade level or above as measured by TC benchmarks and a year's worth of growth in reading as measured by an increase in 75-100 Lexile points.</p> <p>There will not be a discrepancy of academic growth among African American, Latino and other students of color. Students of color who may be impacted by the opportunity gap will be targeted and monitored closely for ongoing progress.</p> <p>Strategies and assessments will include the use of Lexia Core 5, Amplify Quick Checks, Differentiated Book clubs for students receiving special education, targeted lessons from ReadWorks, StoryWorks, US Studies Weekly, WA Studies Weekly and Amplify</p> <p>Grade 4 & 5 PLC will align the Reading section of the SPS report card to the CCSS, and</p>	<p>Grade 4 & 5 Teachers Specialists Principal</p>	<p>June 2017</p>
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	collaborate and create formative assessments around the targeted standards.		
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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:
Some students below grade level are not exceeding a year of growth in reading.	Based on the formative and summative assessments, students below grade level will exceed a year's growth in reading.	Grade K-5 teachers, specialists and principal	June 2017
All students are not making a year's growth in reading	Based on the formative and summative assessments, students at or above grade level will make at least one year's growth in reading.	Grade K-5 Teachers, Specialists and Principal	June 2017
We want to increase the percentage primary students making typical growth on the MAP assessment from fall to spring.	Although 50% is the national standard for typical growth on the MAP, K-2 students will exceed the national norm as measured on the spring MAP assessment.	Grade K-2 Teachers Specialists Principal	June 2017
We want to increase the percentage of intermediate students proficient in ELA on the Smarter Balanced Assessment.	Students in Grades 3, 4 and 5 will increase their overall proficiency on the Smarter Balanced ELA Assessment from 73% to 83%	Grade 3-5 Teachers Specialists Principal	June 2017

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:
<p>Based on the Student Climate data, students are not feeling as respected by their peers which may affect their motivation, engagement and enthusiasm for school.</p>	<p>When examining our student climate survey, we noticed that in the area of “Belonging,” 79% of students responded favorably compared to 73% district wide and 74% in our Northwest Region. However, we noticed a sizable decline of twelve percentage points in students feeling respected as much as their peers. In addition, 55% of students responded favorably in the area of “Classroom Environment” compared to 50% districtwide and 52% in the Northwest Region. 62% of students indicated that students in their class were friendly to each other, a decrease of 8 percentage points from 2015. In addition, 54% of students indicated that students in their class are respectful to adults, a decrease of 11 percentage points from 2015. As a result, we felt that it is important that our theme and school culture goal revolve around enhancing school wide respect.</p> <p>The comments that students made were indicative of a needed focus in the area of creating stronger connections and/or positive connections with and among students. We plan to use our Multi-Tiered System of Support (MTSS) as a means to delve deeper into this area.</p> <p>Success will result in the implementation and fruition of following School Culture Goal Statement:</p> <p>“Everyone at Greenwood will treat each other with respect. All members including students, teachers, parents will give and receive respect. Students will be able to demonstrate respect in</p>	<p>MTSS Team & Staff Members</p>	<p>We are in Cohort 3 and will begin our MTSS plan with the assistance of the central office MTSS team in December 2017. The development and sharing of strategies has already begun and a full scale school wide implementation plan will be created by September 2017 if not sooner.</p>

	different settings with different people and our school will develop a common language regarding respecting for self and others. “		
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