



Continuous School Improvement Plan (CSIP)

**Lafayette Elementary**  
2016 - 2018

Principal  
**Cindy Chaput**



## 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 Building Leadership Team approved this CSIP on June 13, 2017.

### Mission and Vision

Mission	Vision
Lafayette is committed to educating all students, focused on academic excellence and social responsibility.	Lafayette is a school dedicated to motivating and readying students to attain academic excellence and social responsibility in an ever-changing, ethnically diverse, technologically advancing world.

### 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.**

At Lafayette, we have three tiers that are analyzing school-wide data in the areas of ELA, Math and Equity and Race. These include grade level PLCs, vertical PLCs divided into three committees: ELA, Equity and Race, Math. We also have a Building Leadership Team (BLT). We have parent participation on our committees and Building Leadership Team. We follow protocols while looking at data such as Dufours four questions for our PLCs (Professional Learning Communities) and our committee work. We analyze student achievement data from the summative SBA (Smarter Balanced Assessment), MAP (Measures of Academic Progress), SBA interims in math and ELA (English Language Arts), student climate surveys, and Easy CBM/Dibels in addition to classroom-based assessments. Teachers develop SMART goals for student growth in ELA and Math, while committees develop school-wide SMART goals for each of our areas: ELA, Math, Equity and Race.

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

We provide Tier I (whole school) instruction in ELA using the district "balanced literacy" framework. Tier 2 (small group) instruction for ELA is provided in the classroom. Additionally, volunteer tutors work with students identified as needing additional support. To meet the needs of our advanced learners, differentiated instruction strategies are used with students reading complex text at their level and

responding through discourse and writing using higher level thinking skills. The STEAM (Science, Technology, Engineering, Arts and Math) Committee is focusing on Math and we are implementing a "Walk To Math" structure using the Math In Focus as our primary curriculum with the scope and sequence from the district for Tier 1 instruction. This structure ensures access to math content according to their math achievement level for advanced learners. Students receive Tier 2 instruction in small groups during the math 75 min block. Our Equity and Race committee is focusing on the student survey results and implementing PBIS and RULER programs to provide school-wide expectations and develop student's social emotional skills. The counselor will provide on-going lessons at each grade level to support these initiatives. Grades 3-5 will complete the climate survey four times throughout the year to progress monitor our efforts in this area.

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

A robust professional development (PD) calendar has been developed for the year. We will have four Career Ladder Teachers that will assist in the implementation of our PD. Once monthly they will be delivering PD in Marzano's 10 strategies for effective instruction. The PD will be followed up with teacher/CLT walk throughs. A tool will be used to collect data for reflective processing and goal setting. Additionally for literacy, two teachers will be providing ongoing PD in Collaborative Classrooms. Teachers will engage in 8 hours of online work and then work with the CCTL(collaborative classroom teacher leaders) on the implementation of the program. Teachers will also receive PD in using RAZ Kids Plus to differentiate nightly reading expectations. Teachers in grade K-2 will have focused PD in implementing the LLI Assessments and the Fountas and Pinnell Phonics lessons. In math, teachers will receive PD in Dream Box and how to use it to differentiate nightly math expectations. The teachers will also engage in Number Talks PD and have the opportunity to observe peers conducting number talks. The teachers will continue to have PD in RULER and PBIS. Overall the instructional shift at Lafayette will be moving to an inquiry based approach, so teachers will receive continued PD throughout the year on this and have opportunities to observe exemplar classrooms and have opportunities for reflection using the STAR protocol developed through BERCC.

### **Our school will increase parent/family engagement.**

We are increasing parent family/engagement by offering opportunities to volunteer in a multitude of ways during the day. Our focus is to increase tutoring volunteers as well as volunteers supervising our cafeteria and playground. Additionally, we are including parents/community to be on the committees and the BLT. The Principal hosts Coffee with the Principal three times during the year. Principal meets with PTA President weekly to go over PTA agenda and school issues. Bi-Monthly newsletter is posted on website and teachers send home a monthly newsletter in addition to school messenger. There are many opportunities for families to volunteer at Lafayette. A few of these include working or leading students in garden activities, the school play, as well as attending our evening events which include Curriculum Night, Arts & Culture Night and our Spring Fling. Lafayette has a homework policy where all students are expected to access Dream Box and Raz Kids Plus to practice their skills using computer programs that differentiate to meet all levels of learners.

### **Our staff is involved in decision-making.**

We have a decision-making process for the school. When decisions need to be made the topic is introduced at the BLT meeting for discussion. Then we discuss with the whole staff and depending on the topic an ad hoc committee may be formed for further research. Information is brought back to the staff. The staff reports to their BLT member. The vote is through the BLT.

### **We will assist our students to meet standard.**

On the Spring 2017 SBA, 69% met standard in third grade on ELA, 68% met standard in fourth grade on ELA, and 65% met standard in fifth grade on ELA. In Math 68% of the third graders met standard, 62% of the fourth graders met standard and 58% of the fifth graders met standard. These scores are reflective of the Easy CBM Spring 2017 scores and Fountas and Pinnell data. Using these measurements, we found that the students did not meet standard in the area of reading comprehension. As a result, there is a focus on Claim 1 of the SBA and the 14 targets in the area of reading. Teachers are using the standards and resources to align the curriculum in ELA and math. Teachers implement progress monitoring tools so that students with intensive need for intervention are receiving services and their progress is monitored twice per month using Easy CBM. Additionally, all students in grades 3-5 are being progress monitored using SBA interim blocks for reading three times per year, and interim blocks for math in base 10 and algebraic sense. Students in grades 3-5 will take the interim summative block once in March. Progress monitoring data is used in planning for instruction for all students with a focus on students who are identified as intensive or approaching.

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

Staff will formally be observed three times throughout the year. A focus for observation includes the 90 minute ELA block and the 75 minute math block. Also staff will have opportunities to grow professionally by having opportunities for observations of their peers using a reflective protocol. Teachers will receive on-going coaching from our two CLTs (Career Ladder Teachers). Additionally, teachers have support from the interventionist, counselor and administration. The Principal will continue to use a variety of incentives to reward staff for adhering to school-wide expectations. The Principal and staff will work to create a climate of high expectations for all students and professionalism throughout the building.

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

Lafayette has a welcoming office staff that assist new families transitioning into the school. Families work with the counselor through the welcome process. Furthermore, we have a Kindergarten Round Up in January and May for incoming Kindergartners. We also offer a Kindergarten Jump-Start in August for one week. Fifth graders participate in a school tour at the middle school level. The 5<sup>th</sup> grade staff and counselor work with the parents to arrange these tours. Office staff works with families in acquiring records and introducing families to the PTA. The PTA has a welcoming picnic at the beginning of the year for families to meet the community and teachers.

### **How do we support students identified as highly capable?**

Certificated teachers provide Tier 1, Tier 2 and Tier 3 (targeted individual) instruction. For math, students who are identified as advanced learners have the opportunity to walk up for math instruction. A certificated interventionist teacher works with K-2 students providing early intervention in literacy. Volunteers are trained to provide additional interventions with K-2 students. Teachers access MTSS (Multi-Tiered Systems of Support) to receive additional resources and interventions for students in academics and social/emotional support.

## 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)	41,943	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,476,685	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)	21,503	Funding to support MTSS supports at all schools.
2017-2018	Combined	PTSA Grant	100,000	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	45,422	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	414,691	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 <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>The problem of student learning is that none of the student groups are making progress in ELA specifically in comprehension skills as measured by the SBA, MAP, and TC running records. Additionally, the qualitative data that has been collected confirms that students are not highly engaged in literacy instruction and are not goal setting in ELA. We have collected data using the Easy CBM Dibels to get a benchmark for all students. The problem of student learning aligns with the district focus on eliminating the opportunity gap for African American males and students of color. The problem of student learning addresses all students at Lafayette.</p> <p>ELA data shows that 0% of students in subgroups are meeting standard as measured by the SBA.</p>	<p>At least 50% of students identified in a subgroup will meet standard in ELA as measured by the Spring 2017 SBA. Progress monitoring of this goal will be using the interim SBA in reading three times during the year as well as Easy CBM Dibels and Teachers College running records. Information from the progress monitoring tools will be used to develop school-wide plans for ELA instruction.</p>	<p>Cindy Chaput and the ELA committee</p>	<p>June 2017</p>

### Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
56.7% of third grade students met the standard on the Spring 2016 SBA	80% of the third grade students will meet standard as measured by the SBA in the area of ELA with 90% meeting standard in the area of reading. Progress monitoring three times during the year using the interim SBA ELA and Easy CBM Dibels will be used to measure progress towards the goal.	Cindy Chaput	June 2017

### Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>The problem of student learning is that none of the student groups are making progress in ELA specifically in comprehension skills as measured by the SBA, MAP, and TC running records. Additionally, the qualitative data that has been collected confirms that students are not highly engaged in literacy instruction and are not goal setting in ELA.</p> <p>ELA SBA data Shows 56.4% of third graders, 65.9% of fourth graders and 82.8% of fifth graders met standard on the ELA Spring 2016 SBA.</p>	<p>80% of the third grade students will meet standard as measured by the SBA in the area of ELA with 90% meeting standard in the area of reading.</p> <p>85% of the fourth grade students will meet standard as measured by the SBA in the area of ELA with 90% meeting standard in the area of reading.</p> <p>95% of the fifth grade students will meet standard as measured by the SBA in the area of ELA with 100% meeting standard in the area of reading.</p>	<p>All staff                      ELA committee                      Cindy Chaput</p>	June 2017

### School Culture Goal

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
The climate survey indicates that 61% of staff did not receive the support they need to address student behavior and discipline problems, and that 55% of staff feel they do not have the resources and materials to support all learners.	100% of the staff will respond favorably that they receive the support they need to address student behavior and discipline problems and that they have the resources and materials to support all learners.	Cindy Chaput Equity and Race committee	June 2017