



Continuous School Improvement Plan (CSIP)

School Name: Lafayette Elementary

2016 - 2018

Cindy Chaput, 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.

Our Building Leadership Team approved this CSIP on November 15, 2016

Mission and Vision

Mission

Lafayette is committed to educating all students, focused on academic excellence and social responsibility.

Vision

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.

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>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, STEAM and Equity and Race, and our 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). 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.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>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.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>A professional development (PD) calendar has been developed for the year. This includes PD in PBIS and RULER, Academic Conversations and Common Core Standards in Diverse Classrooms, increasing student engagement and best practices in teaching math and ELA. We are using district resources for our PD, teacher groups that attend training, and Principal/Asst. Principal as deliverers of PD. K-1 staff are also receiving ELA PD through the district REACH. Other staff are attending district math PD.</p>
<p>Our school will increase parent/family engagement.</p>	<p>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 has a monthly coffee (morning) and pizza (evening)time to chat so that working parents have this opportunity. Watch DOGS (Dads Of Great Students) is new to provide more volunteers and</p>

	mentors for students. 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.
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 2016 SBA, 56.4% met standard in third grade on ELA, 65.9% met standard in fourth grade on ELA, and 82.8% met standard in fifth grade on ELA. In Math 70.1% of the third graders met standard, 70.3% of the fourth graders met standard and 80.3% of the fifth graders met standard. These scores are reflective of the Easy CBM Fall 2016 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 are implementing 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 will be 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 be formally observed three times throughout the year. A focus for observation in the fall is the 90 minute ELA block. In the Winter staff will formally be observed in their 75 minute math block. The Spring observation will be during their choice for 60 minutes. The reason for this is to examine school-wide trends in instruction in these areas to provide quality staff development. Teachers will receive coaching from our two CLTs (Career Ladder Teachers). Additionally, teachers have support from the interventionist, counselor and administration. The Principal will use a variety of incentives to reward staff for adhering to school-wide expectations. The Principal will work to create a climate of learning 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 th 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.
Our system of support assures our highly qualified staff are support students.	Certificated teachers provide Tier 1, Tier 2 and Tier 3 (targeted individual) instruction. For math, students are ability grouped and those needing lots of support receive instruction in a smaller class size with certificated support teachers. A certificated interventionist teacher works with K-2 students providing early intervention in literacy. Volunteers are trained and provide additional ELA and math tutoring under the teacher's direction to students. Teachers use MTSS (Multi-Tiered Systems of Support) to get additional resources and interventions for students in academics and social/emotional support.

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	\$51,481.67	<ul style="list-style-type: none"> *Resource to support all students in the areas of ELA, Math and Equity and Race. *Materials and resources to support curriculum. *Maintain a safe and accessible learning environment for all students. *Opportunities for parent and community involvement. *Professional development for teachers. *Staffing for tutoring *Assessments for progress monitoring to ensure student growth.
2016-2017	Specific Use Funds	Transitional Bilingual	\$230.00	Our ELL program is tutoring using the Language Power curriculum. These funds will support the implementation of this program and improve student learning by having a program with personnel to deliver services to all ELL students.
2016-2017	Combined Funds	Self Help	\$16,354.73	<ul style="list-style-type: none"> *Resource to support all students in the areas of ELA, Math and Equity and Race. *Materials and resources to support curriculum. *Maintain a safe and accessible learning environment for all students. *Opportunities for parent and community involvement. *Professional development for teachers. *Staffing for tutoring *Assessments for progress monitoring to ensure student growth.
2016-2017	Combined Funds	PTSA Grant	\$101,981.79	\$81,000.00 goes for salaries of a .2 FTE instrumental music and .3 FTE counselor. Other funding provides for materials to support art, PE, library and supervision. PTA funding pays for Writers in the Schools program which supports literacy in the area of writing.
2016-2017	Combined Funds	Free & Reduced Lunch	\$25,492.19	The funding focuses on our underserved population in providing more learning opportunities within the day through tutoring and materials/resources to be used by general ed teacher to meet individual needs.

2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$48,594 (.5 FTE)	The LAP funds pay for a .5 Reading Interventionist who works with K-2 providing early intervention in reading. As research shows, early intervention in reading establishes foundational literacy skills.
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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:
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	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.	Cindy Chaput and the ELA committee	June 2017

<p>all students at Lafayette.</p> <p>ELA data shows that 0% of students in subgroups are meeting standard as measured by the SBA.</p>			
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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:
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 ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
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	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. 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. 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.	All staff ELA committee Cindy Chaput	June 2017

<p>setting in ELA. 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>			
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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>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.</p>	<p>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.</p>	<p>Cindy Chaput Equity and Race committee</p>	<p>June 2017</p>