



Continuous School Improvement Plan (C-SIP)
Lowell Elementary School
2016 - 2018
Principal: Colleen Shea Stump, Ph.D

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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.

Mission and Vision

Mission:

To implement an Integrated, multi-tiered system of support framework through professional development and collaborative teaming to close the opportunity gap for every Lowell Dragon.

Vision:

To grow Dragons who are actively engaged in learning within a collaborative school climate and culture built on relationships, informed by a lens of equity, and rich with academic and social emotional learning opportunities.

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.

STEM: Science, Technology, Engineering, and Mathematics

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.

Concerns about student learning:

- Passage rate on Spring 2017 Smarter Balanced Assessment (SBA) for English-Language Arts (ELA)
- Winter 2017 English-Language Proficiency Assessment (ELPA) for English-Language Learners
- Passage rate on Spring 2017 Measured of Academic Progress (MAP) for Reading and Mathematics
- Student annual growth on Fountas and Pinnell Benchmark Reading Assessment, (F&P) Spring 2017
- In-house Student Climate Survey Ratings (3 times 2016-2017 school year)
- District Student Climate Survey (1 time a year)
- Staff Climate Survey (1 time a year in February)
- Student Attendance

Evidence that supports our concern:

A. SBA Spring 2017

ELA

- Grade 3 (Current 3rd Graders) – 46% passage
- Grade 4 (Current 4th Graders) – 32% passage
- Grade 5 (Current 5th Graders) – 36% passage
- Grade 3 (Current 3rd Graders) – 40% passage
- Grade 4 (Current 4th Graders) – 26% passage
- Grade 5 (Current 5th Graders) – 25% passage

Math

B. ELPA (English Language Proficiency Assessment): Comparing 2016 to 2017 performance

Scoring emerging in 2016: 25% remained emergent and 75% moved up to progressing

Scoring progressing in 2016: 59% remained proficient and 41% moved up to proficient

C. MAP Spring 2017

Reading

- Kindergarten 36% of students at 50 PR+
- Grade 1 57% of students at 50 PR+
- Grade 2 58% of students at 50 PR+
- Grade 3 48% of students at 50 PR+
- Grade 4 50% of students at 50 PR+
- Grade 5 65% of students at 50 PR+

D. Fountas and Pinnell Reading Benchmark (F&P) Spring 2017: Growth over the school year

	below 8 months growth	8 months to 1 years growth	Exceeded 8 months growth
First Grade	50%	35%	15%
Second Grade	44%	41%	15%
Third Grade	49%	16%	35%
Fourth Grade	30%	23%	47%
Fifth Grade	22%	17%	61%

E. Spring 2017 School-based Student Climate Survey: Scale to identify areas of focus for next school year: red= area of significant focus, orange=area of focus, green=area of strength). Percentages indicate the percent of favorable responses to the item.

Items	K	1st	2nd				
If I have a problem, there is at least one adult at school that I can talk to.				86%	71%	91%	
Students in my class are friendly to each other.	81%		60%	60%			
We learn how to solve problems with each other at my school.			70%	81%	83%		
I usually feel calm and relaxed when I'm at school.	77%	67%	60%				
I can calm myself down when I get frustrated or upset.		86%	77%	74%			
Other people respect my ideas.	63%	58%	64%				
Students in my class want to learn.	84%	66%	81%				
I have friends at school.	81%	75%	83%				
		3rd	4th	5th			
If I have a problem at school there is at least one adult at school that I can talk to.					3.1	3.2	3.0
I have friends at school.		3.4	3.6	3.3			
We learn how to solve conflicts with each other at school.		2.7	2.6	2.6			
I usually feel calm and relaxed when I'm at school.		2.5	2.5	2.7			
I can calm myself down when I get frustrated or upset.		2.7	2.7	2.5			
Bullying is a problem at our school. (high score means this IS a high concern; lower score means this is NOT a concern)							3.0
		3.1	2.6				
Other people respect my point of view even if they disagree.		2.4	2.5	2.7			
Students in my class are focused on learning.		2.5	2.2	2.4			
Students in my school treat each other with respect.		2.2	2.3	2.3			

F. Spring 2017 District Student Climate Survey (grades 3-5): Note: analysis separated neutral responses as second variable; neutral responses viewed as uncertain (neither favorable nor unfavorable) and as indicators of need for consistency and predictability. Favorable and neutral responses analyzed to determine overall rating for the item.

Ratings: 4.0 = significantly high favorable responses
 3.0 = strong favorable responses
 2.0 = moderately favorable responses
 1.5 = low favorable responses
 1.0 = significantly low favorable responses

If I have a problem there is at least one adult at school I can talk to.	4.0
I belong to a group of friends at school.	4.0
I feel bad when someone gets their feelings hurt.	4.0
My teacher checks to make sure I understand what we are learning.	4.0
I am motivated to learn as much as I can class.	4.0
I am aware of my moods and feelings.	4.0
My teacher gives me extra help and support if I need it.	4.0
My teacher makes me feel included in class.	4.0
My teacher gives me feedback/comments about my work that helps me improve.	4.0
My teacher asks me to explain my answers and my thinking.	4.0
I have clear goals for my future.	4.0
I challenge myself to do difficult things.	3.0
My teacher shows us how our work will help us in real life.	3.0
I make an effort to improve my relationships with other people.	3.0
I can do most things if I try.	3.0
My teacher encourages me to keep trying when I feel like giving up.	3.0
My teachers take the time to get to me.	3.0
I keep working toward my goals even if I experience problems.	3.0
Adults at school care about me.	3.0
My teacher challenges me to think in new ways.	3.0
I work hard to learn at school.	3.0
I can calm myself down when I get frustrated of upset.	3.0

Adults notice if someone is bullied at school.	3.0
I enjoy going to school most days.	3.0
I respect other points of view, even if I disagree	2.0
My teacher makes what we learn in class interesting.	2.0
I feel safe in the neighborhood by my school.	2.0
I usually finish whatever I begin.	2.0
My teacher gives me new challenges if work in class is too easy.	2.0
I think before I act.	2.0
I feel proud of my school.	2.0
I feel safe at my school.	2.0
Adults are able to stop someone from being a bully.	1.5
Adults at school treat students fairly.	1.5
We learn how to solve conflicts with each other at my school.	1.5
I usually feel calm and relaxed when I'm at school.	1.5
Students in my class help each other learn.	1.5
Students in my class are respectful to adults.	1.5
I am treated with as much respect as other students.	1
People at my school care if I am not there.	1
Students in my class are friendly to each other.	1
Students in my class are focused on learning.	1
Students in my school treat each other with respect.	1

G. Spring 2017 Staff Climate Survey (February 2017): Note: analysis separated neutral responses as second variable; neutral responses viewed as uncertain (neither favorable nor unfavorable) and as indicators of need for consistency and predictability. Favorable and neutral responses analyzed to determine overall rating for the item.

Ratings: 4.0 = significantly high favorable responses
3.0 = strong favorable responses
2.0 = moderately favorable responses
1.5 = low favorable responses
1.0 = significantly low favorable responses

I enjoy working at this school most days.	4.0
I am treated with as much respect as other staff members.	3.0
My colleagues and I share information effectively at this school.	3.0
I meet regularly and often with colleagues to review and discuss student data/student work.	2.0
I receive the support I need to address student behavior and discipline problems.	2.0
This school has a collaborative work culture.	2.0
This school has a consistent process for identifying students who struggle academically.	2.0
I feel included in the decision-making process at this school.	2.0
I have access to strategies and materials to support all learners in my classes.	2.0
Continuous professional learning is highly valued by staff.	1.5
I meet regularly and often with colleagues to plan for instruction.	1.0
We use common formative and interim assessments to help us plan and improve instruction collaboratively.	1.0
Conflict among staff is resolved in a timely and effective manner.	1.0
Staff at this school share a common understanding of instructional best practices.	1.0
I receive the support I need to differentiate and modify instruction for my students.	1.0
This school implements a clear plan of action when a student struggles academically.	1.0
This school has an effective process for making group decisions and solving problems.	1.0

H. Attendance:

91.2% attendance in June;
Year-to-date attendance: 89%

Specific student learning problem:

We have identified literacy, with a focus on reading comprehension, as our specific problem of student learning. Although math performance levels are low overall as well (average % of passage on SBA Spring 2017), we selected reading as our focus because the ability to comprehend and make meaning from text impacts performance in all other curricular domains, including mathematics. To improve reading comprehension skills, we will focus on:

Reading skill development

Social emotional learning to support active engagement in learning

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.

Addressing the needs of all students

Social Emotional Learning – Developing positive classroom culture:

- Continue with PBIS expectation that Dragons are “on FIRE”
- Continued professional development in *RULER*, *Second Step* and *Up-Standers* anti-bullying curriculum, classroom management and restorative justice with key focus on building positive classroom culture for learning

F ind solutions through problem solving

I nclude others by using kind words and actions

R epresent responsibility for ourselves, our school, and our community

E ngage in learning

Academic Learning – Learning Targets and Curricular Alignment

- Professional development in standards, unpacking of new ELA scope and sequence, setting clear learning targets based on standards, and assessments aligned with learning target

Adult Learning/Culture

- Professional development in collaboration
- Continued professional development in data collection/analysis and MTSS and tiering of students for support and implementation of our common assessments (e.g., SBA, MAP, Fountas and Pinnell Reading, sight words, phonological awareness, math pre- and post-assessments and exit tickets)
- Professional development in research-based instructional and social/emotional/behavioral practices

Systems Development

- Continued professional development in role/responsibilities of the Building Leadership Team and the application of our Decision-Making Matrix
- Creation of transformational teams to build opportunities for teacher leadership and voice in decision making
- Continued professional development in MTSS, including Student Intervention Team, to address academic and social/emotional learning of students
- Increased clarity and transparency around adult expectations and accountability, and ties to the Danielson Framework
- Continued master schedule with daily team planning time
- Development of professional development calendar that supports our goals of becoming experts in guided and shared reading, and in experts in creating classroom culture.

Instructional techniques:

Advanced Learners

- Identifying resources, projects, and activities to support students in going deeper into content and standards
- Professional development in differentiation and ways students demonstrate understanding

Students with Disabilities

- Aligning IEP goals and teaching targets with Common Core Standards
- Developing individual student schedules that clearly define when and where services will be provided including general education inclusive experiences
- Collaboratively providing general education inclusion experiences for all students

Students who are English Language Learners

- Continue with systematic pull-out based and in-class IA supports
- Professional development for all staff in research-based practices for providing services to students who are ELL

Students of Poverty, Homelessness, and those who have experienced Adverse Child Events (ACEs)

- Continued professional development in trauma-informed practices
- Tiering of counseling supports through the Wellness team
- Tiering of Family Support Worker supports through the Wellness team
- Continued Food Pantry delivery of weekend meals
- Continued partnership with the Best Starts Grant

How will monitor student learning on a regular basis through our integrated MTSS framework

- Common assessments for literacy and social emotional learning:
 - MAP testing fall, winter and spring
 - Fountas and Pinnell Benchmark assessment at least three times a year
 - Weekly, teacher-developed exit tickets
 - *Create Collaborative Classroom* assessments
 - IEP data collection tools
 - Office Disciplinary Referrals, Behavior Screeners, and office visits
- Weekly Professional Learning Communities (PLCs) meetings:
 - general education teachers
 - special education teachers
 - special education preschool teachers
 - special education instructional assistants/paraeducators
 - resource room teachers
 - Vision department
 - OT and PT
 - SLP
- Three-times a year, comprehensive MTSS meetings to review student data and services

Steps to strengthen our core academic program

- Developing expertise in shared reading and guided reading:
 - Professional development in unpacking the ELA adoption and scope and sequence
 - Professional development in shared reading and guided reading
 - PLC data analysis and MTSS tiering
- Developing expertise in classroom culture:
 - Professional development in classroom management and restorative justice
 - Professional development in de-escalation strategies
 - Professional development in proactive/positive approaches for addressing student social/emotional learning
 - PLC discussions of cultural competency and MTSS tiering

Extended-Day Learning opportunities

- Jump Start for Kindergarten
- Team Read for second and third graders, 2 days a week (potentially expanding to 4th grade)
- Miller Community Center after school programs, 5 days a week
- PTA-sponsored before-and-school programs, 5 days a week
- Seattle Music Partners 2 days a week

Arts Education

- Certificated art and music specialists
- Participation in the City/District Creative Advantage Program, which incorporates arts organizations for interdisciplinary learning

Opportunity to grow at their own pace

- Small group, guided reading instruction
- Reading books at their level
- Charter and mood meter
- Social/emotional learning through FIRE expectations

Homework Policy

- A teacher leader organized a staff-family Task Force to discuss homework. The Task Force read research articles, discussed options, and developed our homework plan. The focus is on homework as communication – through homework, parents/guardians will gain information on what their students are learning at school.
- The *Communicator* will go home every two weeks. It includes:
 - What students have been learning
 - How these skills can be supported at home
 - Work samples and photos of specific activities

Attendance Initiative

- Incentives for daily attendance
- Meeting with parents about absenteeism and tardies

How school improvement plan directly aligns to our district strategic plan

- Continue our work in reading achievement and social emotional learning through the “Year of Relationships” and the “Year of the Standards” based on the Superintendent’s message, *“Eliminating opportunity gaps and ensuring educational excellence for each and every student is the issue of our time.”*

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

Professional development plan

Full utilization of staff meetings, planning time and early release to focus on the teaching of reading and social emotional learning.

How the PD plan drives the School Improvement Plan

Professional development provides staff with the foundations to grow in reading instruction and social emotional learning. Teachers and staff will be provided professional development in reading instruction with a focus on guided and shared reading, and in social emotional learning variables that lead to positive classroom environment.

All experiences will tie back to our two major areas: reading and social emotional learning.

How PD improves instruction and effects student achievement

Professional development is helping us develop, implement, and analyze informal assessments that continually inform us of which students understand key concepts, which students may need to go deeper into the content (enrichment), and which students are in need of reteaching.

Resources allocated to PD

Please see budget section.

Our school will increase parent/family engagement.

Actions to involve and engage the school community

- PTA Events
- Curriculum Night
- Literacy Night
- Mathematics Night
- Heritage Day and Evening Event
- Input to BLT
- Title/LAP parent education sessions
- Monthly “Cookies with Colleen”

School-family communication

- Dragon Tales
- Emails
- Parent-Teacher Conferences
- Website

Our staff is involved in decision-making.

Staff involvement in school improvement plan

- Building Leadership Team (BLT)
- Collaborative-shared planning time
- PLC meetings
- Serving on school transformative teams

Decision-making matrix

We will assist our students to meet standard.

Identification of students who are not achieving state standards

PLC meetings and MTSS meetings

Our MTSS plan to help these students

As a whole staff, we continue to build our integrated-MTSS triangle of supports. Development of Tier 1 supports for all students, implementation of Tier 2 supports (i.e., instruction provided by reading interventionist and tutors), and Tier 2 supports (e.g., IEPs, 504 plans)

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

Support Teachers

- Collaborative planning during school day 5 days per week for 35 minutes
- Weekly PLC meetings/professional development with administration
- On-sight professional development during staff meetings and early release
- BLT and staff transformative teams
- MTSS formal meetings three times a year
- On-going, embedded professional development (e.g., learning walks, lesson study)

Retention of Teachers

- Buddy system for first year/new-to-the-building teachers
- Collaborative professional development process involving demo lessons, modeling of strategies, videotaping, and arrangement of staff to visit classrooms
- Shared leadership opportunities (e.g., BLT, collaborative team time, after school programs, transformative teams)

Experience Level of our Staff (2016-2017)

50% of certs two years or less experience

10% with 3-4 years of experience

10% with 10-14 years of experience

10% with 15-19 years of experience

20% with 20+ years of experience

Utilization of staff

- Hiring of new staff and reassignment of others to support staff being in the “right seat”
- Master schedule that include ELA blocks, Mathematics blocks, Science and Social Studies blocks, Social Emotional Learning Blocks, and PCP

Duty schedules provides for student supervision before school, during recesses, and lunch

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

Preschool Work

- IEP meetings to discuss needs and put services in place
- Beginning of year support for students transitioning out of preschool (e.g., visiting students’ new placements)

Kindergarten

- Jump Start program
- Popsicle event for parents to meet each other and for students to play together; with a Title 1 presentation on early literacy skills and how parents can support reading development

Kindergarten through Fifth Grade during the Year

- Parent and student “intake” process
 - Video of the building and staff, and what it means to be “on FIRE”
 - Videos of teachers and classrooms to acclimate families – include classroom expectations and routines (1 video per teacher)
 - Providing backpack and supplies as needed

Signing-up for free/reduced lunch as appropriate

How do we support students identified as Highly capable?

Instructional techniques:

Advanced Learners

- Identifying resources, projects, and activities to support students in going deeper into content and standards
- Professional development in differentiation and ways students demonstrate understanding

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	Title I, Part A	92,000	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	62,915	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,469,432	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	90,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	50,174	Funding to support MTSS supports at all schools.
2017-2018	Specific Use	Transitional Bilingual	158,942	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	1,795,594	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:
2016-2017 F & P Growth					<p>By May 2018, 40% of first through fifth grade African America/Black and Hispanic/Latino students will demonstrate 1.5 years growth in reading as measured by Fountas and Pinnell Benchmark (80% of the group will demonstrate 0.8 months growth)</p> <p>By May 2018, 80% of first through fifth grade African America/Black and Hispanic/Latino students receiving special education services will have met their literacy goals in their IEPs.</p>	Each staff member	May 2018
	Red 0-0.5 growth	Yellow 0.6-0.7 growth	Green 0.8-1.1 growth	Blue 1.2+ growth			
Asian	24%	26%	37%	13%			
Black	28%	17%	32%	23%			
Caucasian	32%	19%	26%	23%			
Latino	20%	40%	20%	20%			
Mixed	37%	19%	19%	26%			

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:
	<ul style="list-style-type: none"> By May 2018, 80% of kindergarten students will demonstrate proficiency in at least two areas of phonological awareness as measured by phonological awareness tool. By May 2018, 40% of first graders will grow by at least 1.5 years as readers, as measured by the Fountas and Pinnell Benchmark reading assessment (80% of the group will demonstrate 0.8 months growth) By May 2018, 40% of second graders will grow by at least 1.5 years as readers, as measured by the Fountas and Pinnell Benchmark reading assessment (80% of the group will demonstrate 0.8 months growth) By May 2018, 40% of third graders 	Each staff member	May 2018

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>will grow by at least 1.5 years as readers, as measured by the Fountas and Pinnell Benchmark reading assessment (80% of the group will demonstrate 0.8 months growth)</p> <ul style="list-style-type: none"> • By May 2018, 40% of fourth graders will grow by at least 1.5 years as readers, as measured by the Fountas and Pinnell Benchmark reading assessment (80% of the group will demonstrate 0.8 months growth) • By May 2018, 40% of fifth graders will grow by at least 1.5 years as readers, as measured by the Fountas and Pinnell Benchmark reading assessment (80% of the group will demonstrate 0.8 months growth) <p>By May 2018, 40% of students with IEPs will meet targets in reading skills as measured by IEP identified tools (80% of the group will demonstrate 0.8 months growth)</p>		

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:
	<ul style="list-style-type: none"> • By May 2018, 40% of students, K-5 will have grown 1.5 years in reading comprehension, as measured by the Fountas and Pinnell Benchmark reading assessment (80% of the group will demonstrate 0.8 months growth). • By May 2018, 100% of first through fifth grade students receiving special education services will have met their literacy goals in their IEPs. 	Each staff member	May 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:
	<ul style="list-style-type: none"> • By May 2018, in-house student climate surveys will report 70% favorable response for at least 80% of the questions. <p>By May 2018, staff climate surveys will report 60% favorable response for at least 50% of the questions.</p>	Each staff member	May 2018