



## Continuous School Improvement Plan (CSIP)

McDonald International

2016 - 2018

Michelle Goldberg, 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 McDonald International Staff reviewed and approved the 2016-2017 CSIP on November 9, 2016.

## Mission and Vision

### Mission

Through teaching and practicing our core values, our school community will challenge stereotypes and promote social justice in a diverse world. We will foster academic achievement through integrated, collaborative learning. In our international education program, students will celebrate their own identity as they investigate the world, recognize different perspectives, and communicate effectively across cultures so they are empowered to take action.

### Vision

Engaging all students, in partnership with family and community, to become informed, compassionate global citizens.

**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>Based on the analysis of data, a concern about student learning is that we still have students whose academic needs are not being met according to the Smarter Balance Assessment (SBA) and Teachers College Assessment (TC). The evidence that supports these concerns are:</p> <p><b><u>SMARTER BALANCE ASSESSMENT (SBA):</u></b></p> <ul style="list-style-type: none"> <li>• 6% of 3<sup>rd</sup> grade students (our current 4<sup>th</sup> grader students) failed SBA in Math</li> <li>• 10% of 3<sup>rd</sup> grade students (our current 4<sup>th</sup> grade students) failed the SBA in English-Language Arts (ELA)</li> <li>• 8% of 4<sup>th</sup> grade students (our current 5<sup>th</sup> grade students) failed the SBA in MATH</li> <li>• 11% of our 4<sup>th</sup> grade students (our current 5<sup>th</sup> grade students) failed the SBA in ELA</li>   <li>• 8% of our 3<sup>rd</sup> grade students of color failed the SBA failed in MATH</li> <li>• 12% of our 3<sup>rd</sup> grade students of color failed the SBA in ELA.</li> <li>• 11 % of our 4<sup>th</sup> grade students of color failed the SBA in</li> <li>• 11% of our 4<sup>th</sup> grade students of color failed the SBA in ELA.</li> </ul> <p>* students of color are those students who identify as: African American, Hispanic, or Multiracial</p> <p><b><u>TEACHERS COLLEGE READING ASSESSMENT (TC):</u></b></p> <ul style="list-style-type: none"> <li>• 4 students Below Grade Level (BGL)</li> <li>• 14 first graders BGL</li> <li>• 8 second graders BGL</li> <li>• 13 third graders BGL</li> <li>• 11 fourth graders BGL</li> <li>• 1 fifth grader BGL</li> </ul> <p><b><u>The specific student learning problem to be addressed in this cycle of inquiry is:</u></b>            By June 2017, the current 4<sup>th</sup> and 5<sup>th</sup> grade students who scored a L1 or L2 on their SBA in Math and/or ELA from last year (2015-2016) will increase by 1 achievement level this year (2016-2017). Specifically:</p> <ul style="list-style-type: none"> <li>• 96% of 4<sup>th</sup> grade students will pass the SBA in Math and 94% will pass in ELA.</li> <li>• 98% of 5<sup>th</sup> grade students will pass the SBA in Math and 97% will pass in ELA.</li> </ul>
<p>We will use research-based</p>	<p>At McDonald International we address the needs of all children in the school, particularly low-achieving students through Multi-Tiered Systems of Support (MTSS). Students are given</p>

<p>strategies that help targeted students.</p>	<p>assessments at the beginning of the year to obtain baseline data and students who are below grade level receive intervention support from our interventionist. The interventionist uses the Wired for Reading curriculum, Guided Reading, and Reading A to Z for students needing reading support and Compass Math for students needing math support. These students are progress monitored monthly and continue receiving research based interventions until they are on grade level. In the classroom the teacher also supports these students with strategies such as one-on-one and small group support, scaffold support, preferential seating, and breaking down large tasks into steps.</p> <p>The alternative instructional techniques and services we implement for our Advances Learners (ALO) include flexible (and/or cluster) grouping, project-based learning, small group instruction, moderate acceleration, independent projects, and extension activities. These student, who are achieving well above grade level standards, are targeted under MTSS for these tier 2 interventions. HC eligible students who choose not to attend their HCC pathway site also receive these tier 2 interventions.</p> <p>The alternative instructional techniques and services we implement for our Students with Disabilities include Wired for Reading, Reading Mastery, Reading A to Z, touch math, one-on-one support, small group pull-out and push-in support, scaffold support, modification of assignments, visual supports, sentence starters, hundreds chart, manipulatives, fidgets, and sensory breaks when appropriate.</p> <p>The alternative instructional techniques and services we implement for our English Language Development students are a mixed approach model with push-in and pull-out services depending on student need. Students who are pulled out work with the ELL teacher using the Language Power Curriculum supported by SPS.</p> <p>We progress monitor student learning on a regular basis in ELA through our Teacher's College testing. Teachers take baseline data in late September/early October, then progress monitor in January/February and take end of year growth data in May/June. In math, teachers administered the Beginning of the year assessment provided by SPS and are in the process of creating Common Formative Assessments in order to monitor student progress. In the area of Language Acquisition, teachers in grades 3-5 give the STAMP test, Kindergarten teachers use the Kindergarten Progress Monitoring tool, and teachers in grades 1-2 are in the process of developing an assessment.</p> <p>We strengthen the core academic program of the school by observing teachers at other schools who are doing well in a particular area where we feel we could use more support. For example, the Japanese Immersion teachers will be going to Richmond Elementary School in Portland, Oregon this Fall since that school has had great success with their Dual-Language Immersion program. Additionally, teachers attend professional development courses offered by the district in all content areas and within the state regarding language immersion. This year the teachers from McDonald International are collaborating during 4 out of the 5 early release days with the teachers from John Stanford International in order to develop alignment across grade levels and common assessments. Professional</p>
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	development is of the greatest importance to the teachers at McDonald International and we are continuously striving to better our practice.
Our school offers professional development that is high quality and ongoing.	The professional development is driven by the teachers at McDonald International. We have a Professional Development Committee that collects data on what teachers would like support with, then determines the plan for making that happen. This year the teachers asked for opportunities to collaborate with the teachers at John Stanford International in order to develop common assessments and alignment. Additionally, they have asked for time to visit teachers at other schools in order to observe instructional practice in areas they feel they would like to grow. This professional development drives the School Improvement Plan in that we feel that with this Professional Development teachers will acquire the skills needed to help each student grow. The professional development should improve instruction and thus have an effect on student achievement.
Our school will increase parent/family engagement.	<p>Families are engaged in our school community and in their child's education. Parents volunteer in the classroom, on field trips, in the cafeteria, with after school clubs, with financial support, etc. Most families attend curriculum night in the fall and Parent-Teacher conferences in November. Families participate in Student Intervention Team meetings and IEP meetings.</p> <p>Teachers communicate with families weekly or bi-weekly through newsletters. The Principal also communicates bi-weekly through a newsletter that is posted on both the school website and PTA website. When there is a concern, parents reach out to the classroom teacher and/or principal and when the school has a concern regarding a student, we reach out to families. Our motto is: "keep small problems small" and the best way to do that is through open lines of communication. The PTA President and VP meet monthly with the principal in order to touch base on school issues and concerns. the PTA holds monthly board meetings where 2 teachers and the principal are invited to attend. Additionally, any teacher is invited to attend the PTA all member meeting.</p> <p>Results from the District Parent Survey indicate that we still have areas to grow. Some of those areas include:</p> <ul style="list-style-type: none"> <li>• "The school does a good job sharing information about my child academic progress"</li> <li>• Teachers at my school know how to meet the specific learning needs of my child"</li> <li>• "I know what my child will learn this year in school"</li> <li>• "I know community resources that are available to help my child"</li> </ul>
Our staff is involved in decision-making.	The Building Leadership Team (BLT) helps develop the school improvement plan. Each member of the BLT represents a group of constituents (teachers, parents and classified staff). The principal shared the CIP template and guiding questions during at BLT meeting. Then, the principal emailed a draft of the plan to BLT member and BLT members provided input on what needed to be added, deleted or edited. The suggestions of the BLT are based on the input from their constituent group.
We will assist our students to meet standard.	We identify students who are not achieving the state standards by looking at SBA data, Map Data, TC testing, and teacher input. During the year the principal and/or interventionist (MTSS/ LAP teacher) meet with teachers when students in their class are below grade level

	<p>standards. During these meetings we talk about what strategies are currently being tried, what new research-based strategies we want to try, and who will be responsible for both the implementation of the strategy and progress monitoring. Students who are not making adequate growth are referred to our Student Intervention Team (SIT). Throughout this process parents are informed and involved.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>We support teachers and their employment and retention at our school by developing teachers as leaders. Some leadership positions within the staff for high quality teachers include career ladder positions, ISLT positions, and committee leadership positions. To build strong teams and unity between staff members, core classroom teachers collaborate on science and social studies units and with other specialists in the building.</p> <p>The experience level of the staff at McDonald ranges from those who have been teaching for 20+ years to those who are brand new to the teaching profession. Our teaching staff is multi-cultural, multilingual, and comes from a variety of backgrounds.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>We have school tours and a Kindergarten “meet and greet” for incoming families, with social events such as the ice cream social and “play dates” in the summer. Our PTA website also has valuable information for incoming families.</p> <p>We transition our 5<sup>th</sup> grade students into their middle school by inviting the guidance counselor from the feeder middle school to speak with our students and the principal to speak with the parents. Additionally, the principals at both schools meet routinely to align practices and to make sure that we are preparing our students with the skills they need to be successful in Middle School. This summer the Japanese Immersion teachers from McDonald International and the 2 language immersion teachers from the middle school also met to talk about how to best equip students for coming to middle school. Lastly, the 5<sup>th</sup> grade teachers share information with the teachers and counselors at the middle school regarding any students we have concerns about.</p>
<p>Our system of support assures our highly qualified staff are supporting students.</p>	<p>We utilize staff in the best way possible. All classroom teachers are certificated and working in a setting that aligns with their credentials. We are in the process of defining the role/responsibilities of our instructional assistants in order to ensure that they are being use for language acquisition, as well as the other essential functions defined by the staff. Another priority is to ensure that we have the highest quality teachers in front of our students every day.</p>

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	Basic Ed/WSS	\$2,594,181	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	\$41,658	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	\$20,713	Building funds to support classroom and building programs
2016-2017	Combined Funds	PTSA Grant	\$404,421	Additional support for students
2016-2017	Combined Funds	Free & Reduced Lunch/ Mitigation	\$105,631	Funding to support MTSS supports at all schools
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$38,875	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12
2016-2017	Specific Use Funds	Special Education (SPED)	\$174,779	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 2016-17 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:
8% of our 3 <sup>rd</sup> grade (this year's 4 <sup>th</sup> grade) students of color failed the SBA in MATH (4% scored an L1 and 4% scored an L2)	All 4 <sup>th</sup> grade students of color will grow by at least 1 achievement level on the SBA (Smarter Balance Assessment) in Math. This means, 96% will score at least an L3 and 4% will score at least an L2.	All teachers and administration	June 2017
12% of our 3 <sup>rd</sup> grade (this year's 4 <sup>th</sup> grade) students of color failed the SBA in ELA. (8% scored an L1 and 4% scored an L2)	All 4 <sup>th</sup> grade students of color will grow by at least 1 achievement level on the SBA in ELA. This means, 94% will score at least an L3 and 6% will score at least an L2.		
	All 5 <sup>th</sup> grade students of color will grow by at		

<p>11 % of our 4<sup>th</sup> grade (this year's 5<sup>th</sup> grade) students of color failed the SBA in Math. (11% scores an L2)</p> <p>11% of our 4<sup>th</sup> grade (this year's 5<sup>th</sup> grade) students of color failed the SBA in ELA. (5.5% scored an L1 and 5.5% scored an L2)</p>	<p>least 1 achievement level on the SBA in Math. This means, 100% will score at least an L3.</p> <p>All 5<sup>th</sup> grade students of color will grow by at least 1 achievement level on the SBA in ELA. This means, 95.5% will score at least an L3 and 5.5% will score at least an L2.</p>		
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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:
<p><b>Professional Learning Community (PLC) Kindergarten:</b> Students enter Kindergarten with a wide range of skills. Currently .09% of K students are below a level C in reading</p> <p><b>PLC 1<sup>st</sup>-2<sup>nd</sup> ELA:</b> 13% of students in 1<sup>st</sup> and 2<sup>nd</sup> grade a BGL in reading according to the fall TC assessment.</p> <p><b>PLC 1<sup>st</sup>-2<sup>nd</sup> Immersion:</b> Students are continuing to develop their oral language.</p>	<p><b>PLC Kindergarten:</b> 75 percent of K students will be reading at level C or above by the end of K (June 2017).</p> <p>75 percent of K students will count to 100 in English and Spanish by June 2017.</p> <p>75 percent of K students will know square, rectangle, circle, triangle, and hexagon in English and Spanish by June 2017.</p> <p><b>PLC 1<sup>st</sup>-2<sup>nd</sup> ELA:</b> 85% of students in first and second grade classes will meet or exceed the standard reading level for the end of first grade (Level I, J, or K) or second grade (Level M) by June 2017 as measured by TC Running Record Assessments.</p> <p><b>PLC 1<sup>st</sup>-2<sup>nd</sup> Immersion:</b> All students will make an effort to answer questions in the target language in the immersion classroom. If they do not know a word, they will at least say "How do you say _____ in Spanish or Japanese," or say the phrase "I don't know" in Spanish or Japanese.</p> <p>Results will improve for each question with the majority of students answering either all in Spanish, or in a mixture of English and Spanish, but not just English.</p>	<p>K teachers</p> <p>1<sup>st</sup> &amp; 2<sup>nd</sup> ELA Teachers</p> <p>1<sup>st</sup> and 2<sup>nd</sup> Immersion Teachers</p>	<p>June 2017</p>



<p><b>PLC 3<sup>rd</sup>-5<sup>th</sup> ELA:</b> Using the teacher crated rubric, 91% of 3-5<sup>th</sup> grade students scored below a 3 in “process”, 80% scored below a 3 in “organization”, 88% scored below a 3 in “elaboration” and 26% scored below a 3 in “conventions”.</p> <p><b>PLC 3<sup>rd</sup>-5<sup>th</sup> Immersion:</b> Assessment data from the beginning of the year demonstrates that the 3<sup>rd</sup>-5<sup>th</sup> grade students need support with fractions.</p>	<p><b>PLC 3<sup>rd</sup>-5<sup>th</sup> ELA:</b> 3-5 Students will produce clear and coherent writing appropriate to task AND strengthen the writing process by planning, revising, editing, and publishing across all genres, as defined by our checklists. All students below a 3, according to the writing checklist, will improve by at least one score (1-4) based on the Beginning of Year assessment in all four categories.</p> <p><b>PLC 3<sup>rd</sup>-5<sup>th</sup> Immersion:</b> By end of May, students will have an understanding of fraction equivalence and have methods for generating and recognizing equivalent fractions. 5th grade students will use equivalent fractions as a strategy to add and subtract fractions. All students scoring below their grade level standard, will move up at least one grade level. Students at or above grade level will move up in at least one standard progression.</p>	<p>3<sup>rd</sup>-5<sup>th</sup> ELA teachers</p> <p>3<sup>rd</sup>-5<sup>th</sup> Immersion Teachers</p>	
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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>Based on the analysis of data, a concern about student learning is that we still have students whose academic needs are not being met according the Smarter Balance Assessment.</p> <p>6% of 3<sup>rd</sup> grade students (our current 4<sup>th</sup> grader students) failed SBA in Math</p>	<p>By June 2017, the current 4<sup>th</sup> and 5<sup>th</sup> grade students who scored a L1 or L2 on their SBA in Math and/or ELA from last year (2015-2016) will increase by 1 achievement level this year (2016-2017). Thus,</p> <ul style="list-style-type: none"> <li>• 96% of 4<sup>th</sup> grade students will pass the SBA in Math.</li> <li>• 94% of 4<sup>th</sup> grade students will pass the SBA in ELA.</li> <li>• 98% of 5<sup>th</sup> grade students will pass the SBA in Math.</li> <li>• 97% of 5<sup>th</sup> grade students will pass the SBA in ELA.</li> <li>• <b>97% of students 3-5<sup>th</sup> will pass the SBA in Math</b></li> <li>• <b>95% of students 3<sup>rd</sup>-5<sup>th</sup> will pass the SBA in ELA.</b></li> </ul>	<p>All teachers and administration</p>	<p>June 2017</p>

<p>10% of 3<sup>rd</sup> grade students (our current 4<sup>th</sup> grade students) failed the SBA in ELA</p> <p>8% of 4<sup>th</sup> grade students (our current 5<sup>th</sup> grade students) failed the SBA in MATH</p> <p>11% of our 4<sup>th</sup> grade students (our current 5<sup>th</sup> grade students) failed the SBA in ELA</p>			
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School Culture 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>In Spring 2016, 47% of 3<sup>rd</sup> -5<sup>th</sup> grade students said, "students treat one another respect" on the SPS Climate Survey.</p>	<p>By Spring 2017, 70% of 3<sup>rd</sup> to 5<sup>th</sup> grade students will say, "students treat one another with respect" on the SPS Climate Survey.</p> <p>The steps necessary to reach this goal include:</p> <ol style="list-style-type: none"> <li>1) Develop school-wide expectations in our shared spaces (hallway, bathroom, cafeteria and playground) specifically noting what "respect" looks like in each of these places.</li> <li>2) Morning announcements and school-wide assemblies that address respect (Respect is one of our Core Values)</li> <li>3) School-Wide performance on Bullying and Respect presented by Taproot Theater.</li> </ol>	<p>All staff at McDonald International</p>	<p>Spring 2017</p>