



Continuous School Improvement Plan (CSIP)

School: Montlake Elementary

2016 - 2018

Principal: Melissa Gray



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 Montlake BLT reviewed and approved the 2016-2017 CSIP on November 10, 2016.

Mission and Vision

Mission

- Be a Reader
- Be a Writer
- Be a Problem Solver
- Be Fit and Healthy (Physically and Emotionally)

Vision

Montlake Elementary is a united community of diverse students, families and educators engaged in challenging curriculum that is enhanced by environmental science and the arts enabling every learner to reach his or her full potential.

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>Subsets of students are not meeting benchmarks in English language arts.</p> <p>From 2015-16:</p> <ul style="list-style-type: none"> • 52% of African American Students Met/Exceeded • 63% of Students receiving Tier 2 interventions Met/Exceeded • 74% of third graders Met/Exceeded <p>Quantitative evidence is based on MAP, SBA, and TC Reading tests. We also have MTSS progress monitoring notes on students from the past two years.</p> <p>Strengths:</p> <ul style="list-style-type: none"> --Strong reading instruction --Readers' Workshop targets instruction to different levels --Reading Intervention Teacher and Tutors (esp. K-1) --Librarian and resources <p>Why this problem:</p> <ul style="list-style-type: none"> --Reading is essential to success in all other academic areas. <p>School Climate data also indicates a need for improvement in the areas of student social-emotional well-being and perceptions of school safety.</p> <p>From 2015-16 Student Climate Survey:</p> <ul style="list-style-type: none"> • 77% favorable responses in the area of social emotional learning • 59% favorable responses in the area of school safety <p>Strengths:</p> <ul style="list-style-type: none"> --2016-17 is second year of Ruler implementation. --0.5 counselor hired for 2016-17 school year. <p>Why this problem:</p> <ul style="list-style-type: none"> --Feeling emotionally healthy and safe at school leads to multiple benefits including mental health and increased academic achievement.
<p>We will use research-based strategies that help targeted students.</p>	<p>Ways we target students:</p> <ol style="list-style-type: none"> 1. Rigorous Instruction in All Classrooms based on Common Core State Standards 2. MTSS Process: <ul style="list-style-type: none"> --Tier 1, 2 and 3 intervention levels --SIT Meetings --Ongoing assessment --Progress Monitoring meetings by grade level 3 times a year

	<p>3. Advanced Learning Plan: We provide one-year advanced content for ALO qualified students as well as other students who are capable of that advanced level of work.</p> <p>--grade up instruction in ELA through Readers' and Writers' Workshop --grade up instruction in math through Walk to Math --Science, Art, Greenhouse enrichment and extension</p> <p>Our theory of action also includes research-based strategies from the meta-analyses work of John Hattie (<u>Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.</u>) Listed below are some of the actions we are focused on which include strong effect sizes (all in the top 12 actions that positively affect student achievement.)</p> <ul style="list-style-type: none"> • MTSS (Hattie: 1.07 effect size) • Teacher credibility (Hattie: 0.9 effect size) • Providing formative evaluation (Hattie: 0.9 effect size) • Classroom discussion (Hattie: 0.82 effect size) • Comprehensive interventions for learning disabled students (Hattie: 0.77 effect size) • Teacher clarity (Hattie: 0.75 effect size) • Feedback (Hattie: 0.75 effect size) • Teacher-student relationships (Hattie: 0.72 effect size)
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>Our professional development is focused on three areas:</p> <ol style="list-style-type: none"> 1. Common Core State Standards –Roll out of ELA Scope and Sequence. – Moving toward vertical alignment. –Joint Learning Walks. –Career Ladder Work. 2. Interventions/MTSS process for academics 3. School Climate and Socio/Emotional Health --Ruler. –School Counselor. –Work on Relationships. <p>Some of the structures in place that support high quality, ongoing professional development include daily grade level planning time built into the schedule, Career Ladder Teacher led unit planning sessions and learning walks, PLCs every other week, with support from the district's Formative Practice Institute (4 times a year), and staff meetings solely focused on the above priorities.</p>
<p>Our school will increase</p>	<p>Family Engagement:</p> <p>--Curriculum Night 2016 (78% attendance) --Parent Conferences 2015 (90% attendance)</p>

<p>parent/family engagement.</p>	<p>--From Family Climate Survey 2016: 76% favorable responses to parent/family influence and decision-making, 81% favorable responses to school educational quality, 78% favorable responses to welcoming and culturally-responsive school climate.</p> <p>--Extremely Active PTSA</p> <p>--Parent representation on BLT</p> <p>--Parent representation on site-based hiring teams</p> <p>--Weekly Class Bulletins and website</p> <p>--Family Engagement Team—In Progress</p> <p>--Ruler family night scheduled for November 9, 2016</p>
<p>Our staff is involved in decision-making.</p>	<p>We follow a BLT process which includes shared decision-making in the areas of school improvement plan, budget, professional development, and schedule. Teachers are included on site-based hiring teams.</p>
<p>We will assist our students to meet standard.</p>	<p>See above priorities and plans, particularly MTSS plans.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>Recruitment: student teachers, site-based hiring teams</p> <p>Retention: strong community and positive work environment</p> <p>Retention: professional development and growth/leadership opportunities</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>At Kindergarten: Welcome and Tours WA Kids (Home Visits), Jump Start, Popsicles on Playground Match with Families Who Have Been Here</p> <p>Other New Families: Welcome and Tours Match with Families Who Have Been Here</p> <p>Middle School Transition: Working on Connections with Washington and Meany Ties to Rainier Scholars</p>
<p>Our system of support assures our highly qualified staff are support students.</p>	<p>Our highly qualified staff support students every day.</p> <ul style="list-style-type: none"> ● Certified Reading Intervention Teacher ● Certified Math Intervention Teacher ● Certified Special Education Teachers ● Certified Enrichment Teachers ● Certified Elementary School Counselor

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	\$ 1,555,474.00	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	\$ 20,783.00	0.2 Teacher-bilingual 0.2 Tutor \$207 in supplies
2016-2017	Combined Funds	Self Help	\$ 303.00	Building funds to support classroom and building programs.
2016-2017	Combined Funds	PTSA Grant	\$ 245,709.00	PTSA funds to support programs within the building: 0.5 counselor 0.5 art teacher 0.5 math teacher 0.2 technology teacher 0.1 additional secretarial help 6 classroom tutors \$10,594 to combine with LAP funds for a 0.5 reading teacher \$17,705 in playground improvements and a mounted projector for the gym
2016-2017	Combined Funds	Free & Reduced Lunch	\$ 3,304.00	Funding to support MTSS supports school-wide.
2016-2017	Specific Use Funds	Learning Assistance Program (LAP)	\$ 38,875.00	Supplemental state dollars to support K-4 literacy and supplemental reading and math. Combined with PTSA grant to fund a 0.5 reading teacher
2016-2017	Specific Use Funds	Special Education	\$ 345,922.00	Teachers and IAs, IEP writing and extra time, services, and resources.
2016-2017	Specific Use Funds	Jump Start	\$ 4,787.00	Kindergarten Preparation
2016-2017	Specific Use Funds	ARTS for Central Arts Pathway	\$ 2,500.00	Funding to support performance and visual arts school-wide.

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	What will success look like? (SMART	Assigned	Target Date for

Learning	Goal ¹ to target level of performance desired)	to:	Completion:
<p>Subsets of students are not meeting benchmarks in English language arts.</p> <p>From 2015-16:</p> <ul style="list-style-type: none"> 52% of African American students Met/Exceeded 63% of students receiving Tier 2 interventions Met/Exceeded <p>Quantitative evidence is based on MAP, SBA, and TC Reading Tests.</p> <p>We also have MTSS progress Monitoring notes on students from the past two years.</p>	<p>85% of African American scholars will meet or exceed benchmarks in English language arts.</p> <p>85% of students receiving Tier 2 interventions will meet or exceed benchmarks in English language arts.</p> <p>To Monitor: TC tests, MAP, SBA Interims, Observations, MTSS Progress Monitoring Meetings</p> <p>Strategies: focus on high quality CCSS classroom instruction, differentiation and strong interventions through MTSS system, relationship-building (both teacher/student and teacher/family). ALSO, race and equity training as a staff and an examination of what it's like to be a student of color at Montlake.</p>	All Staff	June 1, 2017

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:
<p>Subsets of students are not meeting benchmarks in English language arts.</p> <p>From 2015-16:</p> <ul style="list-style-type: none"> 74% of third graders Met/Exceeded 	<p>85% of fourth grade students will meet or exceed benchmarks in English language arts.</p> <p>To Monitor: TC tests, SBA Interims, Observations, MTSS Progress Monitoring Meetings</p> <p>Strategies: focus on high quality CCSS classroom instruction, differentiation and strong interventions through MTSS system, relationship-building (both teacher/student and teacher/family). ALSO, specific PLC work around formative assessment and instructional planning for fourth grade students.</p>	All Staff	June 1, 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:
<p>Subsets of students are not meeting benchmarks in English language arts.</p>	<p>85% of Montlake students will meet or exceed benchmarks in English language arts.</p> <p>To Monitor: TC tests, MAP, SBA Interims, Observations, MTSS Progress Monitoring Meetings</p> <p>Strategies: focus on high quality CCSS classroom instruction, differentiation and strong interventions through MTSS system, relationship-building (both teacher/student and teacher/family).</p>	All Staff	June 1, 2017

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>Many students report not feeling safe at school. Many students also report and demonstrate challenges with regulating emotions.</p> <p>From 2015-16 Student Survey Data:</p> <ul style="list-style-type: none"> 59% of 3rd-5th graders reported favorable responses in the school safety category. 77% of 3rd-5th graders reported favorable 	<p>Montlake will demonstrate an increase of 20% (compared to 2015-16) of students responding favorably in the categories of School Safety and Social-Emotional Learning on the school climate survey.</p> <p>To Monitor: Additional Ruler surveys, interim climate surveys, focus groups</p> <p>Strategies: Teaching RULER and emotional intelligence at all levels—individual, classroom, and whole school; work with counselor with individuals and groups; connections to families.</p>	All Staff	June 1, 2017

response in the social-emotional learning category.			
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