



Continuous School Improvement Plan (C-SIP)
Montlake Elementary School
2016 - 2018
Principal: Melissa Gray

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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.

The Montlake BLT reviewed and approved the 2016-2017 CSIP on June 15, 2017.

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.

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.

Subsets of students are not meeting benchmarks in English language arts.

From 2015-16:

- 52% of African American Students Met/Exceeded
- 63% of Students receiving Tier 2 interventions Met/Exceeded
- 74% of third graders Met/Exceeded

NEW: Spring 2016-17 Data:

- 59% of African American Students Met/Exceeded
- 70% of students receiving Tier 2 interventions Met/Exceeded
- 90% of fourth grade students Met/Exceeded

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.

Strengths:

- Strong reading instruction
- Readers' Workshop targets instruction to different levels
- Reading Intervention Teacher and Tutors (esp. K-1)
- Librarian and resources

Why this problem:

--Reading is essential to success in all other academic areas.

School Climate data also indicates a need for improvement in the areas of student social-emotional well-being and perceptions of school safety.

From 2015-16 Student Climate Survey:

- 77% favorable responses in the area of social emotional learning
- 59% favorable responses in the area of school safety

NEW: 2016-17 Student Climate Surveys:

November:

- 71% favorable responses in the area of social emotional learning
- 70% favorable responses in the area of school safety

February:

- 80% favorable responses in the area of social emotional learning
- 71% favorable responses in the area of school safety

April:

- 76% favorable responses in the area of social emotional learning

- 69% favorable responses in the area of school safety

Strengths:

--2016-17 is second year of Ruler implementation.

--0.5 counselor hired for 2016-17 school year.

Why this problem:

--Feeling emotionally healthy and safe at school leads to multiple benefits including mental health and increased academic achievement.

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

Ways we target students:

1. Rigorous Instruction in All Classrooms based on Common Core State Standards

2. MTSS Process:

--Tier 1, 2 and 3 intervention levels

--SIT Meetings

--Ongoing assessment

--Progress Monitoring meetings by grade level 3 times a year

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. Advanced Learning Plan is attached, although it is in the process of being revised.

--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

Our theory of action also includes research-based strategies from the meta-analyses work of John Hattie (Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.) 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.)

- 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)

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

Our professional development is focused on three areas:

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 --Progress Monitoring and attention to "Students of Concern" --Opportunities for collaboration between specialists and general education teachers --Direct instruction in strategies for working with students with focus issues, reading/writing challenges, and autism spectrum disorder

3. School Climate and Socio/Emotional Health

--Ruler. --School Counselor. --Work on Relationships. --Race and equity work focused on cultural competence.

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.

NEW: For 2017-18, early release Wednesdays will allow for more in-depth, targeted, and ongoing professional development for teachers. The three main categories will remain the same. 1. Common Core State Standards—we will focus on the new ELA adoption.

2. MTSS—we will continue to focus on more opportunities for collaboration on our interventions/supports and for learning to differentiate effectively in the classroom. 3. School Climate and Socio/Emotional Health—we will continue our race and equity work on relationships and cultural competence. We will also implement the new RULER Feelings Curriculum..

Our school will increase parent/family engagement.

- Family Engagement:
 - --Curriculum Night 2016 (78% attendance)
 - --Parent Conferences 2015 (90% attendance)
 - --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.
 - --Extremely Active PTSA

- --Parent representation on BLT
- --Parent representation on site-based hiring teams
- --Weekly Class Bulletins and website
- --Family Engagement Team—In Progress
- --Ruler family night scheduled for November 9, 2016
- --Please see attached Homework Policy (developed with parent input)

Our staff is involved in decision-making.

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. See attached BLT Bylaws.

We will assist our students to meet standard.

See above priorities and plans, particularly MTSS plans.

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

Recruitment: student teachers, site-based hiring teams, STAR mentors

Retention: strong community and positive work environment

Retention: professional development and growth/leadership opportunities

Our highly qualified staff support students every day.

- Certified Reading Intervention Teacher
- Certified Math Intervention Teacher
- Certified Special Education Teachers
- Certified Enrichment Teachers
- Certified Elementary School Counselor

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

- At Kindergarten: Welcome and Tours
- WA Kids (Home Visits), Jump Start, Popsicles on Playground
- Match with Families Who Have Been Here
- Other New Families: Welcome and Tours
- Match with Families Who Have Been Here
- Middle School Transition: Working on Connections with Washington and Meany
- Ties to Rainier Scholars

How do we support students identified as Highly capable?

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. Advanced Learning Plan is attached, although it is in the process of being revised.

--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.

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)	20,972	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	1,672,716	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)	3,577	Funding to support MTSS supports at all schools.
2017-2018	Combined	PTSA Grant	301,384	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	22,561	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	392,846	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:
<p>Subsets of students are not meeting benchmarks in English language arts. 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. 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. 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> <p>Results (June 2017): 59% of African American scholars met or exceeded benchmarks in English Language Arts.</p> <p>70% of students receiving Tier 2 interventions met or exceeded benchmarks in English language arts. Goals Not Met Yet—Continue for 2017-18</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>are not meeting benchmarks in English language arts. From 2015-16: ☑ 74% of third graders Met/Exceeded</p>	<p>85% of fourth grade students will meet or exceed benchmarks in English language arts. 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> <p>Results (June 2017): Goal Met. 90% of fourth grade students met/exceeded ELA benchmarks, based on SBA and TC.</p>	All Staff	June 1, 2017

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	However, only 71% of current third graders met or exceeded ELA benchmarks. As a result, we need to continue this goal for 2017-18 and think about our ELA strategies K-3 that are impacting third grade achievement levels.		

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Subsets of students are not meeting benchmarks in English language	85% of Montlake students will meet or exceed benchmarks in English language arts. To Monitor: TC tests, MAP, SBA Interims, Observations, MTSS Progress Monitoring Meetings Strategies: focus on high quality CCSS classroom instruction, differentiation and strong interventions through MTSS system, relationship-building (both teacher/student and teacher/family). Results (June 2017): Goal Met. 86% of Montlake student met or exceeded benchmarks in English language arts. Continue goal for 2017-18.	All Staff	June 1, 2017

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:
Many students report not feeling safe at school. Many students also report and demonstrate challenges with regulating emotions. From 2015-16 Student Survey Data: <ul style="list-style-type: none"> • 59% of 3rd-5th graders reported favorable responses in the school safety category. • 77% of 3rd-5th 	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. To Monitor: Additional Ruler surveys, interim climate surveys, focus groups Strategies: Teaching RULER and emotional intelligence at all levels—individual, classroom, and whole school; work with counselor with individuals and groups; connections to families. Results: 2016-17 Student Climate Surveys: November: <ul style="list-style-type: none"> • 71% favorable responses in the area of social emotional learning • 70% favorable responses in the area of school safety February: <ul style="list-style-type: none"> • 80% favorable responses in the area of social emotional learning • 71% favorable responses in the area of school safety 	All Staff	June 1, 2017

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
graders reported favorable response in the social-emotional learning category.	April: <ul style="list-style-type: none"> • 76% favorable responses in the area of social emotional learning • 69% favorable responses in the area of school safety NEW: Goals Not Met Yet—Continue for 2017-18/Possibly revise to be more specific.		

Advanced Learning Opportunity Plan

Montlake Elementary

School Year: 2010-2011

Montlake is committed to provide a rich environment that creates a success story for every child. We believe open-ended assignments, differentiated instruction, flexible grouping, enrichment opportunities, and cross grade level partnerships provide a rich academic school for all students. All of our teachers hold high expectations for every student and teach a rigorous curriculum in our blended inclusion model classrooms. Our model serves our highest performing students, regardless of whether or not a child is designated as highly gifted or gifted by the district. Progress for students designated by Advanced Learning office is shown on the SPS report card for Advanced Learners.

ALO Math Model

Differentiated Instruction within the assigned classroom and grade level. Acceleration is one grade level above for students identified by district Advanced Learning office.

Strategies:

Tiered Assignments: Advanced students will receive their math instruction in varying levels of complexity and depth.

Flexible Groupings: Students will move in and out of math groups depending upon individual strengths. Support staff will give service to both advanced learners and students in need of remediation help.

Reading Model:

Differentiated Instruction within the assigned classroom and grade level. Acceleration is one grade level above for students identified by district Advanced Learning office.

Strategies:

Flexible Grouping: Advanced readers are moved to higher reading groups upon mastery. Students may receive reading instruction in literacy groupings that provide complex instruction that reflect depth through interpretations, predictions and analysis.

Independent reading: Students are provided with choice books they read to appropriately place them in groups of interest and advanced ability.

Guided reading groups: Students are placed within guided reading groups by complexity and higher-level content reading.

Shared read aloud: Creates a supportive learning environment for a range of readers to hear fluent reading as they develop higher level thinking skills.

Junior Great Books, grades 1-5

Technology Integration to support project based learning

Challenging Enrichment Opportunities:

Read a Million Words campaign

Chess Club

Math Challenge

Groovy Girls Math Club

Lego Engineering

Book Clubs

Reading Buddies

Foreign Languages; French, Spanish, Mandarin

Student Council

Green Times student newspaper

Theater performances

Greenhouse instruction

Penny Harvest

Montlake Elementary Homework Policy

What does homework look like at Montlake Elementary?

We believe that all children K-5 benefit from a rich reading life at home. We encourage at least 20 minutes of daily reading. That can be a combination of looking at picture books, reading with an adult, reading independently, and other reading activities.

Brain research also shows that repeated exposure to math concepts is beneficial. As a result, we want students to do some math work at home as well. That can be something the teacher sends home that matches the day's lesson, or it can be something that a family chooses--playing go fish, counting coins, working on math facts, playing chess, talking about time, etc.

Special Projects--Sometimes a teacher will assign special projects at school that require a little prep work at home. Examples include interviewing a family member, thinking of ideas for a science project, practicing lines for a play, etc. How long should homework take?

Homework will only be given for Monday through Thursday, but it can be done anytime. We know children today have many activities, and some nights are busier than others.

Here are rough time guidelines:

20 minutes of reading plus 10 minutes of math for K-1

20 minutes of reading plus 15 minutes of math for 2-3

20 minutes of reading plus 20 minutes or math for 4-5

What is the process if I have questions about my child's homework?

Homework is encouraged at Montlake but not required. Students will not lose recess or class points or have other consequences for incomplete homework. However, it is a missed learning opportunity. For example, students will certainly read and do math at school, but the extra time reading at home, either alone or with a family member, is lost time if it isn't done. Homework can also be informative and can help families understand how their child is doing at school.

Teachers at Montlake want to work with families so that children and parents are enjoying learning at home. We are open to alternate assignments. Please talk to your child's teacher if you have questions.

BUILDING LEADERSHIP TEAM

MONTLAKE ELEMENTARY SCHOOL BYLAWS

Roles and Responsibilities

The roles and responsibilities of the Building Leadership Team are to bring together representatives of the Montlake staff and PTA to consider issues, proposals, and recommend decisions consistent with the C-SIP of Montlake School and the school's academic achievement plan. Responsibilities of the BLT include:

- ☑ Act as a conduit for information to be passed between staff and the PTA
- ☑ Review, refine, promote and respond to initiatives from the staff and the PTA
- ☑ Review staff meeting schedules
- ☑ Advise on the development of and changes to the C-SIP
- ☑ Prioritize issues for decision making by staff
- ☑ Develop alternative staffing plans, when necessitated by new initiatives or budget constraints, for the staff to review and act upon
- ☑ Develop alternative budget proposals for the staff to review and act upon
- ☑ Develop professional development plans for the staff to review and act upon
- ☑ Develop alternative PCP scheduling options as needed
- ☑ Oversee Safety and Security Plan, its policy and practice
- ☑ Each representative on the BLT has the responsibility to gather input from constituents and to represent the interests of her/his group as well as her/his own views

Norms

In order for our meetings to be productive and effective, allow everyone to be represented and heard, and have adequate time to research, process, discuss, and communicate information, the BLT will follow these norms of collaboration:

1. We will show respect for others by assuming best intent, active listening, and allowing all views to be heard
2. We will use time efficiently, respecting time limits and adhering to the agreed upon meeting structure
3. We will follow the posted agenda that has been created prior to the meeting
4. We will maintain confidentiality when appropriate.

Membership

The Building Leadership Team shall consist of the following members:

- ☑ One-two parent representatives PTA
- ☑ One Team 1 Classroom Teacher (grades K-2)
- ☑ One Team 2 Classroom Teacher (grades 3-5)
- ☑ One Team 3 Staff Member (special education)
- ☑ One Certificated Specialist (PE, Library, Technology, etc.)
- ☑ One Classified Member
- ☑ Building Principal (also represents classified and hourly staff)

Terms

Tenure on the BLT shall be for a minimum of two years. Tenure could be longer as agreed upon by your Team.

- ☑ Staff representation will rotate among the staff in each Team
- ☑ PTA representatives will be chosen by the PTA
- ☑ Teams shall stagger terms so that membership will benefit from experienced members

Roles

Members of the BLT will elect from their membership the following roles:

1. Facilitator (principal or another BLT member as determined each year)
 - ☑ Starts and ends the meeting
 - ☑ Calls on team members or starts round robin process
 - ☑ Keeps discussion on target without dominating the conversation
 - ☑ Helps search for and suggest compromise solutions
 - ☑ Helps resolve conflict between team members
2. Recorder
 - ☑ Supports facilitator
 - ☑ Records basic ideas; checks accuracy or perceptions
 - ☑ Helps give a sense of direction and completion
 - ☑ Distributes written record of meeting to principal and forwards copy to staff and places copy in BLT Notebook in office
3. Time Keeper
 - ☑ Periodically reminds the team of time constraints
 - ☑ Keeps team focused on the tasks at hand
 - ☑ Asks whether people are ready to move to decision

Meeting Schedule

The Building Leadership Team will meet once a month during the school year and additionally as needed during the budget cycle, from 2:30-3:30. Emergency meetings may be called if necessary. Decision-making process, including having a quorum present, must be followed at all BLT meetings. Two members will represent the PTA.

Staff members of the BLT have a responsibility to represent the interest of others on the staff as well as their own views. It is strongly recommended that BLT members attend PTA Board meetings and General meetings on a rotating basis.

The BLT schedule for the school year will be set by October 1.

A schedule of meetings will be printed in the school calendar.

Agenda

BLT meetings will have an open agenda set in advance collaboratively by the BLT chair/co-chairs, PTA representatives, and the principal. The facilitator, prior to the BLT meeting, will distribute the agenda to all staff. Staff, parents, and administration may all contribute items to the BLT agenda. Items considered for the agenda are due to BLT in writing by 1:00 on the Thursday prior to the scheduled BLT meeting.

Member Responsibilities

Representation: BLT members have a responsibility to represent the interest of others in their constituency as well as their own views. BLT members should communicate with others they represent about issues addressed by the BLT. In addition, it is highly recommended that all members attend PTA Board meetings and general meetings on a rotating basis.

Meeting attendance

BLT members will attend all meetings or arrange for an alternate to attend. If a member misses two meetings without arranging for an alternate to attend, the team will be contacted to determine whether a new member should be selected.

Non-Member Meeting Attendance

All meetings are open. Non-members may have up to a total of 10 minutes to explain and respond to questions regarding agenda items. Additional participation in discussion is at the discretion of BLT members.

Decision Making and Voting

The responsibilities of the BLT in the decision making process is based on the following agreements:

- ☑ Each member of the BLT has one vote. PTA chair and co-chair share one vote.
- ☑ The BLT recognizes that the principal must make some decisions related to scheduling, budget accountability, personnel (workloads, work locations, income), assignment of students, professional performance, discipline, student retention, and curriculum based upon Seattle School District directives, state or federal laws, or timeline.
- ☑ Whenever possible, the BLT members shall strive for consensus.
- ☑ If even one member cannot agree, an advisory thumbs vote will be taken; those who do not agree or abstain from voting will be given the opportunity to explain their position. Another vote will then be taken to see if concerns have been addressed and consensus can be reached. If we cannot reach consensus, then we will agree to abide by an approval vote of at least five members, or an approval vote of at least 71% of total BLT membership

Quorum

In order for an item, issue, or action to be voted upon, a quorum must be present at the BLT meeting. A quorum is represented as five out of seven total members, or 71%. In order for an item to be voted upon by the BLT, it must be presented in writing to every staff member at least 24 hours prior to the vote in order for members to speak with their Team.

Record Keeping

It shall be the responsibility of the BLT to retain, within the school building, records of its meetings and actions for a period of six (6) years, after which these records will be forwarded to Seattle School District Archives. These records will include agendas, minutes, and any other pertinent business of the BLT.

Amendments

Proposed changes to the BLT bylaws must be presented to the BLT in writing for discussion. The proposed change(s) would then be taken to the staff meeting for presentation, discussion, etc. Voting will be by consensus.