



Continuous School Improvement Plan (CSIP)

Northgate Elementary

2016 - 2018

Katrina Pearl, 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.

BLT Approval Date : November, 2016

Mission and Vision

Mission

The Northgate community is a team of parents, staff, and students dedicated to creating a positive, nurturing learning environment resulting in systematically meeting small measurable goals to close opportunity gaps that are present for students.

Vision

Northgate Elementary is a community of students, families, and staff that: 1) provides a welcoming environment that is safe, respectful, positive, and focused on academic achievement, 2) provides a supportive and respectful educational foundation that will springboard our students into academic achievement at all grade levels and beyond, 3) embraces respect for all cultures and strives to build relationships where all children succeed, 4) implements a rigorous, integrated curriculum where all students are challenged and supported.

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	
Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.	Based on the analysis of current data there is a significant need to support all students in developing strong reading stamina. By drilling down into SBA data, school-based assessments, classroom observation and student voice, it is clear that while students are making growth in literacy, the strength of their reading stamina is a strong indication of their ability to show independent success in their own learning. This work is individualized for each student, but overall we set out to ensure that all students are engaged in their reading, think critically about what they read and sustain this engagement and critical thinking for extended periods of time. Currently, through the use of a balanced literacy approach focusing on the Columbia Teacher's College model with strategic interventions imbedded, students are excited about reading. This is the foundation of our work and from here we work to equip each student with the tools through individualized feedback, to improve their literacy skills and in doing so, increase their abilities in all content areas.
We will use research-based strategies that help targeted students.	The intervention team at Northgate Elementary work closely with classroom teachers on a consistent basis to monitor the growth of all students. Strategic, researched based interventions are put in place for all students as well. We focus on growth for all students; below, at or above grade level. One way this is done is through our 1 st -5 th grade Eagle Hour intervention model. This is 40 minutes four days a week of small group instruction. In this time students are receiving intentional instruction at their level in literacy. Resources used are; Foundations, Leveled Literacy Intervention, guided reading kits, System 44, Read 180, Great Books, structured book clubs, and teacher created supports. Meetings are held with all staff monthly to go over student growth, need for additional support and make any changes necessary to support specific student need. In addition to Eagle Hour, the Northgate Intervention Staff, with the support of UTSS tutors, provide push-in literacy support as well as pull out support when necessary. The above mentioned resources are used at these times as well as intentional vocabulary instruction. All supports are monitored bi-weekly and adjusted based on this data.
Our school offers professional development	All staff are supported through on-going professional development. We have access to Columbia Teacher's College training, Vocabulary PD aimed at English Language Learners and research shows benefits all students, Trauma Training as well as additional Social Emotional

<p>that is high quality and ongoing.</p>	<p>curriculum training. In addition to this we have Literacy Interventionists who take the lead on specific PD focusing on all the scaffold literacy interventions and components necessary to increase each and every student’s independence and reading stamina. This is through a deep focus on intentional feedback to students through individual reading conferences with each student, fluency supports and continued PD working on identifying the specific skills necessary at each individual reading level in order to improve teacher practice.</p>
<p>Our school will increase parent/family engagement.</p>	<p>Northgate Elementary continues to improve the ways in which we engage families in the learning. Back to school night was the beginning of this work for the 2016-17 school year. Parent Teacher Conferences will focus on how each teacher and parent can partner to support their student where they are at. Through specific strategies both at home and at school, this parent-teacher-student team can further support their student’s literacy success.</p> <p>We will continue to seek out and respond to family concerns as well as positive feedback. Over the past couple of years Northgate has seen an increase in family participation. We are so excited for this to continue. The recent formation of the Parent Teacher Organization aims to include all parents, representing the hopes and dreams of our diverse population and partnering with the school to support the success of our entire community.</p>
<p>Our staff is involved in decision-making.</p>	<p>The discussion of community needs, specifically student academic needs, is ongoing and collaborative. Northgate Elementary Staff have a culture of looking at student data in real time, collaborating openly to ensure all supports possible are in place and everyone has access to the recourses they need. This is an open minded, highly engaged, collaborative staff who work together, listening to each other taking all stakeholders into high consideration when making decisions.</p>
<p>We will assist our students to meet standard.</p>	<p>All student data is discussed at a collaborative level. Through our Eagle Hour Data meetings and Math Data Meetings with interventionists, each student's level of need is identified. Interventions are put in place using the MTSS model, either at Tier 1, in the classroom or Tier 2 which could be in the classroom by and intervention teacher or in a small pull out group.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>Continue to provide high quality, relevant professional development and well as seek out staff feedback.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>With the support of all staff we are able to welcome families throughout the school year. Our office staff supports the set up of transportation for many of our families while our family support worker and counselor connects with the family to see if there are needs or barriers that we could support them with or find additional resources for support.</p>
<p>Our system of support assures our highly qualified staff are support students.</p>	<p>Staff are highly qualified to perform the responsibilities of their position.</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	General Education Dollars	\$1,887,637.00	Teaching Staff. Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	\$313,221.00	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	\$3,929.00	Building funds to support classroom and building programs.
2016-2017	Combined Funds	PTSA Grant	\$0	
2016-2017	Combined Funds	Free & Reduced Lunch	\$3,929.00	Funding to support MTSS supports at all schools.
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$97,188.00	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year			
Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<ul style="list-style-type: none"> Currently ELL students have 	<ul style="list-style-type: none"> 77% of K - 5th grade ELL students with fewer than 5 absences (excused or unexcused) in both the 1st semester and 2nd semesters 	Katie Pearl	Spring of 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:
<ul style="list-style-type: none"> Currently 40% of 4th and 5th graders are meeting standard on 	<ul style="list-style-type: none"> 60% or more 4th and 5th graders will meet or exceed standard on the 2016-17 Literacy SBA assessment. The 16 3rd grade students 1-2 years below grade level will show 1.5 years of growth as indicated by the Fountas and Pinnel reading assessment. 	4 th and 5 th grade teachers. 3 rd Grade teachers.	Spring of 2017 Spring of 2017

<p>the Literacy SBA assessment.</p> <ul style="list-style-type: none"> • Currently 16/39 3rd grade students are 1-2 years below grade level in literacy. • Currently 17/51 2nd grade students are 1-2 years below grade level in literacy. 	<ul style="list-style-type: none"> • The 17 2nd grade students 1-2 years below grade level will show 1.5 years of growth as indicated by the Fountas and Pinnel reading assessment. 	<p>2nd Grade teachers</p>	<p>Spring of 2017</p>
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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>All students, regardless of reading, below or above grade level standard, level are not making at least a year's growth in a year's time.</p>	<p>All students, Kindergarten – 5th grade, will make at least one year's growth in Literacy according to the Kindergarten Inventory Assessment and or Fountas and Pinnell reading assessment.</p>	<p>All staff</p>	<p>Spring 2017</p>

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:
According to the student climate survey given in Spring of 2016, 53% of students feel that a staff member cares if they are not at school.	By the Spring of 2017, the Student Climate Survey will show significant positive growth in all areas. Specifically, 85% or more students will indicate feeling that staff care if they are not at school. This survey will be given three times this school year to show growth over time.	All Staff	Spring 2017