



Continuous School Improvement Plan (CSIP)

Northgate Elementary
2016 - 2018

Principal
Dedy Fauntleroy

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 Northgate Building Leadership Team has reviewed this document in the Spring of 2017.

Mission and Vision

Mission	Vision
<p>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.</p>	<p>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.</p>

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.

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.

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.

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 1st-5thgrade 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 that is high quality and ongoing.

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 that is high quality and ongoing 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.

Our school will increase parent/family engagement.

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.

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.

The homework policy is that all students have a homework composition notebook. They are each to read a just right book every night (specific times are given by each grade level). Writing in the notebook is required in response to their reading. Math fact are given daily. Kindergarten has a scaffolded version of this.

Our staff is involved in decision-making.

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.

We will assist our students to meet standard.

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. Students who perform grade level standard and or are designated Advanced Learners, have access to appropriate curriculum through Eagle Hour Enrichment and Walk to Math.

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

Continue to provide high quality, relevant professional development as well as seek out staff feedback.

Staff are highly qualified to perform the responsibilities of their position.

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

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.

How do we support students identified as highly capable?

Advanced Learners, have access to appropriate curriculum through Eagle Hour Enrichment and Walk to Math.

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	109,927	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)	83,886	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,048,929	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)	52,828	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	240,689	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	51,601	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Specific Use	Transitional Bilingual	386,013	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	597,925	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:
Currently about 60% of ELL students have fewer than 5 absences (excused or unexcused) in both the 1st semester and 2nd semesters.	77% of K -5th grade ELL students with fewer than 5 absences (excused or unexcused) in both the 1st semester and 2nd semesters	Principal	June 2018

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:
77% of K -5th grade ELL students with fewer than 5 absences (excused or unexcused) in both the 1st semester and 2nd semesters	<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. • 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. 	<ul style="list-style-type: none"> • 4th and 5th grade teachers. • 3rd grade teachers. • 2nd grade teachers 	June 2018

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:
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.	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.	All Staff	June 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:
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	June 2018