



Continuous School Improvement Plan (CSIP)

Pathfinder K-8
2016 - 2018

Principal
David Dockendorf

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 Pathfinder BLT discussed our building CSIP plan and reviewed our 2016-2017 plan. After discussing what our priorities are for professional development and generating a list of ideas, they made the decision to have the administration develop our building plan to be finalized and approved at our 2017 August BLT retreat. Once approved by the BLT the CSIP will be presented to the Pathfinder staff at our 2017 staff retreat on August 29-31.

Mission and Vision

Mission	Vision
<p>Pathfinder K-8 is a diverse and inclusive community where students are engaged in learning both inside and outside the classroom. We support the intellectual, social, emotional, creative, and physical growth of all of our children. We teach our students to recognize and value their own individual skills and unique intelligences, as well as those of others.</p>	<p>The Pathfinder K-8 community envisions a school in which students are empowered to be inquisitive and versatile thinkers who value diversity, pursue their passions, reach their potential, and become advocates for our world.</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.

Upon reviewing the Multi-tiered Systems of Support Implementation Guide we note that we have begun work on several of the indicators.

Component One: Leadership, Systems and Students. We are building a leadership team that is committed to implementation

fidelity with an understanding of tiers and capacity. We will talk monthly about data and use interim assessments and post tests to determine interventions and gap closing strategies. We have aligned math and literacy to be used as our key focus areas. We will gather feedback from teachers, students and parents about our responsiveness to students needs.

Component Two: School Culture, Collaboration and Communication. Our PLC's will be focused on SEL, Literacy and Math Instruction and Positive School Climate. We have been working on our SEL implementation plan, RULER and looking at student responses to positive climate work. We have developed a referral process for Tier two and Three. We will be developing a data management system for academic and SEL.

Component Three: Core and Tiered Instruction and Support

We will implement our new literacy adoption and continue with our math program K-5. We will implement our SEL goals and objectives rubric K-8 for core competencies. We will implement a data protocol yet to be determined that will focus on gap closing interventions.

We will promote MTSS training for all staff

Component Four: Data, Assessment and Progress Monitoring. We will use our data protocols to look at data in math and literacy. We will continue our work on Social Emotional Literacy. We will align our tiered interventions using data

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

We assessed our progress in eliminating the opportunity gap/education gap between students of different ethnicities, special education and free/reduced lunch (poverty) to ensure that our goals addressed the needs of underachieving groups. We created a master schedule to maximize available student learning time, especially in literacy and mathematics. We are studying and putting into place "best practices" and high leverage teaching moves in all of our instructional strategies. Best practices include increasing students' active engagement in their learning, and differentiating instruction based on students' readiness, skill levels, and learning goals. In addition, we have implemented a building-wide RTI model for math and literacy intervention.

Through our master schedule we are able to offer advanced math placement for students in 6th, 7th, and 8th grade. K-5 advanced math students and K-8 advanced reading and writing students are supported through differentiated classroom instruction.

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

Our BLT has identified the following areas for professional development for the next year: Cultural Competency and Equity, Literacy and Math implementation and alignment, SEL, ACES and Trauma Informed Teaching.

Our professional learning will be tied to the following MTSS Implementation Guide:

Curriculum: Collaborative practices and refining PLC work with data, progress monitoring and data collection.

Instruction: Aligning literacy and math per grade bands, Strategic interventions at every level, and the development of a 6 week cycle of intervention at every level. We will also develop extended day opportunities in math.

School Culture: Using the DESSA inventory to progress monitor our SEL program. PD for our newly developed SEL goals and objectives.

Our school will increase parent/family engagement.

Every major student learning goal includes activities and strategies for increasing parent involvement. Our PTSA provides financial support to our school for professional development, academic achievement and tutoring support. We will continue to focus on at home math support and how we as a school can best support parents and mathematics. During the 2017-2018 school year we will host a parent math night, which staff will work with parents on strategies to better support their child in math. This evening event will be coordinated by our math specialist and several math teachers in the building. This year we

will also host a reading parent night to help parents understand how to read with their child. This evening event will be coordinated by our reading specialist. We have many other well attended events throughout the school year; Elder Luncheon, music concerts, Harvest Potluck, pumpkin carving and more.

The Pathfinder BLT discussed our building CSIP plan and reviewed our 2016-2017 plan. After discussing what our priorities are for professional development and generating a list of ideas, they made the decision to have the administration develop our building plan to be finalized and approved at our 2017 August BLT retreat. Once approved by the BLT the CSIP will be presented to the Pathfinder staff at our 2017 staff retreat on August 29-31.

Our staff is involved in decision-making.

Teacher, staff and administration representatives and parents participate in our Building Leadership Team (BLT). The BLT is an advisory group but has decision-making authority if necessary in numerous areas of school governance. We meet two times per month, every other Thursday and our representatives report back to their stakeholders. They also bring issues and input to BLT meetings from their stakeholders. We completed the process of rewriting our school's vision, mission and belief statements during the 2013-2014 school year, wrote our approved Creative Approach School application during the 2014-2015 school year.

We will assist our students to meet standard.

Our CSIP targets underachieving students in a number of specific areas of student learning. The implementation of our building-wide RTI model for math and literacy will assist students identified in tier 2 and tier 3. Our middle school after school PHAT Program (Pathfinder High Achieving Team) in literacy, Literacy Link and Math Link PLCs will focus on underperforming 4th - 8th grade students to provide scaffolding and support to meet Common Core State Standards in literacy and math. Our Attendance Team, a committee focusing on student attendance in our school, meets once a week to review student absences and tardies. Our Site Coordinator from Communities in Schools supports our City Levy Linkage Grant focused on math, attendance and social emotional development of our students.

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

Pathfinder K-8 understands that high quality teachers and teaching has a direct impact on student academic achievement. Our average teacher has 14.5 years of experience, 70.6% have a master's degree and 100% are highly qualified. We retain our highly qualified staff by providing professional development support, staff development in a Balanced Literacy model, math professional development with our math specialist, Andrea Escame Hedger. We have a literacy specialist, Robin Kanev, to support our literacy PD. Staff have mentoring and support through collaborative planning, effective grade band teams and strong PLC's. In addition, our teachers are supported by our mentor/demonstration teachers in our Career Ladder program. The principal and assistant principal conduct learning walks weekly, conduct classroom observations and provide authentic, honest feedback to staff.

The percentage of staff considered "highly qualified" and the number of HQ teachers and Instructional Assistants are made available to all families each fall. Currently, the percentage of staff considered Highly Qualified is 100%. There are 37 Highly Qualified teachers in this school and 21 Highly Qualified instructional assistants. In addition, our LAP dollars and PTSA funding supports our tutoring program. In 2017-18 we will have 12 tutors providing service to students K-8.

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

We host a back to school BBQ the day before school starts. We invite families to come to the school to meet staff and tour the building. We host a Kindergarten Round Up in the spring to welcome our new incoming Kindergarten students and families. We participate in Jump Start, a week-long learning opportunity for our new Kindergarten students. We will hold a 6th grade Orientation in August for all of our 6th grade students to bring middle school alive for them. We work with new students and their families to help them understand our school culture and how the school works. Our PTSA offers workshops, speakers on interesting topics and invites all families to attend. In 2017-18 the principal will send home a weekly, "What's Happening This Week at Pathfinder" to keep all families informed.

How do we support students identified as highly capable?

Through our master schedule we are able to offer advanced math placement for students in 6th, 7th, and 8th grade. K-5 advanced math students and K-8 advanced reading and writing students are supported through differentiated classroom instruction.

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)	31,457	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	3,454,664	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)	29,861	Funding to support MTSS supports at all schools.
2017-2018	Combined	PTSA Grant	15,000	PTSA funds to support programs within the building.
2017-2018	Combined	Family and Education Levy (FEL)	26,500	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	12,302	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	22,492	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	1,529,340	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:
Not all students are making typical growth or high growth in literacy and math as tested by the SBA.	<p>SMART GOAL: By June 2018, 80% of third grade, 80% of fourth grade, 80% of fifth grade, 80% of sixth grade, 80% of seventh grade and 80% of eighth grade will meet or exceed standard as measured by the ELA SBA.</p> <p>By June 2018, 80% of third grade, 75% of fourth grade, 80% of fifth grade, 80% of sixth grade, 75% of seventh grade and 80% of eighth grade will meet or exceed standard as measured by the Math SBA.</p> <p>A focus on special education and students of color as measured by 2017 SBA results will be addressed.</p>	David Dockendorf, Lisa Clayton, Andrea Escame Hedger, Robin Kanev, Crissy Marshall, Grades 3-8 teachers, MTSS Team	Upon completion of the 2018 SBA testing and our results have been finalized.

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:
Our middle school students with an identified math disability are not making typical growth in math. 50% of 6th grade students were not proficient in math as measured by SBA data.	<p>SMART GOAL: By June 2018 100% of target students with an IEP in math will score L2 or higher on the spring SBA exam.</p> <p>Student Achievement Indicators:</p> <ul style="list-style-type: none"> • Interim SBA math exams • End of unit exams • IEP goal progress reports 	David Dockendorf, Andrea Escame Hedger, MS special education teachers, 6th grade math teacher, MTSS Team	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:
	SMART GOAL: By June 2018 90% of students who have very severe or severe attendance issues will improve their attendance by 50% as measured by school attendance data. Student Achievement Indicators: <ul style="list-style-type: none"> • Attendance agreements • Parent meetings • Biweekly school based attendance meetings CIS staff monitor Middle School attendance weekly.	David Dockendorf	June 2018

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:
Our student climate survey's have indicated over the years that students say that bullying is not addressed by staff.	Implementation of our Project PLUS bullying definitions, methods of reporting, data collection on bullying, communication to staff, parents and students will improve as measured by the DESSA inventory and Student Climate Surveys.	David Dockendorf	June 2018