



## Continuous School Improvement Plan (CSIP)

Pathfinder K-8 School

2016 - 2018

David Dockendorf, 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.

The Pathfinder K-8 BLT reviewed and approved the 2016-2017 CSIP on November 15, 2016.

## Mission and Vision

### Mission

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.

### Vision

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.

**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.

<b>School-Wide Programs/Multi-Tiered System of Support</b>	
Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.	In Grade-Level Team (GLT) meetings, our math, literacy and science Professional Learning Communities (PLCs), Math Link PLC, Literacy Link PLC, Special Education PLC, staff meetings and in our Building Leadership Team (BLT) that includes parents and community, we analyzed student achievement data from SBAC, SBA Interim, Teacher College (TC) reading assessments, Response To Intervention (RTI) math intervention screener and other classroom-based assessments. We analyze our special education data as well as our ethnicity data to work on closing the opportunity gap. We then developed data-based SMART goals for student growth in reading, writing, math, science and eliminating our student opportunity gap.
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 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> 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.	We have several days each school year where our staff participates in professional development (PD) based on our schools’ PD plans, and where our data indicates a need for enhanced instruction. The Pathfinder teachers have taken the required professional development activities on Common Core State Standards (CCSS) in Literacy and Mathematics and Next Generation Science Standards. We have access to instructional /content coaches who provide peer-coaching in refining instructional skills and putting into practice the best use of our curricular materials. For the 2016-2017 school year we are providing math instructional PD through our school based math specialist and from Ruth Balf, UW math consultant in the form of staff workshop, team math labs and team and individual math coaching. The 6 <sup>th</sup> grade IEP math team is participating in the EMP Math PD this school year. As a whole school we are also providing SEL and RULER PD to our staff and community.
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 2016-2017 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

	<p>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.</p>
<p>Our staff is involved in decision-making.</p>	<p>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. This year our BLT is looking at the use of the word "clan" to represent each class and how the use of the word is impactful to the Native community.</p>
<p>We will assist our students to meet standard.</p>	<p>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.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>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 and Ruth Balf from the UW. We have added a literacy specialist, Robin Kanev, to our staff 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.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>We host a back to school BBQ the week 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 weeklong learning opportunity for our new Kindergarten students. We had 98% attendance for Jump Start. Our PTSA hosts a Back to School social for new families in September. We work with new students and their families to help them understand our school culture and how the school works.</p>

Our system of support assures our highly qualified staff are support students.	The percentage of staff considered “highly qualified” (HQ) by No Child Left Behind (NCLB) rules 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 (HQ) by NCLB is 100%. There are 35 Highly Qualified teachers in this school and 18 Highly Qualified instructional assistants.
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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	\$2,865,667	Instruction for all students aligned to CCSS.
2016-2017	Specific Use Funds	Transitional Bilingual	\$,20,599.00	Funding to support certificated teacher to support academic success of ELL identified students.
2016-2017	Combined Funds	Self Help	\$150.00	Building funds to support programs within the building.
2016-2017	Combined Funds	PTSA Grant	\$32,00.00	PTSA funds to support programs within the building.
2016-2017	Combined Funds	Free & Reduced Lunch	\$137,473.00	Funding to support MTSS supports all school.
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$38,875.00	Supplemental state dollars to support K-4 literacy for Tier 2 students.
2016-2017	Combined Funds	FEL	\$41,232.00	City Levy funds to support targeted math students and increase attendance.
2016-2017	Combined Funds	FEL - carryover	\$19,507.00	City Levy funds to support targeted math students and increase attendance.

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 <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<ul style="list-style-type: none"> <li><b>Student Problem of Practice:</b> Our 4<sup>th</sup> and 5<sup>th</sup> grade male and female students of color are not demonstrating</li> </ul>	<ul style="list-style-type: none"> <li><b>SMART GOAL:</b> By June 2017 7/7 4th/5th grade students of color will meet or exceed typical growth in reading as measured by Fountas and Pinnel assessment.</li> </ul>	Lisa Clayton, Assistant Principal  Robin Kanev,	June 2017

<p>the same level of academic growth in reading as our white students.</p> <ul style="list-style-type: none"> <li>• <b>African American SBA School Data</b> <ul style="list-style-type: none"> <li>• <b>2014-2015 4<sup>th</sup> grade identifying as black – total of 4 students:</b> 50% L1, 50% L2, 0% L3, 0% L4</li> <li>• <b>2014-2015 4<sup>th</sup> grade identifying as mixed – total of 3 students:</b> 0% L1, 33% L2, 33% L3, 33% L4</li> <li>• <b>2014-2015 5<sup>th</sup> grade identifying as black – total of 1 student:</b> 100% L1</li> <li>• <b>2014-2015 5<sup>th</sup> grade identifying as mixed – total of 7 students:</b> 0% L1, 0% L2, 57% L3, 43% L4</li> <li>•</li> <li>• <b>2015-2016 4<sup>th</sup> grade identifying</b></li> </ul> </li> </ul>	<p><b>Student Achievement Indicators:</b></p> <ul style="list-style-type: none"> <li>• During walk throughs all students engaged in reading at their grade level or beyond.</li> <li>• 4th/5th grade identified students of color show increased access to reading success.</li> <li>• Based on student reading levels; every 2-3 months’ students are assessed for their instructional reading level.</li> <li>• Reading Interest survey data from Fall 2016, Winter 2017, and Spring 2017 used to assess success.</li> <li>• SBA data when available</li> <li>• Running records</li> </ul>	<p>Literacy Specialist</p> <p>Crissy Marshall, Reading RTI</p> <p>4th/5th grade teachers who provide reading instruction</p>	
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<p>as black – total of 1 student: 100% L1</p> <ul style="list-style-type: none"> <li>• <b>2015-2016 4<sup>th</sup> grade identifying as mixed – total of 6 students:</b> 50% L1, 17% L2, 17% L3, 17% L4</li> <li>• <b>2015-2016 5<sup>th</sup> grade identifying as black – total of 4 student2:</b> 50% L1, 50% L2, 0% L3, 0% L4</li> <li>• <b>2015-2016 5<sup>th</sup> grade identifying as mixed – total of 2 students:</b> 50% L1, 50% L2, 0% L3, 0% L4</li> </ul>			
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Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Our middle school students with an identified math disability are not making typical growth in math.</p> <p>60% of 6<sup>th</sup> grade students were not proficient in math as measured by SBA data.</p>	<ul style="list-style-type: none"> <li>• <b>SMART GOAL:</b> By June 2017 100% of target students with an IEP in math will score L2 or higher on the spring SBA exam.</li> </ul> <p><b>Student Achievement Indicators:</b></p> <ul style="list-style-type: none"> <li>• Interim SBA math exams</li> <li>• End of unit exams</li> <li>• IEP goal progress reports</li> <li>• CCSS aligned assessments</li> </ul>	<p>David Dockendorf Principal</p> <p>Ryan Richards, MS IEP teacher</p> <p>Andrea Escame,</p>	<p>June 2017</p>

<p>58% of 7<sup>th</sup> grade students were not proficient in math as measured by SBA data.</p> <p>40% of 8<sup>th</sup> grade students were not proficient in math as measured by SBA data.</p>		<p>Math Specialist</p>	
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Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Our school data indicates that 4% of students who attend our school have very severe attendance issues and 5% of students who attend our school have severe attendance issues.</p>	<ul style="list-style-type: none"> <li>• <b>SMART GOAL:</b> By June 2017 100% of students who have very severe or severe attendance issues will improve their attendance by 50% as measured by school attendance data.</li> </ul> <p><b>Student Achievement Indicators:</b></p> <ul style="list-style-type: none"> <li>• Attendance agreements</li> <li>• Parent meetings</li> <li>• Biweekly school based attendance meetings</li> </ul>	<p>David Dockendorf Principal</p> <p>Lani Huston Attendance Secretary</p> <p>CIS Staff</p>	<p>June 2017</p>



School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
Our school climate data indicated that 59% of students do not feel that someone at school will stop them from being bullied.	<ul style="list-style-type: none"> <li>• <b>SMART GOAL:</b> By June 2017 85% of students will indicate that someone at school will stop them from being bullied as measured by interim school climate survey.</li> </ul> <p><b>Student Achievement Indicators:</b></p> <ul style="list-style-type: none"> <li>• Two interim school climate surveys</li> <li>• DESSA individual and whole class data</li> <li>• Ruler trained playground supervisors</li> <li>• Active Bullying Prevention Team</li> <li>• Bullying prevention curriculum taught in each classroom K-8</li> </ul>	David Dockendorf Principal	June 2017