



## Continuous School Improvement Plan (CSIP)

Queen Anne Elementary

2016 - 2018

Janine Roy, 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.

Our Building Leadership Team approved this document on November 8<sup>th</sup>, 2016.

#### Mission and Vision

##### Mission

Our "Five Pillars" have shaped and defined the work we do as a school since 2010.

We are self-directed learners.

We encourage each other to think critically and learn more.

We are concerned, confident and compassionate citizens of the world.

We learn everywhere, we learn together.

We are creative.

##### Vision

Our Five Pillars focus on 21<sup>st</sup> century learning skills that we practice through inquiry in Project Based Learning and support and question using skills from Social and Emotional Learning.

## 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 2016 SBA data, our concerns about student learning focus on ELA, Math and social emotional learning. We looked at SBA data MAP data, school-based assessments, climate surveys and classroom observations to target reading comprehension of informational text in ELA and problem-solving in math. Focusing on students feeling that all students in their class are focused on learning is the social emotional learning goal.
- Evidence from SBA data and student school climate surveys support these concerns.
- The specific student learning problem to be addressed in this cycle of inquiry is:
  1. Improve 3<sup>rd</sup> – 5<sup>th</sup> grade cohort proficiency rates in ELA and Math by 5%, shifting from:
    - a. ELA – 3<sup>rd</sup> grade: Improve from 70% to 75% proficient
    - b. ELA – 4<sup>th</sup> grade: Improve from 74% to 79% proficient
    - c. ELA – 5<sup>th</sup> grade: Improve from 75% to 80% proficient
    - d. Math – 3<sup>rd</sup> grade: Improve from 70% to 75% proficient
    - e. Math – 4<sup>th</sup> grade: Improve from 70% to 75% proficient
    - f. Math – 5<sup>th</sup> grade: Improve from 71% to 76% proficient
  2. Increase cohort percent of 3<sup>rd</sup> – 5<sup>th</sup> grade students favorably responding to “Students in my class are focused on learning.”  
Overall, 40% strongly agreed/agreed, with 51% neither agreeing nor disagreeing. Grade group response:
    - a. 3<sup>rd</sup> grade – 39% strongly agreed/agreed
    - b. 4<sup>th</sup> grade - 34% strongly agreed/agreed
    - c. 5<sup>th</sup> grade – 49% strongly agreed/agreed
- Reading informational text to identify key details was a strength; using text structures or text features in informational text was an area to focus on.
- Reading informational text using reasoning and evidence to make inferences or draw conclusions was a strength; analyzing within or across informational text was seen as an area to focus on.
- Solving problems involving the four operations and identifying and explaining patterns in arithmetic was seen as an area to focus on with our current 4<sup>th</sup> grade students and was an area of strength for our current 5<sup>th</sup> grade students.
- Informational text was identified over others as it was seen as an area of focus in SBA data for both current 4<sup>th</sup> grade and 5<sup>th</sup> grade students.
- Problem solving was identified over others as it was seen as an area of focus for our current 4<sup>th</sup> grade students and as an area of strength for our 5<sup>th</sup> grade students.

We will use research-based strategies that

- We address the needs of all children in the school, particularly low-achieving students by aligning ELA and math schedules across grade group teams; scheduling weekly meeting time for each grade group team; participating in

<p>help targeted students.</p>	<p>monthly school-wide PLC's in ELA and math specifically targeting our goals in informational text comprehension and math problem solving. Our Multi-Tiered Systems of Support (MTSS) provides tiered support to students through individualized and small group work provided as both pull-out and push-in support based on student needs. Students needing Advanced Learning Opportunities (ALO) receive individualized support from our MTSS Team. New this year to our school is our 0.2 FTE ELD teacher who provides support to ELD students. Additional academic support is provided by our 0.5 FTE Academic Support – Reading specialist and 0.5 FTE Academic Support – Math specialist.</p> <ul style="list-style-type: none"> <li>• Alternative instructional techniques utilized K – 5 are Reading Horizons and Positive Discipline.</li> <li>• We progress monitor student learning on a regular basis through grade-wide assessments conducted several times per year. Each teacher reports on class assessment results twice per year to SST to ensure that responsive support is being provided. SST also meets regularly to track individual student progress.</li> <li>• To strengthen the core academic program of the school, we will focus each TRI Day and 2-hour early dismissal on Common Core Curriculum and effective, research-based instructional practice in ELA and Math. Our monthly PLC's will specifically focus on reading comprehension with informational text and building problem-solving skills. Monthly grade group team meetings and SST meetings will monitor progress and identify next steps for supporting academic achievement of identified individual 3<sup>rd</sup> – 5<sup>th</sup> grade African-American students in ELA and Math. Monthly staff meetings will schedule staff reflection time on our progress and next steps in meeting our goals of increasing proficiency in ELA, Math and social emotional learning.</li> </ul>
<p>Our school offers professional development that is high quality and ongoing.</p>	<ul style="list-style-type: none"> <li>• For our professional development plan, we will focus each TRI Day and 2-hour early dismissal on Common Core Curriculum and effective, research-based instructional practices in ELA and Math. We will base our professional development on the work of Mike Schmoker (curriculum and effective instructional practice), Richard Allington (reading), Tony Snead (informational text) and Jo Boaler (math). Our monthly PLC's will specifically focus on reading comprehension with informational text and building problem-solving skills. Two-hour early dismissal days and our PLC's will be collaboratively planned by our Career Ladder teachers. We will use our ongoing summative data in MAP and SBA and our formative assessment data from term school-wide classroom assessments using grade-group team established assessment tools in K, 1-2 and 3-5 as feedback on our progress.</li> <li>• Our professional development drives our School Improvement Plan because it is based on examining our 2016 SBA data as a staff and BLT, identifying school-wide goals collaboratively in ELA, Math and Social Emotional</li> </ul>

	<p>Learning, and having these data-based goals drive our professional development for the year.</p> <ul style="list-style-type: none"> <li>• We know from John Hattie’s <i>Visible Learning</i>, which synthesizes 800 meta-studies on education, that professional development has a high influencing factor (0.51 Effect Size (ES)) on student achievement. We also know that programs which focus on vocabulary development (0.67 ES), comprehension (0.60 ES) and phonics instruction (0.54 ES) have a high impact on student achievement.</li> <li>• Through monthly Career Ladder meetings and weekly grade-group team meetings, we are ensuring that we have allocated sufficient time and resources toward implementing professional development.</li> <li>• All staff are involved in professional development through 2 hour early dismissals and joining PLC sessions focused on ELA and math.</li> </ul>
<p>Our school will increase parent/family engagement.</p>	<ul style="list-style-type: none"> <li>• QAE families are involved and engaged in our school community and in their child’s education as we have high parental involvement at our school. The QAE pillar of ‘we learn everywhere; we learn together’ recognizes the importance of parental involvement. Parents are active in classrooms, help to organize events and activities at the school, they serve on multiple school and community committees representing QAE PTSA, and the QAE PTSA website is a key resource for information for parents and the community. PTSA members are enthusiastic volunteers and supporters of our events and activities.</li> <li>• Communication with parents is on-going and two-way. Weekly information is emailed to parents via <i>QAE News</i>. The same information is posted on the QAE PTSA website and the school district website. Parents are invited to attend 3 general PTSA meetings each year, and the PTSA Board meets monthly to plan and implement PTSA initiatives to support the school. Communication systems are posted on our weekly e-newsletter, PTSA website and school district website.</li> <li>• In reviewing the parent survey results, 81% of parents were favorable about parent/family influence and decision-making, 87% favorable on school educational quality, and 87% favorable on welcoming and culturally-responsive school climate.</li> </ul>
<p>Our staff is involved in decision-making.</p>	<ul style="list-style-type: none"> <li>• During our August/September TRI Days, staff examined SBA data to establish draft school goals. Professional development and PLC’s were then developed to support these goals throughout the year. Data and draft goals were then provided to BLT for their input and further refinement. Draft goals were reviewed at the September, October and November staff meetings and will continue to be reviewed and progress reviewed at monthly staff meetings. BLT then finalized the CSIP, and the CSIP was provided to staff.</li> <li>• As per our Decision-Making Matrix, staff are involved in the decision-making at the school through: monthly staff meetings, monthly committee</li> </ul>

	<p>meetings, BLT, weekly grade-group team meetings and PLC discussions to determine purchasing curriculum materials, public relations, schedules, student-related issues and policies and procedures.</p>
<p>We will assist our students to meet standard.</p>	<ul style="list-style-type: none"> <li>• Students who are not yet proficient in achieving the state standards during the school year are identified for individual classroom teachers.</li> <li>• 3<sup>rd</sup> – 5<sup>th</sup> grade classroom teachers then align their classroom assessments with SBA to determine how to best support individual students. The progress of these identified students is then reviewed at weekly grade-group team meetings.</li> <li>• To help these students, we follow our MTSS plan by: implementing Common Core curriculum, research-based instructional practices and differentiation strategies as identified in professional development and PLC’s in order to support Tier I students, Tier II support is provided by classroom teachers and Academic-Support teachers in Reading and Math, and Tier III support is provided by Resource Specialist teachers based on student IEP’s.</li> </ul>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<ul style="list-style-type: none"> <li>• To support teachers and their employment and retention at our school, we are providing rich professional development collaboratively planned by the principal and Career Ladder Teachers. PLC’s involve Career Ladder Teachers to model effective practices in ELA and Math aligned with our targeted areas. Teachers meet with principal in weekly grade-group meetings to align schedules, curricular planning, implementing effective practices and organizing co-planning and co-teaching activities.</li> <li>• The experience level of our staff ranges from a first-year teacher to highly experienced elementary teachers. There is great interest in collaboration with whole staff and within grade group teams to collaboratively plan and implement effective practices in classrooms centered on formative assessment, differentiation, meta-cognition and social emotional learning.</li> </ul>
<p>How do we support the transitions of new students and families into our school?</p>	<ul style="list-style-type: none"> <li>• Our WAKids program for transitioning preschool students into our school benefits our students. In August, 2016, our future Kindergarten students participated in JumpStart which allowed children and families to make a smooth transition into Kindergarten. Kindergarten teachers met with each family prior to students starting school on September 12<sup>th</sup>. With JumpStart and family meetings, students were able to make an effective transition into Kindergarten.</li> <li>• For our Kindergarten transition, QAE Kindergarten teachers provide information for local childcare centers on “what do kindergartners need to know” and information on WA kids.</li> <li>• We support middle school transition for our 5<sup>th</sup> graders by working with the various middle schools that our QAE students transition to. We work with McClure Middle School by arranging presentations by McClure counseling staff, 5th grade students pose questions to McClure students and McClure students create a video answering questions, and a field trip is organized to watch the Spring Musical at McClure. QAE teachers introduce McClure’s</li> </ul>

	<p>summer reading requirements, organize a family information night on November 2nd through which this year's parents will hear from a panel of parents of middle school students, representing a variety of schools and application experiences, and meet with individual students and families to support them with their transition including talking about various options and application processes to ensure that each student successfully transitions to their new school. QAE counselor Julietta Skoog presents a comprehensive Middle School presentation as part of her SEL time/Class Meeting time in our classrooms. 5th grade FLASH (Family Life and Sexual Health) curriculum addresses what students can expect from friendships and relationships as they transition to middle school/middle school age.</p>
<p>Our system of support assures our highly qualified staff are support students.</p>	<ul style="list-style-type: none"> <li>• We are utilizing all staff in the best way possible and they are appropriately certified.</li> </ul>

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	Basic Ed/WSS	General Education Dollars	2,373,153.00	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	20,599.00	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	978.00	Building funds to support classroom and building programs
2016-2017	Combined Funds	PTSA Grant	167,000.00	PTSA funds to support programs within the building
2016-2017	Combined Funds	Free & Reduced Lunch	9,321.00	Funding to support MTSS supports at all schools
2016-2017	Combined Funds	Learning Assistance Program (LAP)	38,875.00	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12
2016-2017	Specific Use Funds	SPED	259,929.00	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 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>3<sup>rd</sup> – 5<sup>th</sup> grade students who are not yet proficient on SBA ELA and Math.</li> </ul>	<ul style="list-style-type: none"> <li>Connected to our Problem of Student Learning, our gap-closing goal for 3<sup>rd</sup> – 5<sup>th</sup> grade students is to increase cohort proficiency rates for all students.</li> <li>Student achievement indicators to be monitored over the year include SBA, classroom Orff assessments, classroom math assessments, observation data and Spring 2017 Student Climate Surveys to inform our progress toward meeting student achievement goals.</li> </ul>	Janine Roy Classroom teachers SST Team	June 30, 2016

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:
On the 2016 SBA, 27% of 3 <sup>rd</sup> – 5 <sup>th</sup> grade students were not proficient in ELA. 30% of 3 <sup>rd</sup> – 5 <sup>th</sup> grade students were not proficient in math.	<ul style="list-style-type: none"> <li>Improve 3<sup>rd</sup> – 5<sup>th</sup> grade cohort proficiency rates in ELA and Math by 5%</li> </ul>	Janine Roy Classroom teachers SST Team	June 30, 2016

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:
On the 2016 SBA, 27% of 3 <sup>rd</sup> – 5 <sup>th</sup> grade students were not proficient in ELA. 30% of 3 <sup>rd</sup> – 5 <sup>th</sup> grade students were not proficient in math.	<ul style="list-style-type: none"> <li>Increase proficiency in SBA ELA and Math in 3<sup>rd</sup> – 5<sup>th</sup> grade</li> <li>Improve 3<sup>rd</sup> – 5<sup>th</sup> grade cohort proficiency rates in ELA and Math by 5%</li> </ul>	Janine Roy Classroom teachers SST Team	June 30, 2016

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:
On the Spring 2016 Student Climate Survey, only 40% of students strongly agreed/agreed with the statement “Students in my class are focused on learning” with 51% neither agreeing nor disagreeing.	<ul style="list-style-type: none"> <li>Increase percentage of students favorably responding to “Students in my class are focused on learning”</li> <li>Decrease the number of students responding “Neither agree nor disagree” so that we have a clearer indication of feedback from students by working with students to ensure that they fully understand the question in order to provide an accurate response.</li> </ul>	Janine Roy Classroom teachers SST Team	June 30, 2016