



Continuous School Improvement Plan (CSIP)

Roxhill Elementary
2016 - 2018

Principal
Tarra Patrick

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.

Roxhill's Building Leadership team met to review the contents of this CSIP in June 2017 and will reconvene for approval in the Fall.

Mission and Vision

Mission	Vision
Roxhill Elementary, a full service community school, fosters a climate of compassion, academic excellence, problem solving, creativity, and cultural awareness where the school, families, and the community are working together for the social, emotional, physical, and intellectual development of each child.	We honor and celebrate the diversity of our community and support the individual needs of each scholar. We are a community of life-long learners preparing for personal, academic and life success to positively contribute to our changing global society.

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.

Roxhill Elementary is a richly diverse preschool-5th grade Title I Elementary school in southwest Seattle. There are 364 students and a total of 27 certificated staff members. Student demographics are as follows: <1% American Indian, 28 % Black, 34% Hispanic, 12% Asian/Pacific Islander, 14% White and 10% Multiracial. Of this student population 78% receive free/reduced lunch, 29% are English Language Learners and 15% receive special education services. Roxhill students speak over 15 different languages with English, Spanish, Somali, Vietnamese and Tagalog being the most common. Class size average is 21 students. The average daily attendance is 93.6%. Roxhill offers two self-contained special education classrooms for students with identified needs.

Roxhill is a full service community school. A full service community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. This is not a program, but rather a collaborative approach to supporting student success. It is not just a set of services, but rather,

a different way of doing business, one in which all stakeholders are in authentic relationships and have a shared vision for success.

In addition, at Roxhill, we have the Families and Education Levy and Collaborative Schools for Innovation and Success Grant. These opportunities enable us to work in partnership with the University of Washington, Communities in Schools, City Year, NeighborCare and other community partners to provide comprehensive, wrap-around support for our students and families.

Roxhill offers the following services:

- General Education that includes full day kindergarten
- Head Start Preschool for children who are 3 and 4 years' old
- English Language Learners support
- Self-Contained Special Education Classroom
- An extensive Extended Learning Program and support from community based organizations
- After school City Year academic intervention and enrichment
- America SCORES Soccer Program
- Skate Like a Girl
- STAR Intervention (30-minute targeted intervention for students who are performing below proficiency)
- Mental health and nurse practitioner services provided by NeighborCare

At Grade-Level Team Meetings, Building Leadership Team (BLT) Meetings, and Data Team Meetings we analyzed student achievement data from the Smarter Balanced Assessment (SBA), Amplify, Teacher's College Assessments (TC), Measures of Academic Progress (MAP), Cognitively Guided Instruction (CGI) Assessments, Math in Focus, and classroom based assessments. We then developed data-based student growth goals in major content areas (as listed in the Focus Areas section of this CSIP).

Present Level of Performance:

- As measured by the Smarter Balanced Assessment for 2015-16, Roxhill students met state proficiency standards in Reading and Math as follows:
 - o Math SBA: 3rd- 65%: 4th-35%: 5th-20%
 - o READING SBA: 3rd-41%: 4th-26%: 5th-49%
 - o Science MSP: 5th –31%

- On the 2015 Mathematics and Reading SBA for Grades 3 - 5, overall scores reflected below level proficiency based on Annual Measurable Objectives (AMOs).

Areas of Opportunity

- Increasing the number of students meeting standard (Level 3) on the state assessment with particular focus on students scoring in Level 2 on previous assessments.
- Increase student proficiency in math and reading as measured by the state assessment
- Increase typical growth for K-2 English Language Learners in reading as measured by the MAP
- Increase the percentage of 1-5th grade English language learners making gains on the WELPA.
- Continuing intentional planning and instruction

- Continue to develop intervention for students not meeting state proficiency
- Use of collaboration time, professional learning communities, staff meetings and professional development opportunities to discuss and implement research based instructional best practices.
- Increase student attendance

Academic Goals

- Roxhill's intermediate students (grades 3-5) will increase their proficiency percentage on the English Language Arts SBA by 8% from 38% to 46%.
- In the Math SBA, intermediate students (grades 3-5) will increase their proficiency percentage by 7% from 39% to 46%.
- Roxhill's Primary students (K-2) will increase the number of students meeting proficiency on the MAP assessment by 20%.
- We will increase the percentage of 1st -5th grade English language learners making gains on the WELPA to 83%

Attendance goals

- We will increase the number of K-5th grade students with fewer than 5 absences (excused or unexcused) in the first trimester from 72% to 81%.
- We will increase the number of K-5th grade students with fewer than 5 absences (excused or unexcused) in the second trimester from 59% to 70%.

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

We assessed our progress in eliminating the achievement gap/education gap between students of different ethnicities and programs to ensure that our goals addressed the needs of underachieving groups. We created a master schedule to maximize valuable student learning time, especially in literacy and mathematics. We are studying and putting into place "best practices" in instructional strategies. Best practices include strategies for increasing students' active engagement in their learning and differentiating instruction based on students' readiness, skill levels, and learning goals.

Additional examples of best practices are:

- Students using evidence to justify their answers and/or reasoning
 - Rich and engaging discourse
 - Public Records of student work, graphic organizers, word walls, charts
 - Ongoing formative assessment
 - High levels of student engagement
 - Varied and appropriate grouping strategies
- In order to increase the quality and amount of learning time, literacy and math are taught in mandatory blocks of time. At every grade level the following is the minimum number of instructional minutes offered on a daily basis. These numbers do not reflect the extended learning opportunities offered through STAR intervention:

Reading: 90 min.

Writing: 60 min.

Math: 70 min.

Teachers will work with the Principal, Assistant Principal, Career Ladder teachers, University of Washington professors, Interventionists and Early Learning Specialist to improve and refine instructional strategies.

Roxhill staff identified focus students and selected targeted interventions based on levy outcomes. We will frequently progress monitor the academic success of these students.

Roxhill staff is providing comprehensive wrap around services for students and families.

Roxhill facilitates CARES Meetings every 6 weeks where we discuss student progress towards grade level standards, interventions, and course corrections. If classroom based interventions are not working for a particular student, then the teacher will refer the student to a Student Intervention Team (SIT) meeting. The SIT team will meet weekly on Thursday mornings to review and refine intervention strategies and to consider other options of support.

Roxhill partners with Invest in Youth, and University of Washington Pipeline Project to provide intensive tutoring in reading to students who are below grade level during the school day and after school.

Teachers will use the research based Charlotte Danielson Framework for Teaching to guide their planning and goal setting.

Monthly assemblies will recognize and reinforce positive student behavior and increase the sense of community in the school.

Roxhill staff employs multiple measures to identify students who are not achieving the state standards during the school year.

- In September, spring MAP and SBA scores are analyzed.
- Running records and reading scores from the Teachers College assessment are also considered.
- Throughout the year, teachers attend meetings with the Student Intervention Team, CARES Meetings and PLC's to progress monitor, present strategies they have implemented, and to problem solve around other strategies. The Administrative team participates in all of those meetings and assists teachers with implementation of plans.

Title I and LAP staff also provide targeted and intensive support to students. Classroom teachers often team and collaborate to differentiate instruction in the most effective way.

City Year Corps Members, volunteers from the University of Washington Pipeline Project, and other community volunteers provide 1:1 and small group targeted instruction, supported and monitored by the classroom teacher.

To meet the needs of advanced learners differentiated instruction is used in small group settings.

Students are grouped according to reading levels and those reading well above grade level are provided targeted reading instruction from certificated staff.

Team Read provides one on one tutoring after school for 2nd and 3rd graders.

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

We have numerous and ongoing professional development (PD) for all staff based on our schools' PD plans, and where our data indicates a need for enhanced instruction. The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science. 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. Roxhill is rich in professional development opportunities during the 2016-2017 school year. Our professional development has been carefully and strategically chosen to utilize existing resources, support and increase excellent instruction, and complement the goals in the School-wide Improvement Plan.

Professional Development in Readers Workshop is offered as needed. In addition to developing their skills in PLCs, teachers will increase/refine the use of leveled libraries, teaching points, sharing reading, guided reading, work word, conferring, word walls, and independent reading. This year we will continue to support literacy instruction through support from our three career ladder teachers who are former district literacy coaches.

Teachers are participating in Early Learning Professional Development based on grade level and past participation in Early Learning PD. This PD complements Readers Workshop and is offered by Cathy Feldman, specialist in this area.

Staff will meet in collaborative teams for at least 6 hours per month. These will incorporate the work in their Professional Learning Communities (PLCs).

Professional Development is being provided for Common Core State Standards, Advanced Learning, the Charlotte Danielson Framework for Teaching, how to use data to inform instruction, Social Emotional Learning, and differentiated planning and instruction.

Job embedded PD in mathematics in the form of Math Labs for teachers of grades 3 - 5. In Math Labs, grade-level teams of teachers collaborate on learning using the core practices of ambitious instruction in mathematics. They plan for and observe intellectually rigorous tasks

being enacted with students, rehearse and receive guided feedback from peers and co-facilitators.

Teachers then enact the task with a small group of students and debrief the experience through discussion or review of video clips. In the debriefing the facilitators guide teachers through questions directed at better understanding how students were or were not learning and the implications for their own practice and knowledge. Applying these new insights, teachers develop their own instructional plans in grade-level teams. Each studio includes teachers' engagement with disciplinary content to deepen their knowledge for teaching and data review when teachers share samples of student work or summaries of student performance from their classrooms.

Our school will increase parent/family engagement.

We are excited to use the resources of the Families Education Levy (FEL) and Collaborative Schools for Innovation and Success (CSIS) to increase family involvement here at Roxhill. We are partnering with Communities in Schools to provide comprehensive, wrap-around support to our students and families. In addition, we have a Neighborhood Health Center here at Roxhill to provide support to our students and families.

In collaboration with our work incorporating the FEL and our partnership with CSIS, Roxhill will hire 5 parent leaders who represent the diverse cultures at our school. The role of the parent leaders is to provide outreach to our families and to assist us in ensuring all families feel welcomed and an integral part of the school community.

Family newsletters are translated into Spanish, Vietnamese, and Somali.

Roxhill will host a series of family nights, specifically designed to meet the identified needs of our families. There will be three to four evenings throughout the school year.

Our Family Engagement Action Team (FEAT) meets twice a month to strategize and prioritize engagement opportunities and support for our families.

The Parent Involvement Plan will be reviewed during the December PTA meeting. In addition, it is always available in the school office. This information and invitation to families to review it is in every parent newsletter in both English and Spanish.

Homework policy is determined by department and individual instructors.

Our staff is involved in decision-making.

Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and our representatives report back to their grade level/department teams. They also bring issues and input to BLT meetings from their team members.

A team of teachers worked to draft and finalize our MTSS plan for the 2015-2016 school year. This focused on targeted interventions for tier 2 students connected to Reading common core standards. We established a Collaborative Teachers/MTSS Team that meets twice a month to discuss data analysis, assess progress of the PLC's, instructional practice, professional development needs, and any other issues that come up related to school achievement. This team also ensures effective implementation of the levy and MTSS.

In partnership with the UW and Collaborative Schools and Innovative Success grant, we established several teams to meet our Full Service Community School goals. The teams are: Family Engagement Action Team; FSCS Leadership Team; Teacher Preparation Team; Extended Learning Team, Academic Excellence Team and MTSS team. These teams focus on the implementation of our CSIS grant and levy goals.

We will assist our students to meet standard.

Our CSIP targets underachieving students in a number of specific areas of student learning. Roxhill staff employs multiple measures to identify students who are not achieving the state standards during the school year.

- In September, spring MAP and SBA scores are analyzed.
- Running records and reading scores from the Teachers College assessment are also considered.
- Throughout the year, teachers attend meetings with the Student Intervention Team and PLC's to collaborate on strategies being implemented, and to problem solve around other strategies.
- The PLC Lead then communicates with the Principal so that progress monitoring is done at both the grade level and whole school perspective.
- For students brought to the SIT, the classroom teacher schedules a follow up meeting so that the teacher can report on the effectiveness of the interventions.

Title I and LAP staff also provide targeted and intensive support to students. Classroom teachers often team and collaborate to differentiate instruction in the most effective way.

Our ELL, Special Education Resource, and Intervention Teachers provide targeted interventions to our tier 2 and 3 students.

The master schedule is designed with set intervention times for pushing support for targeted interventions.

Through the Families and Education Levy, we have identified focus students and selected targeted interventions based on levy outcomes and school goals. We will frequently progress monitor the academic success of these students. Some of the interventions are:

- City Year Corps Members,
- Volunteers from the University of Washington Pipeline Project and other community volunteers provide 1:1 and small group targeted instruction, supported and monitored by the classroom teacher.
- Communities in Schools provides comprehensive, wrap-around support to our students and families.

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

We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for professional development. These activities help new staff feel supported and maximize their skill base in order to best serve students.

100% of teachers and staff at Roxhill Elementary are highly qualified.

In order to attract and retain high quality staff, professional development is planned in a purposeful and strategic way so that all staff has access to the resources and support that they need to be successful. The staff room contains charts from previous professional development sessions as well as handouts and other documents that might have been distributed.

We have a partnership with the University of Washington and their Teacher Education program. This partnership (the Ackerley Partnership) provides not only our teacher candidates but also our staff with professional development from the University of Washington staff. We are working to enhance this partnership through the CSIS.

We routinely meet with the new teachers on staff to respond to their unique needs, better integrate them into the school culture, and explore ways in which they can be and feel like significant contributors to the school culture, vision, mission and focus.

Track “Highly Qualified” (HQ) staff

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. 100% of the staff at Roxhill Elementary is highly qualified. All instruction is planned by certificated teachers who are highly qualified in the areas in which they plan instruction. The master schedule is strategically designed to ensure the maximum amount of learning time. Staffing decisions are carefully made to ensure all students have excellent instruction. Small groups, individual tutoring, and in class support are intentionally designed and planned to maximum effectiveness.

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

We host a welcoming event for incoming students and invite their families to tour the school and meet our staff and students. We also invite prospective parents to our Thursday Parent Coffee Hour. Our Parent Leaders (PL) are instrumental in welcoming families that join our school community during the school year.

There is an on-site Head Start Preschool Program at Roxhill Elementary. During the year, the preschool students visit the Kindergarten classrooms. Older grades also buddy with the preschool for various activities throughout the year.

Our 5th grade classrooms host a transition night where 5th graders and their families have an opportunity to meet a representative from their prospective middle school and ask questions.

The Principal attends some Head Start family nights with the intent of creating early relationships with future families and for providing information about our K – 5th grade program.

How do we support students identified as highly capable?

To meet the needs of advanced learners differentiated instruction is used in small group settings.

Students are grouped according to reading levels and those reading well above grade level are provided targeted reading instruction from certificated staff.

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	145,514	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	2,134,365	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	58,616	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	61,236	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	36,500	Building funds to support classroom and building programs.
2017-2018	Combined	Family and Education Levy (FEL)	153,200	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	69,800	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Combined	Collaborative Schools for Innovative Success	233,118	Implementing Full Service Community School Model
2017-2018	Specific Use	Transitional Bilingual	181,481	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	742,936	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:
As of 15/16 school year, students are not showing significant growth on the ELPA.	During the 16/17 school year, we will provide instructional support to ELL students which will result in at least 83% of them showing growth on the ELPA.	Classroom teachers ELL Team	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:
As of the 15/16 school year, 38% of our students passed the ELA SBA	At the end of the 16/17 school year, we will increase the percentage of students grade 3 – 5 passing the ELA SBA by 8%.	Classroom teachers Interventionist	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:
	During the 16/17 school year, we will increase the percentage of K-5 students with fewer than 5 absences (excused or unexcused) in the 2nd semester from 59% to 70%.	MTSS Team	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:
As of Spring 2016, 49% of students in grades 3 – 5 responded favorably to questions regarding school safety on the Student Climate Survey	During the 16/17 school year, we will increase the number of students responding favorably to questions around school safety to meet or exceed the district average.	MTSS Team	June 2018