



Continuous School Improvement Plan (C-SIP)

South Shore Pre K-8

2016 - 2018

Principal: Kristin DeWitte

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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 South Shore BLT reviewed and approved the 2016-2017 CSIP on November 14, 2016. The 2017-2018 CSIP will be approved in August, 2017.

Mission and Vision

Mission:

We view each child as a bright spirit on a magnificent journey in our quest to contribute powerfully to the healing of humanity and Mother Earth.

Vision:

Together we create a loving community of purposeful learning that honors the whole child: body, mind and spirit.

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.

STEM: Science, Technology, Engineering, and Mathematics

Tier 1: All students receive instruction within an evidence-based, scientifically researched core program. These are universal strategies, curricula, and access for all students.

Tier 2: In addition to Tier 1 instruction, students in need of supplemental intervention and additional instruction.

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 System of Support Implementation Guide, we note we have already begun work on the following indicators.

Component One: Leadership, Systems, and Structure

We are building a commitment to understanding and capacity for implementation. We talk bi-weekly about data and have used interim assessments with post-tests to determine planning of unit and gap closing strategies.

We have identified core curriculum alignment as a key focus for next year.

We will focus on fidelity of implementation of core curriculum, choosing research based strategies for intentional gap closing (instruction) and we will increase our culturally relevant work using TEN assessments, which gathers feedback about our responsiveness to family and community needs.

Component Two: School Culture, Collaboration and Communication

We have PLCs focused around the following topics: Culturally Responsive Teaching and Instruction. Maintaining a safe and positive team environment, and using data to decide instructional decisions. We have participated in the work of PBIS and now explicitly teach expectations in all classroom and non-classroom settings. We have developed a minor and minor referral process and launched a safety and security plan. We are refining our data management systems and will align with the district.

Component Three: Core and Tiered Instruction and Supports

This year we focused on refining core curriculum in math and will extend this to literacy and social-emotional learning. Through data protocol, we selected essential gap-closing proficiencies and used them consistently. We will increase this with our acceleration block schedule next year in K-5 and grades 6-8. Staff are encouraged to take MTSS classes offered by the district.

Component 4 State Assessment and Progress Monitoring

We had data protocols and regularly look at data, mainly in math this year. We will build on this work in literacy and social emotional literacy. We will continue to align our tier2 and tier 3 strategies, as well as the work in our attended day program.

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.

South Shore Pre K-5 has set a building focus on addressing the efficiency and effectiveness of core curriculum in our building. We know that a “sense of urgency” is evident in our school when we use common assessments, agree upon and teach with fidelity the units of study, develop common pacing research based guides, use the same gap-closing strategies so that we can eventually replicate learning for all students. South Shore students will all have 90 minutes of literacy and 70 minutes of math K-5. In Middle School, all 6-8 graders will have 95 minutes of math, and most will have 95 minutes of literacy. Social Studies and Science teachers will align their activities and assignments to match the goals of ELA teachers to increase literacy and math skills. In addition, all tier 2 or tier 3 instruction will align to what is happening in core instruction. We will collaborate with all intervention/acceleration staff and programs that extend the student day to ensure that instruction is coherent for all students..

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

Our BLT has identified the following areas for our professional development:

Using data to inform instruction

Using Culturally Responsive Methods of teaching to increase family and community engagement with learning

Maintain the work of PBIS and extending the work around Adverse Childhood Effects (ACES) to ensure that we have a tiered system of support for social-emotional learning.

Our professional learning will be tied to the following indicators in the Multi-Tiered System of Support Implementation Guide ,: 2a.1 Building a structure around our collaborative practices, 2a.2 Refining the opportunities for PLC’s and for data work, given our new schedule 3b.2 Common student outcomes and pacing calendars will be established. Interventions will be developed around data from Interim Assessments and gap-closing strategies will be chosen for 6-week acceleration cycles at each grade. These gaps will also be the focus of extended day programs and the work in tier 2 and 3. School Culture 2b.1 Using the TEN survey to ensure that staff understand common expectations for participating. 2c.7 Professional Development Around Positive School Climate will continue and there will be opportunities for training that will enhance the positive classroom and school climate. This will also be available to community partners and families. We hope to also build; with our PTSA a Natural Leaders-like program that will allow have families be the lead in reaching out to our families who are English Language Learners.

Our school will increase parent/family engagement.

We will continue to work with our Family Engagement Liaison to implement the use of the Dual Capacity Framework. We will extend the TEN survey to all teachers and we will set classroom parent/family and building priorities based on the information we gather from our families. We will also look engagement to include training on the Dual Capacity Framework in our PD plan.

Our staff is involved in decision-making.

BLT represents a wide variety of grade level and specialist representatives. In addition, the BLT provides guidance for building summer professional development and paid work by staff to work on core curriculum issues. The BLT works every spring to identify the main focuses of our Professional Learning. We will develop a yearlong plan for PD this summer that can be shared with staff when they return in the fall. This summer, or early fall, we will participate in 8BLT training as well. The BLT will learn about best practices related to C-SIP development, transparent budgeting decisions, and how to influence professional learning in our building decisions. This year the BLT has taken on an upgrade of student, staff, and family handbooks.

We will assist our students to meet standard.

We feel encouraged around our progress in math scores, as that is the subject area in which we used our data protocol this year. Next year we will be implementing a 35-minute acceleration block, in grades K-5. In grades 6-8 all students will have two math blocks as one determined by level or proficiency. This will help meet the needs of our students who are below standard, at standard, or above standard (including our advanced learners). The other block will accelerate or remediate gaps students have, as identified in our interim and unit assessments. We will continue to have all students participate in core instruction and for those identified to have more intense tier 2 and tier 3 supports. At elementary, all students will receive the required core minutes, a 35-minute time for accelerated learning in which they are grouped by need in 6-8 week cycles. Students far from standard will have smaller groups. Those close to, at or above standard will continue to be accelerated, making a year or more of growth. In social emotional supports, all students will be supported by attributes being taught at morning assembly, PBIS lessons explicitly taught, and whole class counseling support once per week over the school year. Tier 2 students will have reteach opportunities, small group counseling support, and access to an alternative setting, on an as needed basis.

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

Across the SE region, there is an estimated 42% turnover rate of staff. The systems that we are putting in place are intended to support staff who enter our building. In addition, we will have both a literacy and math coach in our building. The goal of these coaches is to help all staff recognize and implement strong core instruction and to help

provide the needed resources. We are also supported by the STR mentoring program. The STR mentoring program helps new staff with non-content area specific instruction and management. In addition, South Shore has a buddy system that pairs up a new teacher with a veteran staff member. Taking time each fall to go over policies and procedures is essential with so many new staff entering both our school and our school district... We will continue to focus on compliance and fidelity of implementation of PBIS and RULER curriculum, as well as fidelity to curriculum and instruction as agreed upon in our grade level data teams. Our last OSPI school report card states that we are 100% in compliance with highly qualified staff. Seattle Public Schools has adjusted the HR practices, allowing our schools to do qualified staff early hiring and to turn away forced placements as part of the Reduction of Force are support (RIF) and displacement process as outlined in the Collective Bargaining Agreement.

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

Next year we will develop a cadre of families who can reach out and support our increasingly diverse population of families. In conjunction with our PTSA, we will set up a program similar to Natural Leaders. This program engages family leads to support new support families and students entering our building. Family members set as leads will support families from their own ethnicity groups - hoping to address any cultural mismatches - making school more accessible along with understanding of the cultural norms of the families who come to our school. These leads will also be trained in the Dual Capacity Framework. As a staff, we will also build family engagement by using the Teaching Excellence Network tool, which allows community stakeholders (families, students, staff, and leadership) to select their most important educational priorities. Teachers will then discuss and adjust practice. In the spring, community stakeholders will evaluate staff on how they are delivering these priorities. We will build out our understanding of the priorities by engaging a sample of families in a deeper discussion.

How do we support students identified as Highly capable?

We feel encouraged around our progress in math scores, as that is the subject area in which we used our data protocol this year. Next year we will be implementing a 35-minute acceleration block, in grades K-5. In grades 6-8 all students will have two math blocks as one determined by level or proficiency. This will help meet the needs of our students who are below standard, at standard, or above standard (including our advanced learners). The other block will accelerate or remediate gaps students have, as identified in our interim and unit assessments. We will continue to have all students participate in core instruction and for those identified to have more intense tier 2 and tier 3 supports. At elementary, all students will receive the required core minutes, a 35-minute time for accelerated learning in which they are grouped by need in 6-8 week cycles. Students far from standard will have smaller groups. Those close to, at or above standard will continue to be accelerated, making a year or more of growth. In social emotional supports, all students will be supported by attributes being taught at morning assembly, PBIS lessons explicitly taught, and whole class counseling support once per week over the school year. Tier 2 students will have reteach opportunities, small group counseling support, and access to an alternative setting, on an as needed basis.

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	197,326	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)	62,915	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	4,129,120	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)	146,849	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	104,937	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	61,369	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Combined	Seattle Preschool	497,487	Enables participating students to achieve pre-academic skills and develop socially/emotionally.
2017-2018	Specific Use	Transitional Bilingual	271,934	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	1,281,304	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

**Please note: The following data is based on initial SBAC results from the 2016-2017 school year to make projections for growth goals. The percentages are based on the number of students tested in each grade.

Grade	Percentage passed SBAC		Percentage pass goal for 2017-18	
3	45% Literacy	65% Math	55% Literacy	75% Math
4	47% Literacy	75% Math	57% Literacy	85% Math
5	39% Literacy	42% Math	49% Literacy	52% Math
6	46% Literacy	40% Math	56% Literacy	50% Math
7	45% Literacy	47% Math	55% Literacy	57% Math
8	27% Literacy	31% Math	37% Literacy	41% Math

Gap Closing Goal(s)

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:
Not all students are making typical or high growth in literacy and math as measured by the SBA.	If the leadership team is able to provide consistent grade level data collaboration time as well as instructional strategy supports, with a focus on ELL and SPED students, as measured by assessment data then teachers and support staff will be better able to understand and utilize students strengths as tested by the SBA to differentiate and address specific identified gaps in content knowledge and commit to common gap closing practices based on student data analysis so that students in Grade 3-8 will be more able to access grade level content and show teachers typical to high growth on SBA assessments in the spring.	Kristin Dewitte Justin Hendrickson,	Not all students are making typical or high growth in literacy and math as measured by the SBA.

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:
ELL and SPED students are lagging behind the growth of other students in our building	If leadership team and support staff differentiate the services for ELL and SPED students based on their SBA growth or lack thereof, core curriculum teachers will be able to differentiate intensity of supports for tier 1 and tier 2 students so that all students will begin to demonstrate typical growth as measured by SBA typical and high growth in Spring 2018. Grades 3-5 ELL and SPED students will show 10% growth in	Kristin DeWitte, Justin Hendrickson, ELL Teachers and SPED teachers	ELL and SPED students are lagging behind the growth of other students in our building

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	literacy and math for students making typical or high growth. Grades 6-8 ELL and SPED students will show 10% growth in literacy and math for students making typical or high growth.		

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Our current staff survey suggests we have room to grow in the following indicators:	If the leadership team provides GLAD and MTSS training (specifically around 2a.1, 2a.2, 3b.2 2b.1, 2c.7) our extra collaborative planning time with content areas coaches in literacy and math, implements a 35 x 4 days per week acceleration block in grades K-8, and gives regular feedback from targeted learning walks (also used to monitor progress) then teachers and support staff can plan for all students in a grade level to ensure that all students are receiving targeted, accelerated learning that is aligned to their specific needs and to the core instruction resulting in typical or high growth at 10% higher than the following two performance on SBA 2018: Literacy and Math indicators: Grades 3-5 will average 10% growth in literacy and math for typical or high growth status on the SBA Coaches Grades 6-8 will average 10% growth.	Kristin DeWitte, Justin Hendrickson and Building Literacy and Math Coaches	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:
Our current staff climate survey suggests we have room to grow in the following indicators:	<p>If the leadership team, PBIS team, and wellness team implement clear plans of action for teach student that is struggling academically so that each teacher feels they receive the support to address academic and behavioral needs, then all classrooms will be more productive, academic gaps will close and disciple referrals will decrease.</p> <p>Success will be measured by the following increases on the two climate indicators below: “The school implements a clear plan of action when a student struggles academically,” from 34% to 57% and “I receive the support I need to address student behavior and address discipline problems,” from 24% to 57%.</p>	Kristin DeWitte, Justin Hendrickson, Building Literacy and Math Coaches	June 2018

Homework is important to student learning at South Shore PK-8 School. The purpose of this homework plan is to guide teachers, families and students in ensuring that homework is meaningful and supports the learning experience for all students. The goal for homework is to reinforce content (classwork) and to keep parents informed on what their students are learning at home.

Definition

Homework is any activity or assignment directed by the teacher to be performed outside the classroom that may include practicing skills learned in class, reading, studying, projects, or completion of assignments.

Rules for Homework

- Activities or assignments that students can complete independently. Carefully constructed as to be completed within a reasonable time allotment, with minimal adult help.
- Connected to grade level or subject matter curriculum.
- Connected to class instruction.
- Engaging, purposeful and relevant.
- Consideration shall be given to quality over quantity.

Teacher Guidelines

- Review, discuss and return, if collected, homework in a timely manner.
- Whenever possible, communicate and coordinate assignments so that students do not receive an overload of homework.
- Explain homework assignments to the students prior to the assignment. Teachers shall communicate homework assignments in at least one of the following ways: send a packet home, write assignment on the board, require students to record it, and/or make available through emails, or websites. The use of a variety of strategies is encouraged.
- The teacher will (also) consider a student's Individualized Education Plan or 504 Plan in regards to homework.
- Teach techniques that can help students allocate their time wisely, meet their deadlines, and develop good personal study habits. Middle School students should use some type of planner or calendar.
- Identify the access that students will have to materials for projects and other homework assignments – taking into account affordability, resource materials from the library media center, assistance and tutoring opportunities, and technology resources.
- Communicate with parents to inform them about homework expectations, policies, and procedures.
- Communicate the extent to which homework influences the student's overall grades. Middle school progress reports will indicate a homework completion category to communicate with families.
- Communicate ways in which parents can best assist their children in doing homework independently.
- Communicate with parents at the earliest possible opportunity once the student has demonstrated consistent inability to complete homework.

Family Guidelines

- Provide a quiet space and basic materials for homework completion.
- Teach techniques that can help children allocate their time wisely, meet their deadlines, and develop good personal study habits.
- If students do not have homework or states homework was not assigned, please encourage your child to read independently for 30-60 minutes age appropriate material.
- Monitor time management and productivity.
- Review school provided materials (for example Binder Reminder, student planner or calendar, class handouts, and/or online resources).
- Communicate with teachers at the earliest possible opportunity once the child has demonstrated consistent inability to complete homework. If necessary, parents shall attempt to reach accommodation with their child's teachers regarding homework.
- Contact the grade level counselor, assistant principal and then the principal if a solution cannot be reached with a teacher regarding homework.

Student Guidelines

- Complete homework as assigned.
- Record homework when assigned in class by the teacher.
- Seek clarification from teachers when unclear about homework.
- Use class time provided for completing classwork and/or starting homework.
- Seek assistance from teachers when demonstrating an inability to complete homework.

Scheduling Time

Elementary K-5

Elementary school homework will be given a packet of homework and reading log issued on a **weekly basis**. The school week and scheduling family time can be challenging during the week so we would like to encourage families to manage when homework is completed outside of school and can be successfully returned. Homework packets will include all subject areas: reading, writing, math and science. Teachers may supplement math worksheets with interactive games to reinforce math facts and engaging ways to encourage completion of homework outside of school.

Every grade level is required to read at their just right levels daily. For grades K-2 students should read 20 minutes per night and in grades 3-5 students should read 30 minutes per night. Teachers will include a reading log to record time and pages student completed during the week.

Assignments shall be designed so that the typical student can complete all homework, including time for independent reading, in the average minutes shown.

K-3 Monday – Monday 60 minutes daily

3-5 Tuesday- Tuesday 60 minutes daily

Note: Some changes to these general assignments will depend on the grade level so that homework is developmentally appropriate. For example, it is unlikely that kindergarten will receive homework packets but being read to or eventually reading to a family member will be a part of the homework plan.

Middle School

Middle school homework may be given **Monday through Thursday**. Weekends and holidays are primarily reserved for family time. Students may elect to use the weekends to review materials, make up work, complete projects, and enjoy recreational reading. Assignments shall be designed so that the typical student can complete all homework, including time for studying and preparing for exams, in the average minutes shown.

Grade 6 – 70 minutes daily

Grade 7 – 80 minutes daily

Grade 8 – 90 minutes daily

In addition, students shall be encouraged to allot time to read for pleasure. Reading for pleasure and music practice times are not included in the time parameters shown.

Assistance for Homework

It is recommended that students seeking assistance with homework speak and work directly with their teachers as they will be able to recommend strategies improving success on homework. Students should speak directly with teachers to determine which teachers host regular tutoring hours or to arrange individual tutoring sessions. In addition, students may get assistance on homework through the programs or strategies listed.

Rainier Beach Public Library

Rainier VISTA

Rainier Beach Community Center

CLC

Kids Co.

Makeup Work

If you anticipate your child being out sick for an extended period of time, not more than 5 days, then contact your child's teachers directly. Anything over 5 days should be directed to the Counseling Office.

Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments and tests that can be

reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such make up work as necessary to ensure academic progress, not as a punitive measure.

Students suspended from school shall be given assignments to complete. The teacher of any class from which a student is suspended may require the student to complete tests missed during the suspension.