



Continuous School Improvement Plan
(CSIP)

South Shore Pre K - 8

2016 - 2018

Principal Kristin DeWitte



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.

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.

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 our student data the following results concern our school:

Across almost every subgroup category, South Shore is underperforming on the SBA assessment in the area of math. The gap between the district and South Shore performance are the following:

GL	D All	SS All	SS Boys	SS Girls	SS African Am	SS ELL	SS SPED
3	70%	41.1% (-28.9)	46.9 % (-21.3)	33.3% (-37.4)	25.9%(-16.4)	0% (-29.9)	66.7%(+15.9)
4	69.4%	58.6% (-10.8)	56.7 % (-18)	60.7%(-8.5)	48% (+8.7)	41.7% (+18.8)	50%(+3.6)
5	63%	41.2% (-21.8)	43.6% (-22.4)	37.9% (-22.4)	16.7%(-9.5)	9.1%(-6.4)	22.2%(-16.3)
6	67.7%	38.2% (-29.5)	46.5 % (-16.3)	73.3% (-49.3)	17.9%(-15.3)	16%(+8)	20%(-19.4)
7	70%	31.6% (-39.3%)	22.7 %(-43.8)	43.8%(-31.5)	14.6%(-22.8)	18.2%(+2.2)	25%(-13.4)
8	72.4%	54% (-18.4%)	39.5 %(-26.2)	65.3% (-14.2)	49.2%(+6.4)	8.3%(-11.4)	18.8%(20.7)

In addition to the annual state testing, we are using interim screeners from SBA three times a year to assess the effectiveness of instruction related to standards. Through data team work we are developing pre and post assessments. These assessments are informing how we adjust the core curriculum and how we group students for acceleration of learning.

<p>We will use research-based strategies that help targeted students.</p>	<p>Three times a year we use the SBA interim assessments to identify what standards have been mastered, what standards need to be focused on, and what standards have students with significant gaps. Based on the data from the assessments we use data team times to analyze data, determine what needs to be taught in core instruction and develop strategies for gap closing or acceleration for smaller groups based on individual levels. We share information with all support staff and these staff align their instruction to the goals of the general classroom. They may deploy different strategies or more intensity of support to the students that they serve. We also flexibly schedule subgroups of students in ways that allow our support teachers to be efficient. We progress monitor through informal routines, exit tickets, pre and post assessments for each math unit. To strengthen the core academic program of the school we use studios in elementary classrooms to ensure fidelity of implementation and are trying to develop a sense of urgency taking place across all grade levels (which means that instruction looks similar from class to class). We also have several extended day opportunities that align with classroom instruction and in our grades 3-5 classrooms have City Year AmeriCorps staff that work with students on gap closing.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>Professional development is happening through weekly data team meetings with a focus on using data to drive instructional decisions, differentiation, and how to adjust core instruction. It also comes through PLC meetings which have four different focus areas lead by career ladder teachers. These are culturally responsive teaching, PBIS and trauma informed practices, effective teaching practices and student engagement, and mindfulness/SEL practices . We meet together in content areas in grades 1-5 and in grades 6-8 staff have agreed to focus on five Danielson indicators to improve instructional effectiveness. Additionally we are part of grant to provide support in training our support staff and counseling team to utilize restorative practice as both proactive and alternatives to out of school suspension. We continue to use the Indistar plan even though it is not required because we have found it be effective to ensure continuity of the school improvement plan. The school improvement plan is also used to support budget decisions.</p>
<p>Our school will increase parent/family engagement.</p>	<p>Through the office of Family Partnerships we are one of four schools in the Southeast doing a deep dive into effective family engagement through the use of the dual capacity framework. We have built a calendar of events to support a comprehensive listening campaign supported through the NEA, opportunities to have two way dialogue, and how to increase two way conversation between families and the community with the school. We hope as we continue down this path that our family engagement work will merge with our equity work and also our culturally responsive teaching work.</p>
<p>Our staff is involved in decision-making.</p>	<p>BLT worked last spring to identify the main areas of focus in this school. They developed the Indistar Plan and continue to give feedback to our school and are involved in the budget process. They have presented the budget process to staff for feedback and dialogue as well. Input from staff is also sought when we have any extra monies that are available via LEV or LEVY funding or grants.</p>
<p>We will assist our students to meet standard.</p>	<p>We believe through the use of real time data we can target instruction, close specific gaps, and provide the supports needed for students to have maximum instructional time that is relevant and rigorous. On going data team meetings allows teachers to adjust and plan using real time student work so that instruction closely matches needs and gaps as we move all students towards grade level competency.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>We have had high turnover and we recognize the importance of supporting new staff members. Our career ladder teachers have taken on this load. We coordinate and work with the STR mentor program to support our new staff as well as build capacity with our classified to certificated pipeline. We turned over 20+ staff of which 19 staff were certificated positions. Some of these positions overturned right before the beginning of the school year or shortly after it began. Because this is a contractual right, there is immense pressure to find the right staff for this building with short turn around time. This is a lot to support in one building. But our staff have reached out and embraced each other and we have re-established many rules, routines, and structures. There is still work to be done in this area. We have also put an emphasis on staff wellness with regular opportunities for staff to build authentic relationships as well as increase their capacity to create a healthy balance between work and life.</p>

<p>How do we support the transitions of new students and families into our school?</p>	<p>With funds from our donor, we have added a therapeutic counselor to our roster. She, in conjunction with our Family Support Specialist, work hard to invite families in and make them feel part of our community. One of our family engagement goals is to develop a Natural Leader-type program for families to ensure that they have the supports needed to navigate Seattle Public Schools. Through our professional development in restorative practices we will be using healing circles to introduce families to South Shore culture and strengthen relationships with existing families at South Shore. The school has an annual back to school barbeque meet teacher event which was attended by over 500 families and sixth grade holds an orientation evening as well.</p>
<p>Our system of support assures our highly qualified staff are support students.</p>	<p>With strong support from Human Resources, we took advantage of contingency contracts and we feel fortunate to have hired many positions well. Our teachers are coming in with experience, an understanding of culture, and know how to advocate for themselves to ensure that they have the needed resources.</p> <p>As an administrative team, we are working hard to distribute leadership so that South Shore will become a consistent, well run school that is reliable, practical, and engaging to all that attend. We are only in year two of this work, so we are a "work in progress." It is hard to maintain stability when we have high levels of staff turnover.</p> <p>We recognize that strong relationships between staff and students is the foundation for creating a school that supports all students. Through our new work in restorative circles we are creating a space for students and staff to build relationships that will support them in and outside the classroom.</p>

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	4,000,310.00	Instruction for all students aligned to state standards
2016-2017	Specific Use Funds	Transitional Bilingual	208,265.00	Teachers, IA's, translations, extra time to support family events and resources
2016-2017	Combined Funds	Self Help	20,140.00	Building funds to support classrooms and building programs
2016-2017	Combined Funds	PTSA Grant		Additional support to students
2016-2017	Combined Funds	Free & Reduced Lunch	196,735.00	Funding to support MTSS in all schools
2016-2017	Combined Funds	Learning Assistance Program (LAP)	72,891.00	Supplemental state dollars to supplement K-4 literacy and math materials
2016-2017	Specific Use Funds	Title I	166,167.00	Supplemental state dollars to supplemental math and math materials
2016-2017	Specific Use Funds	FEL Elem	244,500.00	Support positions for academic and SEL growth
		FEL Elem Performance	123,695.00	Additional building needs
		FEL MS	123,695.00	Support positions for academic and SEL growth
		FEL MS Performance	45,976.00	Additional building needs
		Step Ahead	170,363.00	Pre - K program staff and supports
		Pre K-3 Coalition	1,456.00	
		OST Transportation	6,800.00	
		LEV	900,000	Data team coverage by certificated staff, therapeutic counselor, High Scope coach, portion of elementary and middle school counselors, .5 Nurse

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 ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<ul style="list-style-type: none"> Lack of mastery in math 	<p>If leadership team is able to provide consistent grade level data team release time as well as specific, research based instructional strategy supports, with a focus on ELL and SPED students, as measured by ongoing assessment data then teachers and support staff will be better able to understand their students strengths, be better able to understand , differentiate and address specific gaps in content knowledge and commit to common gap closing practices based on student data analysis so that students will be better able to access grade level content, build mathematical confidence and advance at least 1 level on MTSS tiers.</p> <p>Specific Gap Closing Goal:</p> <p>Target population 2016-2017 African American students in grades 4 and 6 (shown in testing as 3rd and 5th last year</p> <p>As a result of using a data team protocol (giving pre-assessment, identifying specific gaps, choosing a research based strategy for intervention, and post testing) African American students will move 10 points closer to the district mastery level as tested by SBA in Spring 2017.</p> <p>4th grade from -16.4 to -6.4 or better 6th grade -9.5 to +.5 or better</p>	Kristin DeWitte Justin Hendrickson, Issa El Hayek, Bryan Street, 4 th and 6 th grade math teachers, ELL and SPED teachers	Upon receiving SBA results

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:
Lack of mastery of math standards.	As a result of regular data time in which staff analyze student assessment related to standards, chooses a strategy, and decide on common grade level instructional strategies we will be able to move our student's at least one level on the MTSS Tier.	Kristin DeWitte Bryan Street Justin Hendrickson	On going – Measured through interim assessments in September, January, and April

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:
Lack of mastery of math standards	As a result of intentional data driven decisions made for core instruction acceleration and aligned intervention SBA math scores will increase 10% to standard from a range of 31.6 (current 8 th grade) to 58.6 (current 5th grade) to 41.6 % and 68.6%	Kristin DeWitte Bryan Street Justin Hendrickson, Issa El Hayek	Upon SBA results

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:
Lack of fidelity of implementation of consistent rules and routines – resulting in lost instructional time and/or students not being engaged in the classroom at all times.	As a result of PBIS work done and presented to staff, we will increase our compliance of knowing and following the PBIS matrix from 70% to 95% as measured by PBIS walk through teams.	Justin Hendrickson, PBIS team members, Natania Dumont, Tiffany Dowling, Kayla Korves-Bishop, Rachel Madding	June 15, 2017