



Continuous School Improvement Plan (CSIP)

Viewlands Elementary
2016 - 2018

Principal
Amy Klainer

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 CSIP was reviewed and approved by our BLT on June 13, 2017.

Mission and Vision

Mission	Vision
<p>As a neighborhood school, Viewlands elementary school is a place that 1) actively embraces all cultures and strives to build relationships where all students are known 2) that addresses social, emotional, physical and intellectual needs so that students feel safe and inspired to challenge themselves; 3) where children are given an educational foundation and opportunity to strive for academic and creative potential; and 4) where our connection with the community, Carkeek Park and our exploration of the arts develops relationships with the environment and the world around us.</p>	<p>Our theory of action is when we have quality instruction, coupled with the relationship between adults and students, we will have student achievement.</p> <p>We will support classroom instruction with strong professional development and targeted interventions, proactive support systems and common assessments that lead to learning.</p>

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.

At Grade-Level Team (GLT) meetings and at our MTSS meetings, we analyze student achievement data from SBA, TC assessments, WAKids data, MAP and classroom-based assessments and climate survey. These assessments are analyzed to identify areas of strength and deficit among groups of students and used to create goals for supporting all student learning. We then develop data-based SMART goals for student growth in goal areas, this process includes our advanced learners as well as students needing intervention. Based on the various data points we see 4 areas of growth to focus on:

1. Based on the SBA, 49% of our ELL, 3-5th graders scored at a Level 1 and 43% scored a Level
2. 4th and 5th grade ELL students are not meeting math standards based on the SBA.

3. Based on the ELPA we had less than 50% of our ELL students moving up a level on the ELPA.
4. Based on last year's student climate survey 42% students see the classroom environment as favorable.

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

General Education groups: We use workshop model for literacy and math, co-teaching instruction, small group instruction, and push in and pull out supports to address the general education students.

Gap closing groups: We assessed our progress in eliminating the achievement gap/education gap between students of different ethnicities 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.

ELL groups: We have co-teaching instruction, small group instruction, differentiated instruction, visual supports in the classroom and an increase in student discourse within the classrooms to address the needs of our different groups.

Advanced learners: we instill best practices which includes small group instruction and increasing students' active engagement in their learning, we are intentional in our student groupings to allow for students to collaboratively learn and to focus on content.

Special Education: We have either intervention support or Instructional assistants in every classroom for portions of the day to support differentiated instruction based on students' readiness, skill levels, and learning goals. We use push in and pull out supports based on the students' needs.

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

Our professional development calendar is developed through our Building Leadership Team; we will focus on aligning curriculum, analyzing academic data and social/emotional data. 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 indicate a need for enhanced instruction. This year our PD plan focuses on our new literacy adoption, as well as incorporating ELL (English Language Learners) strategies into all classrooms and Ruler. The district also offers professional development activities throughout the year in which all staff are welcome to participate, in reading/literacy, and social/emotional learning. 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. We will be capitalizing on the model of teachers train the teachers with ELA and Ruler. Every teacher at Viewlands is involved in a Professional Learning Community. Our school survey data is indicating the need for increased job embedded Instructional Professional Development. To provide increased job embedded PD throughout the work day, the Building Leadership Team (BLT) has requested to utilize Title I dollars to support the funding of an Assistant Principal to lead all in-service trainings, early release day workshops, lesson demonstrations, and other activities related to the ongoing growth and development of instructional staff at our school.

Our school will increase parent/family engagement.

The Viewlands PTSA has monthly meetings. PTSA and Viewlands collaborate on scheduled monthly events for all families in our community. We have formed a family and student engagement team, the goal of this team is to include activities and strategies for increasing parent and student involvement. Some of the following events we have had success with and will try to replicate:

- Bring your Parent/Family to School
- All school fieldtrips to engage more parents to join us
- Math night

- New Families night
- Literacy/Cultural night
- Evening of the Arts
- Kinder celebration
- Performing Arts assemblies; musical and V-CATS

Viewlands Homework Policy:

Homework is an important part of a student's educational program. It provides an opportunity to teach independence and reinforce skills in the classroom. We also keep in mind the wide range of how students' learn and the developmental stages of children.

At Viewlands we see homework as follows:

Kindergarten: a monthly calendar will be distributed with various learning opportunities that can be done at home, 10-15 minutes of reading.

1st: a monthly calendar will be distributed with various learning opportunities that can be done at home and then 15 minutes of reading.

2nd/3rd grade: a monthly calendar will be distributed with various learning opportunities that can be done at home with the addition of approximately 30 minutes of reading. Reading can be done read to self, partner reading or being read to.

4th/5th grade: reading journal and math fact fluency practice approximately 30-45 minutes

Our staff is involved in decision-making.

Teacher representatives and parents participate in our Building Leadership Team, which focuses on professional development, budget, and our CSIP. 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. We follow our decision making matrix. They also bring issues and input to BLT meetings from their team members.

We will assist our students to meet standard.

Our CSIP targets underachieving students in a number of specific areas of student learning.

We go through an MTSS protocol to target students who may need support. This entails collecting monthly data points on students, the intervention team and Assistant Principal meet weekly to analyze the data and students who have been targeted. Grade band teams at all school wide data meetings identify students from their grade who should receive targeted interventions. In order to support our English Language Learners, we have a 1.8 ELL certified teacher and two ELL Instructional Assistants who work with small groups by "pushing in" to the classroom and pulling-out individual students for special instruction. We have 1.6 certified Special Education resource room teachers who work with students who qualify for IEP's (Individualized Education Plans). We also have a Developmental Preschool with two IA's and two half-day programs, and two SM4 self-contained programs. Finally, we have 2 Interventionists funded through our Levy and 1 Interventionist funded through Title I funds that support specific grade bands.

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 have launched this year a cohort support group for new staff that we call "E Komo Mai" that is supported by peer teachers. 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.

We have hired interventionists to support grade bands for support, all interventionists are national board certified.

Opportunities for push in and pull out services based on student needs

IA's push in to general education class to support individualized students, whole class and small group instruction where appropriate.

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. Prior to the start of school we also do a meet and greet for students to meet their new teacher. We host a jumpstart program for incoming kindergarten students. We also have our City preschool students come up and participate in an afternoon with our current Kindergarten classes.

How do we support students identified as highly capable?

We instill best practices which includes small group instruction and increasing students' active engagement in their learning, we are intentional in our student groupings to allow for students to collaboratively learn and to focus on content.

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	61,339	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)	41,943	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,554,434	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)	41,414	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	249,565	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	8,876	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Specific Use	Transitional Bilingual	158,827	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	969,757	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:
Based on the SBA, 49% of our ELL, 3-5 th graders scored at a Level 1 and 43% scored a Level 2.	<ul style="list-style-type: none"> All or nearly all ELL 4th and 5th grade students will meet grade level math standard, of being able to solve multi-step word problems, measured by classroom based assessments, data tracker, and problem of the day slips student achievement indicators we will monitor over the year to inform our progress toward meeting your student achievement goals: <ul style="list-style-type: none"> Baseline/year end assessment Monthly quizzes Math journal responses Data tracker Weekly quizzes SBA interim assessment CBA Daily Word Problem 	Principal, Assistant Principal, 4 th and 5 th grade teachers, Levy support staff and ELL support staff	May/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:
4 th and 5 th grade ELL students are not meeting math standards based on the SBA.	<p>All or nearly all our ELL 4th and 5th grade students will meet the math standard of being able to solve multi-step math problems, measured by classroom based assessments, data tracker, and problem of the day slips.</p> <p>We will monitor the grade level goal through:</p> <ul style="list-style-type: none"> Learning walk tracker by Admin Pre and post conferences with teachers PLC notes from grade level Evidence of student work 	Principal, Assistant Principal, 4 th and 5 th grade teachers, ELL support staff and Levy staff	May/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:
Based on the ELPA we had less than 50% of our ELL students moving up a level on the ELPA.	All or nearly all ELL students will demonstrate 1.5 years of growth or meet end of year benchmarks based on WaKids assessment, TC tracker and classroom based assessments. We will monitor progress through: <ul style="list-style-type: none"> • Learning walk tracker by Admin • Data meetings once a month • MTSS tracker • Collaboration meeting notes • Core group of teachers attending the MOOC training • Interventionists monthly meeting notes 	Principal, Assistant Principal, K-5 teachers and support staff	May 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:
Based on last year's student climate survey 42% students see the classroom environment as favorable.	All or nearly all 3 rd -5 th grade students will see the classroom environment as a place of respect for all students, measured by the student climate survey, that will be given twice a year. <ul style="list-style-type: none"> • Progress monitoring through: • Class meetings • Class agendas • SWIS data • Teachers helping Teachers protocol notes • Lost at school protocol whole staff • Behavior Support Protocol • Assemblies • Orca Card recognition 	3 rd and 5 th grade team. Administration and Specialists	May/June 2018