



## Continuous School Improvement Plan (CSIP)

Viewlands  
2016 - 2018

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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.

Our CSIP was reviewed and approved by our BLT on November 8<sup>th</sup>, 2016.

## Mission and Vision

### Mission

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.

### Vision

Our theory of action is when we have quality instruction, coupled with the relationship between adults and students, we will have student achievement.

We will support classroom instruction with strong professional development and targeted interventions, proactive support systems and common assessments that lead to learning.

**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. These assessments are analyzed to identify areas of strength and deficit among groups of students and used to create goals for supporting student learning. We then develop data-based SMART goals for student growth in goal areas.
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 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. We have co-teaching instruction, differentiated instruction, visual supports in the classroom and an increase in student discourse within the classrooms to address the needs of our underachieving groups. We are studying and putting into place “best practices” in instructional strategies to address the range of learners we have. For advanced learners we instill best practices which includes small group instruction and increasing students’ active engagement in their learning, and differentiating instruction based on students’ readiness, skill levels, and learning goals.
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 mathematics and literacy standards from the Common Core, as well as incorporating ELL (English Language Learners) strategies into all classrooms. 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. Every teacher at Viewlands is involved in a Professional Learning Community.
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 replicate:

	<ul style="list-style-type: none"> <li>• Bring your Parent/Family to School</li> <li>• All school fieldtrips to engage more parents to join us</li> <li>• Math night</li> <li>• New Families night</li> <li>• Literacy/Cultural night</li> <li>• Evening of the Arts</li> <li>• Kinder celebration</li> <li>• Performing Arts assemblies; musical and V-CATS</li> </ul>
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. 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. In order to support our English Language Learners, we have an 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.
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 host a jumpstart program for incoming kindergarten students. For our 5th grade students we have planned a tour to our feeder middle school, Whitman, for a glimpse into the day of a middle school lifestyle.
Our system of support assures our highly qualified staff are support students.	

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	\$ 2,374,034	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	\$ 125,387	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	\$ 9,440.00	Building fund to support classroom and building programs
2016-2017	Combined Funds	PTSA Grant		
2016-2017	Combined Funds	Free & Reduced Lunch	\$ 46,900.00	Funding to support MTSS supports.
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$ 72,891.00	We are using this money to fund a .5 K literacy intervention teacher. Our strategy is early intervention with foundational skills will close the achievement gap.
2016-2017	Combined Funds	Levy	\$ 244,500	We are using this money for 1.8 interventionists, an Instructional Assistant and supplementary materials.
2016-2017	Combined Funds	Title	\$ 53,414.00	We are using these funds for a 1.0 interventionist, supplemental math and literacy instruction, parent involvement activities, and professional development for staff.

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year			
Gap Closing Goal(s)			
Student Learning focus	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
Based on the SBA, 49% of our ELL, 3-5 <sup>th</sup> graders scored at a Level 1 and 43% scored a Level 2.	<ul style="list-style-type: none"> <li>All or nearly all ELL 4<sup>th</sup> and 5<sup>th</sup> 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</li> <li>student achievement indicators we will monitor over the year to inform our progress toward meeting your student achievement goals:</li> <li>Baseline/year end assessment</li> </ul>	Principal, Assistant Principal, 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers, Levy support staff and ELL support	May/June 2017

	<ul style="list-style-type: none"> <li>• Monthly quizzes</li> <li>• Math journal responses</li> <li>• Data tracker</li> <li>• Weekly quizzes</li> <li>• SBA interim assessment</li> <li>• CBA Daily Word Problem</li> </ul>	staff	
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**Cluster of Teachers/ Grade Level Goal(s)**

Student Learning Focus	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
4 <sup>th</sup> and 5 <sup>th</sup> grade ELL students are not meeting math standards based on the SBA.	<p>All or nearly all our ELL 4<sup>th</sup> and 5<sup>th</sup> 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. We will monitor the grade level goal through:</p> <ul style="list-style-type: none"> <li>• Learning walk tracker by Admin</li> <li>• Pre and post conferences with teachers</li> <li>• PLC notes from grade level</li> <li>• Evidence of student work</li> </ul>	Principal, Assistant Principal, 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers, ELL support staff and Levy staff	May/June 2017

**Whole School Goal**

Student Learning Focus	What will success look like? (SMART Goal <sup>1</sup> 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.	<p>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:</p> <ul style="list-style-type: none"> <li>• Learning walk tracker by Admin</li> <li>• Data meetings once a month</li> <li>• MTSS tracker</li> <li>• Collaboration meeting notes</li> <li>• Core group of teachers attending the MOOC training</li> <li>• Interventionists monthly meeting notes</li> </ul>	Principal, Assistant Principal, K-5 teachers and support staff	May 2017

School Culture Goal			
Student Learning focus	What will success look like? (SMART Goal <sup>1</sup> 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.	<p>All or nearly all 3<sup>rd</sup>-5<sup>th</sup> 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.</p> <ul style="list-style-type: none"> <li>• Progress monitoring through:</li> <li>• Class meetings</li> <li>• Class agendas</li> <li>• SWIS data</li> <li>• Teachers helping Teachers protocol notes</li> <li>• Lost at school protocol whole staff</li> <li>• Behavior Support Protocol</li> <li>• Assemblies</li> <li>• Orca Card recognition</li> </ul>	3 <sup>rd</sup> and 5 <sup>th</sup> grade team. Administration and Specialists	May/June 2017