



Continuous School Improvement Plan (CSIP)

Whittier Elementary
2016 - 2018

Principal
Melissa Schweitzer



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.

BLT Approved Budget November 12, 2016

Mission and Vision

Mission	Vision
Through academic excellence, sense of community, respect for each other, and encouragement of discovery, Whittier's graduates become lifelong learners and contributing members of their communities.	High levels of collaboration and alignment in order to challenge all students to their fullest potential.

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.

Fontus & Pinnell Assessment data submitted by all homeroom teachers indicate 21 Students (grades 1-5th) qualify for literacy support in year two because they have not met grade level expectation or qualified for IEP services. Of the 21 students, five have been identified as a particular focus of their significantly low scores. Based on the analysis of data interventions tried are not succeeding for this group of students. The breakdown by grade is as follows: Gr.1: 7 students; 2 in focus group Gr.2: 5 students; 2 in focus group Gr.3: 4 students Gr.4: 2 students; 1 in focus group Gr.5: 3 students Additional data used to track student ELA progress (varies depending on the grade level): Comprehension, Fluency, Alphabet Skills, CORE phonics survey, Teacher referral forms for struggling students, SIT meeting notes Identified student strengths to build on include: High motivation: able to reflect on their work and set goals with teachers, Desire to succeed, Strong parent support, Strong peer to peer encouragement and support, High attendance and participation rates in class and within the community (sense of belonging). We have moved to a school-wide implementation of F&P assessments in literacy and have increased the frequency of assessing to three times per year for all students. Our literacy specialist supports teachers in implementing the assessments as needed, tracks the data and serves students who are not at grade level expectations. Goals are set for each student served and throughout the course of the year and students are exited from literacy intervention either because they met the targeted growth

or they qualified for an IEP. The new support role of literacy specialist affords us the ability to look more closely at gaps in learning and identify students who might otherwise go unsupported. We have placed an emphasis on school-wide data collection for F&P three times per year and need to track students' progress in literacy at a greater depth. This includes the classroom teachers' ability to use the F&P assessment data effectively in their daily practice.

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

Literacy specialist to identify and support struggling students § Increase in library FTE to .6 to increase student and staff access to library services and resources We added the role of Head Teacher to oversee student supports and achievement school-wide. This role provides and organizes most of our Tier 2 supports including a clearly organized and implemented SIT process with multiple accountability measures, lunch bunch to support RULER implementation and social/emotional learning, restructure student council to a student leadership committee. We have blended general education students and students identified as advanced learners in order to create more opportunities for peer learning and differentiation. Teachers will use data to determine small group instruction for leveling the learning needs. Rigor for advanced learners will increase through content, process, and product depending on the expected learning target. We create a master schedule that reflects common planning time for grade level teachers daily, while offering students with three unique opportunities in the arts. SIT Team meets weekly to progress monitor identified struggling students. Newly funded .2 ELL teacher to support 10-15 students who qualify for services Increased collaboration amongst IEP teachers and staff working toward shared services and resources for all students who qualify. School-wide RULER implementation. All teachers are committed to a PLC that meets at least one time per month Staff committees including math, tech, literacy, RULER, Safety, to oversee areas of strength and growth. Emphasis during team meetings on curricular planning/alignment and discussing student interventions. Library service delivery model that allows for increased instructional time, more teacher collaboration and weekly book check out. For our Advanced Learners, we place them in the appropriate Walk to Math class, and naturally differentiate their literacy needs based on their current reading levels and expected growth. Students are given challenge and extension opportunities whenever possible and are grouped in a variety of ways to suite their learning needs based on the instructional expectations.

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

Whittier continues to focus on school-wide implementation of RULER and increasing our skills at differentiating instruction.

The RULER committee leads staff in training and implementation of the four pillars of social emotional learning: Class Charter, Mood Meter, Meta-Moment, and Blueprint. All staff F & P training planned for the winter to support effective use of this assessment tool. Staff are encouraged to attend district provided PD and share learning with all staff. Our staff charter has an emphasis on sharing ideas in order to inspire one another therefore we are increasing our efforts to de-privatize practice formally and informally, including classroom visits using our career ladder teacher opportunities and star mentorships. Guests from Advanced Learning, Special Education, and Health Services have come to teach staff more about the academic and social emotional learning needs of unique groups in order to plan for differentiation. Staff are continuing to receive support in differentiating content, process, and/or product as it relates to their classroom needs based on data collected.

Our school will increase parent/family engagement.

Families are invited to three RULER family nights throughout the course of the year to learn more about each pillar and practice these skills together with facilitation from the principal and RULER

committee. Teachers send out a minimum of monthly newsletters to families of their homeroom and math students. Intermediate grades hold student-led parent teacher conferences. Parents serve on the safety committee and BLT. Parents are encouraged to volunteer in classrooms and throughout the day as resources. Staff representative on the PTA Board. Staff attend/present at PTA general meetings as needed. PTA conducts a parent survey during budget season. All families will receive a student handbook that outlines the homework policy for each grade, school-wide expectations, and opportunities to be involved throughout the school year.

Our staff is involved in decision-making.

BLT led staff in creating a revised Decision-Making matrix last year. See the BLT Bylaws and DMM (available on our website) for details on school-wide decision making. BLT creates opportunities to hear from their constituents as needs arise for feedback and drafting all ideas related to budget, CSIP, and professional development.

We will assist our students to meet standard.

SIT process was improved to include consistent expectations for referral and progress monitoring. Process includes a detailed struggling student referral form, grade level processing form, recommended interventions for 6-8 weeks, follow up, and then review of progress and next steps determination. F&P are administered and reviewed Fall-Winter-Spring for school wide data analysis and decision making. MasterTrack has school-wide access to add ELA standards. School-wide access to IXL also has a literacy component. Teaching testing methods as well as subject matter content. Tiered lesson plans within classroom instruction.

For our Advanced Learners, we place them in the appropriate Walk to Math class, and naturally differentiate their literacy needs based on their current reading levels and expected growth. Students are given challenge and extension opportunities whenever possible and are grouped in a variety of ways to suit their learning needs based on the instructional expectations.

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

Head Teacher/Career Ladder Teachers offer opportunities for structured support to plan together, observe one another, have lessons modeled, debrief lessons, and brainstorm solutions to identified problems of practice. Head Teacher leads a series of monthly new teacher orientation sessions, preparing them for the month ahead.

We hired a literacy specialist in place of hourly tutoring. Opportunities for push in and pull out services based on student and program needs. IA's push-in to general education classes to support individual students, whole class, and small group instruction where appropriate.

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

PTA hosts a series of 'playground playdates' throughout the summer for incoming Kindergarteners and students new to our school. August 'Wildcat Welcome' hosted by the PTA for incoming Kindergarteners and students new to our school. Students given a school T-Shirt welcoming them into our community. Head Teacher 'Kindergarten Readiness' presentation to families of Whittier Kids Daycare and Preschool. Whittier Kids reading buddies, lunchroom visits, library visits to improve readiness for Kindergarten. Ongoing communication between Whittier Kids staff and School staff regarding new student/families transitioning to our school. New student survey is sent out to all families to tell us more about their student and assist us with best classroom placement. Kindergarten WAKids family conferences. Evening Open House during open enrollment period. Ensure teachers are informed of students new to our school. Advertise middle school information nights. Host Whitman staff visit with fifth grade classes for

an information session. Invite Whittier graduates to come to an information session for 5th graders to learn more about the transition to 6th grade. Communication with guidance counselors at Salmon Bay and Whitman regarding students assigned to their schools.

How do we support students identified as highly capable?

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	Learning Assistance Program (LAP)	20,972	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,950,812	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)	10,354	Funding to support MTSS supports at all schools.
2017-2018	Combined	PTSA Grant	134,570	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	45,146	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	452,162	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:
Five students who received tutoring services last year from the literacy specialist did not make adequate growth or qualify for an IEP.	Five identified focus students receiving literacy support services in year two will make over a year's growth as measured by Fontus & Pinnell Reading Assessment from Fall 2017 to Spring 2018. Progress monitoring will include: Alphabet skills, CORE Phonics Survey, RE Phonics Survey, Fluency, Conference notes, Goal setting/student reflection notes, Observation notes, SIT meeting notes	Melissa Schweitzer Jessica Alberico Homeroom teachers of 5 identified students: Castillo, Crawford, Kemery, Richmond	Spring 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:
21 students in grades 1 – 5 are receiving literacy tutoring for a second year because they are significantly below grade level expectation as measured by the F&P assessment.	All 21 students receiving literacy tutoring year 2 will make over a year's growth as measured by Fontus & Pinnell Reading Assessment from Fall 2016 to Spring 2017 Progress monitoring will include: Alphabet skills, CORE Phonics Survey, RE Phonics Survey, Fluency, Conference notes, Goal setting/student reflection notes, Observation notes, SIT meeting notes	Melissa Schweitzer Jessica Alberico Homeroom Teachers of 21 students: Castillo, Mayo, McGrath, Kemery, Izzo, Engel, Gordon-Smith, Childers	Spring 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:
(Whole School F & P Data)	All students will meet expected growth targets for their Fontus & Pinnell Reading Assessment Instructional Level from Fall of 2017 to Spring of 2018 Progress monitoring will include: Alphabet skills, CORE Phonics Survey, RE Phonics Survey, Fluency, Conference notes, Goal setting/student reflection notes, Observation notes SIT meeting notes	Melissa Schweitzer Jessica Alberico All homeroom teachers	Spring of 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:
<p>School Culture</p> <p>Goal Info</p> <p>Student</p> <p>Climate</p> <p>Survey Data:</p> <p>50% of our students responded favorably to classroom environment (an 18 percentage point</p>	<p>Students responding favorably to classroom environment will increase from 50% to 70% from Spring of 2017 to Spring of 2018. Progress monitoring will include: Internal grade level surveys, Winter interim survey in 2017, Grades 3-5 Friendship Survey Supports for this goal: Intentional teaching and classroom connections to the virtues of the month, Continued teaching and classroom connections to RULER, RULER committee review the data and create support options, Utilize student voice through the newly implemented student leadership committee, Increased teacher presence during recess</p>	<p>School Culture Goal Info</p> <p>All Whittier Staff</p>	<p>School Culture Goal Info</p> <p>Spring of 2018</p>

