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Continuous School Improvement Plan (CSIP)

**Adams Elementary School**

2016 - 2018

Principal

**Tim Moynihan**

## School Overview

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 Adams Elementary BLT reviewed the updated CSIP in June of 2017.

## Introduction

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BLT Approved Budget November 12, 2016

## Mission and Vision

<b>Mission</b>	<b>Vision</b>
Our mission is to provide an engaging, appropriately challenging, arts-infused education that maximizes the academic, social, emotional and physical growth of every student.	Adams students are empowered with the skills, knowledge and habits needed to flourish in middle school and beyond.

## 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.**

The analysis of data from several sources, including MTSS data collected over time, teacher input, Smarter Balanced Assessment scores, staff, student and parent climate survey results, and attendance rates, leads us to conclude that approximately 61% of Adams students make adequate progress in core academics. 39% of Adams students, which includes the majority of our students of color and those who are English language learners, receive targeted support and even with support, are not always benefitting from instruction in a way that allows them to consistently meet grade level expectations.

Our C-SIP goals are designed to focus staff energy and school resources on continuing to improve core instruction, while also putting more targeted, effective supports in place to continuously increase the number of students who meet grade level expectations in literacy and mathematics and eliminate persistent opportunity gaps.

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

**All students** benefit from Common Core State Standards aligned, arts-infused instruction in core academic areas. Additionally, some students receive more intensive, supplemental academic and/or social/emotional support through a range of services. Through our MTSS process and the ongoing collection and analysis of student learning data, students who need additional support are identified and matched with the following targeted services:

Students who qualify for **Special Education Services** receive specially designed instruction in accordance with their IEP goals through a continuum of services offered in our resource room and FOCUS classrooms.

Qualifying students receive targeted intervention and support in reading by working with a reading specialist through our **LAP (Learning Assistance Program)**. Additionally, our before school math support program provides students with additional time and assistance to work on developing grade level skills and concepts in mathematics. By participating in Summer Staircase, eligible students receive instruction in mathematics and literacy during June and July as a way to prevent "summer slide."

Our ALO program provides opportunity for students designated as **advanced learners** to meet grade level expectations one year advanced in mathematics and literacy, and students designated as highly capable to meet grade level expectations two years advanced in mathematics and literacy. Differentiated literacy instruction, and a walk to math program, allows students to receive instruction at their present performance level.

**English language learners** receive support from an English Language Development teacher and/or a bilingual paraprofessional in-class through or through small group instruction.

Our Race and Equity team works to **eliminate opportunity gaps** by aligning our school with Seattle School District's Eliminating Opportunity Gap initiatives while also building capacity among principals, teachers, staff, and students in fostering greater understanding of issues related to race and equity, especially as related to teaching and learning.

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

Our 2017-2018 professional development focus was determined as a way to strengthen core instruction (and thereby reduce the number of students relying on "tier 2" MTSS support), and to close the achievement gap at our school in alignment with SPS goal 1 (ensure educational excellence and equity for every student). We will use of early release and TRI days is to enhance our Professional Learning Community (PLC) structure and practices by becoming increasingly skilled at analyzing student learning data, and using that information to develop targeted instructional action plans that ensure all students receive time and opportunity to meet grade level standards.

As part of this work, we will continue to learn effective ways to strengthen tier one instruction by developing opportunities for students to use art to demonstrate their understanding of specific skills, knowledge and concepts with a specific emphasis on infusing drama into core instruction by working with a theater artist-in-residence. We will also use existing professional development time to learn together as we implement the new district scope and sequence for mathematics.

Our ongoing professional learning will be led primarily by our Career Ladder Teacher team in conjunction with our arts-integration team.

Additionally, District-directed professional development opportunities are communicated to Adams teachers through the weekly "Adams Announcements" and through the SPS grade level Schoology groups to which all Adams teachers belong.

### **Our school will increase parent/family engagement.**

Adams is very proud of and grateful for its parent, staff and community involvement. Our active PTA provides a multitude of enriching activities and daily support. The PTA works to enhance educational experiences for Adams children, strengthen their love of learning and add to the sense of belonging among the families and staff at Adams. Communication with Adams families takes many forms: a weekly newsletter, an active Facebook page, periodic email "broadcasts," and a network of grade level parent representatives who facilitate the dissemination of school and PTA-related information. Adams parents are represented on our Building Leadership and Race and Equity teams.

The 'School Policies and Procedures' page of our website provides detailed information for parents about our program, and includes a link to our recently revised and updated homework policy.

### **Our staff is involved in decision-making.**

The staff at Adams use a decision making matrix that helps inform participation in decision making, and guide decision-making processes.

Each year, our C-SIP goals are drafted by our Building Leadership Team and, using processes designed to achieve consensus, are revised based on input from staff, and ultimately approved based on the results of a staff vote.

### **We will assist our students to meet standard.**

Students who are not meeting standards are identified through our MTSS and Student Intervention Team (SIT) processes. Specifically, data acquired through common assessments is tracked over time in a spreadsheet to which all staff members have access. PLC and SIT meetings provide an opportunity to

analyze student achievement, and to identify and implement specific interventions. Yearly, all-school SIT meetings provide an opportunity to review the progress of every student at Adams to ensure that all students in need of support are identified and connected with interventions.

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

Research indicates that one of the best ways schools can retain highly effective and qualified staff is to ensure that teachers work collaboratively, have access to customized job-embedded professional development, and feel a strong sense of efficacy in their ability to continuously improve learning outcomes for students. Additionally, schools that ensure that teachers have the support and resources needed to do their jobs effectively demonstrate higher retention rates than those that do not.

Our focus on developing our PLC structure, our use of grant and Career Ladder Teacher resources to provide targeted professional development, and our use of PTA resources both to supplement our school's supply budget and to hire lunchroom & recess supervisors are all decisions made with the goal of supporting and retaining teachers.

34% of Adams teachers have five or fewer years of teaching experience, 41% have between six and fourteen years, and 25% have fifteen or more years of teaching experience.

All staff members at Adams are highly qualified and appropriately credentialed for their roles. In making class placements, we strive to reflect the diversity of our student population. We put considerable time and effort into making thoughtful assignments that create gender, social/emotional, language and academic balance.

Teachers in support and specialist roles are recruited and hired into the role as a result of their credentials, experience, and passion for supporting students.

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

In August 2016 we offered the Jump Start program for incoming kindergarten families for the first time. The success of the program in helping students transition successfully to kindergarten causes us to be committed to offering the program in the future. In addition to Jump Start, a school tour and information meeting in January, and new kindergarten family meetings in May and August are ways that we strive to make sure families are informed and prepared for their child's transition into kindergarten.

In preparation for middle school, our resource room teachers take field trips in the spring with students to each of the middle schools they will attend so that they can become familiar with the building and meet their teachers. Our PTA sponsors a 5<sup>th</sup> grade information evening for parents and students at which Adams graduates share their experience and advice for middle school.

### **How do we support students identified as highly capable?**

Our ALO program provides opportunity for students designated as advanced learners to meet grade level expectations one year advanced in mathematics and literacy, and students designated as highly capable to meet grade level expectations two years advanced in mathematics and literacy. Differentiated literacy instruction, and a walk to math program, allows students to receive instruction at their present performance level.

## 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)	31,457	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	3,399,772	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)	23,576	Funding to support MTSS supports at all schools.
2017-2018	Specific Use	Transitional Bilingual	67,891	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	662,387	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 <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>There is a significant gap in achievement in the performance of Black and Hispanic students, when compared to the achievement of students of other races/ethnicities, on the Smarter Balanced Assessment in literacy. In the spring of 2017, 69% of Black students in grades 3-5, and 58% of Hispanic students did not meet standard on the SBA in literacy.</p>	<p>The number of Black students meeting standard on the spring 2018 SBA in literacy will increase by 20% or more (from 58% to 70%). The Number of Hispanic students meeting standard on the spring 2018 SBA in math will increase by 20% or more (from 69% to 83%).</p> <p>Specific action that will support achievement of our goal:</p> <p>All classroom teachers will implement the new Center for Collaborative Classroom curriculum and receive professional development to foster fidelity of implementation.</p> <p>All teachers will participate in twice monthly PLC meetings at which they will analyze student work and collectively determine next instructional steps.</p> <p>Teachers will implement new K-2 formative assessments, SBAC interim assessments (grades 3-5), and the new Fountas &amp; Pinnell Benchmark reading assessments (K-5).</p> <p>Students identified through MTSS processes will receive additional targeted literacy instruction.</p> <p>Implementation of new Race and Equity team.</p>	<p>Tim Moynihan, Doug Sohn</p> <p>Classroom Teachers</p>	<p>June 2018</p>

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
	Progress toward attaining our goal will be monitored by:  Ongoing formative assessments to inform next steps for instruction (grades 3-5).		

## Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>In order to ensure that students are ready to meet Seattle Schools end of grade 3 benchmarks, grade 2 standards will show grade level proficiency in CCSS 2.1 (understanding key details in a text).</p>	<p>85% of grade 2 students will meet grade level expectations (reading level M or higher) as measured by Fountas and Pinnell Benchmark Assessments.</p> <p>Specific action that will support achievement of our goal:</p> <p style="padding-left: 40px;">All classroom teachers will implement the new Center for Collaborative Classroom Literacy curriculum.</p> <p style="padding-left: 40px;">All teachers will participate in twice monthly PLC meetings at which they will analyze student work and collectively determine next instructional steps.</p> <p>Progress toward attaining our goal will be monitored by:</p> <p style="padding-left: 40px;">K-2 PARC formative assessments to monitor progress and inform next instructional steps.</p> <p style="padding-left: 40px;">Fountas &amp; Pinnell Benchmark assessments administered in the fall and winter.</p> <p style="padding-left: 40px;">Grade 2 comprehension assessment.</p>	<p>Tim Moynihan</p> <p>Doug Sohn</p> <p>Jana Lamon</p> <p>Kenzi Steed</p> <p>Brandon Salter</p> <p>Louis Allard</p>	<p>June 2018</p>



## School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>While the quality of adult-student relationships at Adams remains strong, the results of our 2016-17 student climate survey indicate a decrease in students reporting that they feel noticed, understood and responded to by the staff. Knowing that the quality of adult-student relationships has significant impact on social and academic outcomes for students, we will focus on improving the quality of the student experience at Adams.</p>	<p>There will be a 5 percentage point (or greater) improvement in positive student survey responses administered in spring 2018 to the following questions:</p> <ol style="list-style-type: none"> <li>1. Adults at school care about me (from 80% positive response to 85% positive response).</li> <li>2. My teacher takes the time to get to know me (from 78% positive response to 83% positive response).</li> <li>3. My teacher makes me feel included in class (from 84% positive response to 89% positive response).</li> </ol> <p>Specific action that will support achievement of our goal:</p> <p>Regular "school meetings" to share expectations, build relationships and celebrate achievements.</p> <p>Monthly meetings with the playground/lunchroom staff to train, support and teach conflict resolution skills on the playground.</p> <p>Staff meeting time that focuses on strategies for making deliberate effort to foster relationships with all students.</p> <p>Implementation of RULER, a social emotional curriculum for grades K-5.</p> <p>Progress toward attaining our goal will be monitored by:</p> <p>Use of interim climate survey data.</p>	<p>Adams Teachers</p> <p>Counselor</p> <p>Tim Moynihan</p> <p>Douglas Sohn</p> <p>Playground and lunchroom staff</p>	<p>June 2018</p>