



Continuous School Improvement Plan (C-SIP)

Licton Springs K-8

2017 - 2018

Principal: Lisa Allphin

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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. The Building Leadership Team approved our CSIP plan on November 17, 2016 with a vote of 5-0. BLT team will be voting to approve the revised Spring CSIP 6/17.

Mission and Vision

Mission:

Licton Springs K-8 is a creative, experiential learning environment, which nurtures respect, self-discovery, and integrity, preparing the whole child to engage our global community.

Vision:

Rising to justice, Learning with joy, Building our future
Teamwork-Respect-Equity-Courage-Innovation

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.

Licton Springs K-8 teachers through the process of evaluating school-wide data from assessments, then we will gain understanding around the areas of needed support for our Native American and African American student population. Data analysis followed by an action plan will help us close the opportunity gap, especially for these students. Licton Springs staff will work on increasing our math scores for all of our Native and African American students. We will also focus on Social/Emotional support and resources Mindfulness/RULER. With this information, our staff will have a better understanding of all our students. This knowledge will help us close the opportunity gap, especially for our Native and African American students.

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

- *Next year, we will use Amplify, MAP, SBAC, and teacher classroom assessment to guide our use of high leverage teaching moves, use of time, use of materials, and intervention strategies for each student.
- *Next year, we will continue to provide double dosage of math for all of our K-8 students. 55 minutes in the AM and an additional 30 minutes in the PM daily.
- *In June, we were provided 1.0FTE for our June adjustment. The plan is to use that FTE for a full time math coach.
- *2 times a month, our staff gets together to review student data in English Language Arts (ELA) and Math during our PLC's meetings.
- *The fourth Wednesday, we will have RULER/Social Emotional workshops for our staff.
- *Primary and intermediate teachers are paired up during their prep time to collaborate and review student work daily.
- *University of Washington Pipeline tutors will work with our targeted students daily
- *Licton Springs K-8 uses many methods and resources to meet the needs of our Highly Capable Students. For our K-5 elementary, teachers differentiate their instruction to meet the needs of our wide range of student learners. All students are assessed in the fall, winter, and spring to track student progress and readiness in ELA and Math. Once students are identified in math in the classroom, they are put in small group rotations by ability level. During instruction, teacher can then work with students one on one, small grouping, and or students work independently on the computer using the iREADY math diagnostic and assessment tool. All students get 80-90 minutes of math daily. In the morning, they get 50-60 minutes of math instruction and in the afternoon, they get 30 minutes. During this time, the teacher can go more in depth into the subject they are focusing in the class. We also offer students an opportunity to go to a higher-grade level math class. This must be approved and collaborated with the parent and classroom teacher.
- *In ELA, the teacher (and staff) identify Highly Capable students wherein individual or small group support is provided according to reading/writing levels as indicated in the data. Examples include students assigned to higher level reading content books for assignments, minutes for usage of the iREADY practice/assessment tool. Teachers meet regularly with HCC students in small groups based on their readiness and ability level.
- *Writing, teachers differentiate because the work they are doing is open-ended and they are able to elaborate as needed. In writing exercises, each student has their own set of goals, therefore highly capable students have goals that will not only interest them, but also challenge them based on their level of comfort and ability.

*For our 6-8 middle school Humanities, Honors Distinction is offered to our Highly Capable Students. Highly Capable Students will need to attend an Honors book club outside of school and write and deliver two Honors books during the Semester. In the classroom, Honors students are required to present more evidence, detail, and elements that are more literary in their work. In reading, the teacher differentiates by using News ELA and require that stronger readers use the HS settings and always choose books that are at their Lexile scores.

*In Math, all students are placed in their math classes regardless if they are Highly Capable Student. Lesson are differentiated by ability level. All middle school students are assessed in the fall, winter, and spring.

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

*This will be our second year we will be using RULER (Recognizing Understanding Labeling Expressing Regulating) training. We will have two teachers leading the RULER workshops for next year. Every 4th Wednesday is designated for RULER training.

*RULER team will continue to attend District RULER training during the school year.

*Mindfulness Training started for grades 5th to 8th grade. Next year, we will expand the training for all K-8 students.

*Follow up Professional Development with David Lewis Adverse Childhood Experiences (ACES) at Licton Springs sometime during the 2017-18 school year.

*5-10 staff members will be attending the Cultural Tools workshop in Everett, WA the summer of 2017. This will provide our staff Native American education and delivery. Staff who attend the workshop will be paid 16-24 hours of attendance using Title 1 money.

*Staff will continue to implement Since Time Immemorial (STI) during the 2017 school year

*Monthly Professional Learning Community (PLC) training with our ELA/MATH Career Ladder Coaches

*Funding for District Initiative coverage contingent on administrator approved Professional Development

Our school will increase parent/family engagement.

*Meet and Greet on Thursday, August 31st for new and returning students and families. Students and families had an opportunity to tour the new school and meet their teachers.

*Ribbon cutting ceremony for the Licton Springs K-8 on Tuesday, September 5th at 12.

*Open House and Curriculum night on September 28th New and old families will have chance to meet their teachers and review the curriculum.

*Science Night will occur in the spring of 2018. Student's grades 3rd to 8th will display their science project. Last year, over 200 community members and parents attend this event to review students work.

*MS Product Research Evening in January 2018 as part of School wide Celebration of Learning

*Indigenous Day Assembly on October TBD

*Native American History Month Assembly in November TBD

*Salmon Release at Lake Washington in the spring. Families and community members get an opportunity to release salmon into Lake Washington.

*100% of our families/parents will participate in our fall parent conferences during the week of November 20-22.

*Monthly Building Leadership Team (BLT) meetings. Currently 3 parents, 3 staff members, and one administrator are members of the Building Leadership Team.

*Monthly SITE Council Meeting with our Parents at different location in the NE/NW area

*Monthly school newsletters sent out by kid mail and posted on website

*Schoology is used by parents to monitor their students' progress. Middle School teachers update weekly.

*Teachers are using Office 365 to communicate with their students and families.

*3-5 Tweets posted on Twitter per week. Parents and community can follow events and activities at our school.

*Licton Springs has a Facebook page

Our staff is involved in decision-making.

*Our Building Leadership Team consist of 3 staff, 3 parents, and 1 administrator

*Staff makes recommendations to the Building Leadership Team before it's voted

*Recognizing Understanding Labeling Expression Regulating (RULER) language is used by our staff to maintain respectful boundaries during Decision Making.

*Staff is updated in the spring about the Budget and staffing decisions

*Licton Springs Decision Making Matrix is updated with staff feedback

We will assist our students to meet standard.

*All students are currently receiving 80-90 minutes of math daily. This will be our second year implementing this math strategy. With this additional 30 minutes of math daily, teachers receiving math STEM and Formative Practice Institute (FPI) PD, monthly math Professional Development with Anna Box, 2 staff math interventionist for our K-8 staff, University of Washington Pipeline tutors, and staff reviewing math data 2 times a month. We feel this will assist students in making a year's worth of growth in math. In addition, our staff has attended numerous Social/Emotional Professional Development, Mindfulness, and RULER trainings, which give us a better support system for all of our high needs students.

Homework: Nightly reading will be expected for all students. The expectation can range from 10 minutes to 60 minutes (or an equivalent page count) depending on the grade level. Nightly writing in journals will be expected in the older grades. This helps the

students build their reading and writing muscles through daily exercise. We hope that this will be an interactive process with families engaging in conversations about reading and writing.

Our curriculum is project-based, and there are times throughout the year when students will be working hard both at school and at home. Home extension projects will be assigned (i.e. writing projects, editing writing, other special projects in science, social studies or math) based on the concepts that are being taught in class. The teachers will adjust and monitor the homework level based on their assessment of student need and progress. They will also encourage children to study for tests/quizzes. Our goal is to help each child to succeed.

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

- *Our staff will be attending monthly math Professional Development with our career ladder teacher.
 - *Our staff will be attending 2 Professional Learning Community meetings a month to review student assessments, align Common Core State Standards in Math/English Language Arts and review classroom data.
 - *Staff will continue RULER training throughout the school year
 - *Staff will implement Mindfulness training during the school year.
 - *Staff includes Since Time Immemorial into their monthly lessons plan. All of our staff has taken the training.
- Our staff and Career Ladder Teachers provide ongoing mentoring and professional development specific to Common Core State Standards for our new teachers to our school to help them with instruction, curriculum alignment, and district requirements.

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

This year, we will continue to have a full time counselor, which will support the transitions of new and returning students and families into our school. With this additional support, we can provide extra support for our high needs students.

- *Staff will roll out the new ELA curriculum adopted by the SPS
- *Fountas and Pernell will be used for assessments this year

How do we support students identified as Highly capable?

Please refer to “We will use Research-Based strategies that help targeted students

The following table describes how funds are allocated to support and improve student learning.

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	29,756	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)	52,429	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	1,847,713	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)	23,786	Funding to support MTSS supports at all schools.
2017-2018	Specific Use	Transitional Bilingual	22,469	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	678,654	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 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Seattle Public Schools has set a district wide goal to address opportunity gaps for African American and African American multi-racial self-identified students. Although Bryant's test scores do not reflect disproportionality seen throughout the district between African American/African American multi-racial and white students, we respect the need to be consistent across the district aligning efforts of support.	All African American and African American multi-racial identified students attending Bryant will make at least one year's growth in Math from September 2017-June 2018 on teacher created baseline and final assessments. Grade Level Team Data Reports-One Year's growth. SBAC, MAP, and common formative assessments as well as teacher designed baseline and summative assessments for math	Principals , Teachers	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:
<p>Traditionally, students with math scores reflecting the middle clusters of achievement have received the most consistently targeted instruction. At Bryant, we are working hard to differentiate instruction to ensure that all students make significant academic growth, experience appropriate challenge and are engaged and active participants in their own learning.</p> <p>This year we will continue to develop our PLC model with a continued focus on math, as well as developing one in ELA.</p>	<p>Every year in the fall, our teachers create and implement academic goals as grade level teams. We work to differentiate instruction with the building-wide goal that all students make at least one-year's growth in math by May, as measured by baseline and summative assessments, SBA and MAP scores and grade level common formative assessments.</p>	<p>Principals, teachers, staff</p>	<p>May 2018</p>

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:
<p>Some students may not receive instruction clearly aligned with their changing needs. All students will make at least one year's growth in Mathematics via these strategies: the development of common formative assessments; standards-based instruction; MTSS supports around intervention and extension; flexible grouping; PLC structured teacher team planning; aligned master schedule; consistent professional Development; and aligned planning time for teachers.</p>	<p>For the 2017-18 school year, all students in Grades 1-5 will demonstrate one years' growth in math as measured by Bryant-created Math in Focus baseline and summative assessments, MAP or SBA 2018. We will reference this goal by the following data:</p> <ul style="list-style-type: none"> • MTSS Data (Math Fluency standards aligned K-5) • SBA 3rd-5th Grade • MAP K-2nd Grade • Year Long Data Trackers (Teacher) <p>We continue to align our work. For example, through numerous planning meetings, we now better understand how to ensure that all students will develop the necessary fluency standards in math to be prepared to take Algebra by 8th grade. This establishes the pathway for taking calculus in high school, a prerogative for entrance into most 4-year universities.</p>	<p>Principals, Teachers</p>	<p>June 2018</p>

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>Student survey data indicates that issues around school climate could impact student learning. Some students struggle with emotional and safety concerns around managing conflict and peer interactions. Evidence points to some students not feeling as safe and supported at school as they should be. Some students consider bullying to be an ongoing problem.</p>	<p>Through the implementation of RULER building wide by June 2018, Bryant students will feel increasingly more secure, confident and positive in dealing with conflict and peer interactions within an improved school building climate. We will measure this via these data points: school district student and family surveys; school-designed surveys through the Climate and Culture Committee; office referrals for discipline; and entries in PowerSchool (district database) for student physical aggression.</p> <p>Our student survey data this last year did not indicate the growth intended. Following our initial review year, we are confident that moving into full building implementation of RULER will yield improved results.</p> <p>This year we will act on the need to better align our school systems of discipline, develop parent outreach around RULER strategies and look beyond our model to neighboring schools. In order to streamline the office referral process, we are developing a student-wide behavior matrix with more explicit behavior expectations tied to teacher instruction. We are also considering how the intersectionality of committee work relates to social/emotional/behavior instruction and interventions. The Bryant Climate and Culture Committee may continue their focus on survey design and implementation to gather additional K-5 student feedback. We are excited about the potential this coming year of aligning committees, such as Climate and Culture, Equity, RULER and MTSS, with a shared school-wide focus on supporting our students.</p> <p>For the 2017-2018 school year: Total number incidences of student's office referrals will drop compared to last year's incident reports and office referrals.</p> <ul style="list-style-type: none"> • PowerSchool incidents for physical aggression reports will decrease by May 2018. • Student survey scores for the sub categories of Learning Mindset –including questions related to students treating each other with respect and adults at school treating students fairly--will raise favorably. Within the student survey, Overall School Safety will improve, as will responses under Healthy Community. We also expect to see a positive increase under Student Motivation and Inclusion, and belonging. • The student survey will be administered several times over the course of the year, allowing for mid-course goal correction. • Successful continued implementation of multiple systems of support (MTSS) will offer additional support for students experiencing classroom "and PE" anxieties. 	Principals, Teachers, Staff	June 2018