



SEATTLE  
PUBLIC  
SCHOOLS

Continuous School Improvement Plan (CSIP)

**McDonald International**  
2016 - 2018

Principal  
**Michelle Goldberg**

## 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 CSIP was approved by the Building Leadership Team on June 13, 2017

### Mission and Vision

Mission	Vision
Through teaching and practicing our core values, our school community will challenge stereotypes and promote social justice in a diverse world. We will foster academic achievement through integrated, collaborative learning. In our international education program, students will celebrate their own identity as they investigate the world, recognize different perspectives, and communicate effectively across cultures so they are empowered to take action.	Engaging all students, in partnership with family and community, to become informed, compassionate global citizens.

### 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.**

Based on the analysis of data, a concern about student learning is that we still have students whose academic needs are not being met according to the Smarter Balance Assessment (SBA) and Teachers College Assessment (TC). The evidence that supports these concerns are:

### **SMARTER BALANCE ASSESSMENT (SBA):**

- 12% of 3<sup>rd</sup> grade students (our rising 4<sup>th</sup> grader students) failed SBA in MATH
- 13% of 3<sup>rd</sup> grade students (our rising 4<sup>th</sup> grade students) failed the SBA in ELA
- 15% of 4<sup>th</sup> grade students (our rising 5<sup>th</sup> grade students) failed the SBA in MATH
- 9% of our 4<sup>th</sup> grade students (our rising 5<sup>th</sup> grade students) failed the SBA in ELA

- 31% of our 3<sup>rd</sup> grade students of color\* (our rising 4<sup>th</sup> grader students) failed the SBA failed in MATH  
27% of our 3<sup>rd</sup> grade students of color\* (our rising 4<sup>th</sup> grader students) failed the SBA in ELA.
- 19% of our 4<sup>th</sup> grade students of color\* (our rising 5<sup>th</sup> grade students) failed the SBA in MATH
- 17% of our 4<sup>th</sup> grade students of color\* (our rising 5<sup>th</sup> grade students) failed the SBA in ELA.

\* students of color are those students who identify as: multi-racial, black or AA, Hispanic or Latino, 2 or more races

Note- these percentages are based on the students who actually took the SBA

#### **TEACHERS COLLEGE READING ASSESSMENT (TC):**

- 17% of Kindergartners (our rising 1<sup>st</sup> graders) are BGL in reading.
- 25% of 1<sup>st</sup> graders (our rising 2<sup>nd</sup> graders) are BGL in reading.
- 8% of 2<sup>nd</sup> graders (our rising 3<sup>rd</sup> graders) are BGL in reading.
- 18% of 3<sup>rd</sup> graders (our rising 4<sup>th</sup> graders) are BGL in reading.
- 12% of 4<sup>th</sup> graders (our rising 5<sup>th</sup> graders) are BGL in reading.

#### **The specific student learning problem to be addressed in this cycle of inquiry is:**

By June 2018, the rising 4<sup>th</sup> and 5<sup>th</sup> grade students who scored a L1 or L2 on their SBA in Math and/or ELA from last year (2016-2017) will increase by 1 achievement level this year (2017-2018). Specifically:

- 94% of the rising 4<sup>th</sup> grade students will pass the SBA in Math and 93% will pass in ELA.
- 96% of rising 5<sup>th</sup> grade students will pass the SBA in Math and 95% will pass in ELA.

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- Careful constructed testing schedule. Teacher set expectation for testing.
- Teachers sent lists of students testing for the day to encourage reluctant students
- Met with parents refusing to have students tested to review benefits of taking the test.
- Calls to students and families to encourage them to take if they did not test. Primarily Special Education and students with chronic attendance issues.

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

At McDonald International, we address the needs of all children in the school, particularly low-achieving students through Multi-Tiered Systems of Support. The interventionist and the principal meet with each teacher monthly to discuss student progress, to determine the effectiveness of interventions, and to develop new interventions.

#### **Interventionist/Learning Assistance Program (LAP)**

Students are given assessments at the beginning of the year to obtain baseline data and students who are below grade level receive intervention support from our interventionist. The interventionist uses the Wired for Reading curriculum, Guided Reading, and Reading A to Z for students needing reading support and Compass Math for students needing math support. These students are progress monitored monthly and continue receiving research based interventions until they are on grade level. In the classroom, the

teacher also supports these students with strategies such as one-on-one and small group support, scaffold support, preferential seating, and breaking down large tasks into steps.

### **Advanced Learning:**

The alternative instructional techniques and services we implement for our Advanced Learners (AL) include flexible (and/or cluster) grouping, project-based learning, small group instruction, moderate acceleration, independent projects, and extension activities. These students, who are achieving well above grade level standards, are targeted under MTSS for these tier 2 interventions. HC eligible students who choose not to attend their HCC pathway site also receive these tier 2 interventions.

### **Students with Disabilities:**

The alternative instructional techniques and services we implement for our Students with Disabilities include Wired for Reading, Reading Mastery, Reading A to Z, touch math, one-on-one support, small group pull-out and push-in support, scaffold support, modification of assignments, visual supports, sentence starters, hundreds chart, manipulatives, fidgets, and sensory breaks when appropriate.

### **English Language Learners:**

The alternative instructional techniques and services we implement for our English Language Development students are a mixed approach model with push-in and pull-out services depending on student need. Students who are pulled out work with the ELL teacher using the Language Power Curriculum supported by SPS.

### **Progress Monitoring:**

At McDonald International, we progress monitor student learning on a regular basis in ELA through our Teacher's College testing. Teachers take baseline data in late September/early October, then progress monitor in January/February and take end of year growth data in May/June. In math, teachers administered the Beginning of the year assessment provided by SPS and are in the process of creating Common Formative Assessments in order to monitor student progress. In the area of Language Acquisition, teachers in grades 3-5 give the STAMP test, Kindergarten teachers use the Kindergarten Progress Monitoring tool, and teachers in grades 1-2 are in the process of developing an assessment.

### **Teacher Professional Development:**

We strengthen the core academic program of the school by observing teachers at other schools who are doing well in a particular area where we feel we could use more support. For example, during the 2016-2017 school year, the Japanese Immersion teachers visited Richmond Elementary School in Portland, Oregon and the Spanish Immersion teachers visited Puesta del Sol in Bellevue School District since both of these schools have had great success with their Dual-Language Immersion programs. Additionally, teachers attended professional development courses offered by the district in all content areas and within the state regarding language immersion. This past year the teachers from McDonald International have collaborated during early release days with the teachers from John Stanford International in order to develop alignment across grade levels and common assessments. Lastly, this summer, the teachers will be working together for a week in order to develop common assessments and align curriculum across grade levels. The ELA teachers will work with a consultant who specializes in the new ELA curriculum and "dig deep" into how to develop lessons and how to assess student progress with this curriculum. Professional development and collaboration are of the greatest importance to the teachers at McDonald International and we are continuously striving to better our practice.

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

The professional development (PD) for the teachers at McDonald International is driven by the teachers themselves. Our Career Ladder teachers and the principal collect data on what teachers would like support with, then determine the plan for making that happen. For the 2017-2018 school year the teachers asked for professional development in the areas of: Language Acquisition, Effective School-Wide Discipline/Positive Discipline, and how to create lessons with more of an International focus. The PD for all 3 of these categories will include research-based practices shared by an outside consultant with expertise in each of these areas, followed by collaboration between teachers to discuss what was taught/shared, learning walks to determine how we are doing with implementing what was learned, and peer coaching based on what was observed during the learning walks. This PD drives the School Improvement Plan in that we feel that with this PD teachers will acquire the skills needed to help each student grow. The PD should improve instruction and thus have an effect on student achievement.

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

Families are engaged in our school community and in their child's education. Parents volunteer in the classroom, on field trips, in the cafeteria, with after school clubs, with financial support, etc. Most families attend curriculum night in the fall and Parent-Teacher conferences in November. Families participate in Student Intervention Team meetings and IEP meetings.

Teachers communicate with families weekly or bi-weekly through newsletters. The Principal also communicates bi-weekly through a newsletter that is posted on both the school website and PTA website. When there is a concern, parents reach out to the classroom teacher and/or principal and when the school has a concern regarding a student, we reach out to families. Our motto is: "keep small problems small" and the best way to do that is through open lines of communication. The PTA President and VP meet monthly with the principal in order to touch base on school issues and concerns. The PTA holds monthly board meetings where 2 teachers and the principal are invited to attend. Additionally, any teacher is invited to attend the PTA all member meeting.

Results from the District Parent Survey indicate that we still have areas to grow. Some of those areas include:

- "The school does a good job sharing information about my child academic progress"
- "Teachers at my school know how to meet the specific learning needs of my child"
- "I know what my child will learn this year in school"
- "I know community resources that are available to help my child"

Currently there is not an agreed upon homework policy. This summer we will create a homework policy, which will be presented to the BLT for approval, and then communicated with families during Curriculum Night and within the McDonald International Student-Family Handbook.

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

The Building Leadership Team (BLT) helps develop the C-SIP. Each member of the BLT represents a group of constituents (teachers, parents and classified staff). The principal shared the C-SIP template and guiding questions during a BLT meeting. Then, the principal emailed a draft of the plan to BLT members and BLT members provided input on what needed to be added, deleted or edited. The suggestions of the BLT are based on the input from their constituent group.

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

We identify students who are not achieving the state standards by looking at SBA data, MAP Data, TC data, and teacher input. Additionally, during the year, the principal and/or interventionist meet with teachers monthly to discuss students who are performing below grade level. During these meetings we talk about what strategies are currently being tried, what new research-based strategies we want to try, and who will be responsible for both the implementation of the strategy and progress monitoring. Students who are not making adequate growth are referred to our Student Intervention Team (SIT). Throughout this process, parents are informed and involved.

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

We support teachers and their employment and retention at our school by developing teachers as leaders. Some leadership positions within the staff for high quality teachers include career ladder positions, ISLT positions, and committee leadership positions. To build strong teams and unity between staff members, core classroom teachers collaborate on science and social studies units and with other specialists in the building.

The experience level of the staff at McDonald ranges from those who have been teaching for 20+ years to those who are brand new to the teaching profession. Our teaching staff is multi-cultural, multilingual, and comes from a variety of backgrounds.

- 12% of McDonald's teachers have less than 3 years of experience teaching.
- 28% of McDonald's teachers have 3-4 years of experience teaching.
- 32% of McDonald's teachers have 5-9 years of experience teaching.
- 20% of McDonald's teachers have 10-14 years of experience teaching.
- 4% of McDonald's teachers have 15-19 years of experience teaching.
- 4% of McDonald's teachers have less 20+ years of experience teaching.

We utilize staff in the best way possible. All classroom teachers are certificated and working in a setting that aligns with their credentials. Additionally, we value having the highest quality teachers in front of our students every day.

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

We have school tours and a Kindergarten "meet and greet" for incoming families, with social events such as the ice cream social and "play dates" in the summer. Our PTA website also has valuable information for incoming families.

We transition our 5<sup>th</sup> grade students into their middle school by taking the students to Hamilton for the day and hosting the Hamilton principal to speak with the parents. Additionally, the principals at both schools meet routinely to align practices and to make sure that we are preparing our students with the skills they need to be successful in Middle School. Lastly, the 5<sup>th</sup> grade teachers share information with the teachers and counselors at the middle school regarding any students we have concerns about.

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

The alternative instructional techniques and services we implement for our Advanced Learners (AL) include flexible (and/or cluster) grouping, project-based learning, small group instruction, moderate acceleration, independent projects, and extension activities. These students, who are achieving well above grade level standards, are targeted under MTSS for these tier 2 interventions. HC eligible students who choose not to attend their HCC pathway site also receive these tier 2 interventions.

## 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	2,793,450	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)	3,614	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	109,593	Building funds to support classroom and building programs.
2017-2018	Combined	PTSA Grant	235,000	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	68,075	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	187,739	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>18% of this year's rising 5<sup>th</sup> grade students of color failed the SBA in MATH (12% scored an L1 and 6% scored an L2)</p> <p>16% of this year's rising 5<sup>th</sup> grade students of color failed the SBA in ELA (8% scored an L1 and 8% scored an L2)</p> <p>27% of this year's rising 4<sup>th</sup> grade students of color failed the SBA in ELA. (13.5% scored an L1 and 13.5% scored an L2)</p> <p>31% of this year's rising 4<sup>th</sup> grade (this year's 5<sup>th</sup> grade) students of color failed the SBA in MATH. (19% scored an L1 and 12% scored an L2)</p>	<p>All rising 5<sup>th</sup> grade students of color will grow by at least 1 achievement level on the SBA (Smarter Balance Assessment) in Math. This means, 88% will score at least an L3 and 12% will score at least an L2.</p> <p>All rising 5<sup>th</sup> grade students of color will grow by at least 1 achievement level on the SBA in ELA. This means, 92% will score at least an L3 and 8% will score at least an L2.</p> <p>All rising 4<sup>th</sup> grade students of color will grow by at least 1 achievement level on the SBA (Smarter Balance Assessment) in ELA. This means, 86.5% will score at least an L3 and 13.5% will score at least an L2.</p> <p>All rising 4<sup>th</sup> grade students of color will grow by at least 1 achievement level on the SBA in MATH. This means, 81% will score at least an L3 and 19% will score at least an L2.</p>	<p>All teachers and administration</p>	<p>June 2018</p>

### 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><b><u>Professional Learning Community (PLC) Kindergarten:</u></b> Students enter Kindergarten with a wide range of skills. Based off 2016 beginning of year data we will again focus on counting, shapes, and reading.</p> <p><b><u>PLC 1<sup>st</sup>-2<sup>nd</sup> ELA:</u></b> Based off 2016 beginning of year data we will again focus on reading.</p> <p><b><u>PLC 1<sup>st</sup>-2<sup>nd</sup> Immersion:</u></b> Based off 2016 beginning of year data we will again focus on students continuing to develop their oral language skills.</p> <p><b><u>PLC 3<sup>rd</sup>-5<sup>th</sup> ELA:</u></b> Based off 2016 beginning of year data we will again focus on students continuing to develop their writing skills.</p> <p><b><u>PLC 3<sup>rd</sup>-5<sup>th</sup> Immersion:</u></b> Based off 2016 beginning of year data we will again focus on students</p>	<p><b><u>PLC Kindergarten:</u></b> 75 percent of K students will be reading at level C or above by the end of K (June 2017).  75 percent of K students will count to 100 in English and Spanish by June 2017.  75 percent of K students will know square, rectangle, circle, triangle, and hexagon in English and Spanish by June 2017.</p> <p><b><u>PLC 1<sup>st</sup>-2<sup>nd</sup> ELA:</u></b> 85% of students in first and second grade classes will meet or exceed the standard reading level for the end of first grade (Level I, J&lt; or K) or second grade (Level M) by June 2017 as measured by TC Running Record Assessments.</p> <p><b><u>PLC 1<sup>st</sup>-2<sup>nd</sup> Immersion:</u></b> All students will make an effort to answer questions in the target language in the immersion classroom. If they do not know a word, they will at least say “How do you say _____ in Spanish or Japanese,” or say the phrase “I don’t know” in Spanish or Japanese.</p> <p>Results will improve for each question with the majority of students answering either all in Spanish, or in a mixture of English and Spanish, but not just English.</p> <p><b><u>PLC 3<sup>rd</sup>-5<sup>th</sup> ELA:</u></b> 3-5 Students will produce clear and coherent writing appropriate to task AND strengthen the writing process by planning, revising, editing, and publishing across all genres, as defined by our checklists. All students below a 3, according to the writing checklist, will improve by at least one score (1-4) based on the Beginning of Year assessment in all four categories.</p>	<p>K teachers  1<sup>st</sup> &amp; 2<sup>nd</sup> ELA Teachers  1<sup>st</sup> and 2<sup>nd</sup> Immersion Teachers  3<sup>rd</sup>-5<sup>th</sup> ELA teachers  3<sup>rd</sup>-5<sup>th</sup> Immersion Teachers</p>	<p style="text-align: center;"><b>2018</b></p>

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>continuing to develop their math skills in the area of fractions.</p>	<p><b>PLC 3<sup>rd</sup>-5<sup>th</sup> Immersion:</b> By end of May, students will have an understanding of fraction equivalence and have methods for generating and recognizing equivalent fractions. 5th grade students will use equivalent fractions as a strategy to add and subtract fractions. All students scoring below their grade level standard, will move up at least one grade level. Students at or above grade level will move up in at least one standard progression.</p>		

### Whole School 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>Based on the analysis of data, a concern about student learning is that we still have students whose academic needs are not being met according to the Smarter Balance Assessment.</p>	<p>By June 2018, the rising 4<sup>th</sup> and 5<sup>th</sup> grade students who scored a L1 or L2 on their SBA in Math and/or ELA from last year (2016-2017) will increase by 1 achievement level this year (2017-2018). Thus,</p> <ul style="list-style-type: none"> <li>• 94% of 4<sup>th</sup> grade students will pass the SBA in Math.</li> <li>• 93% of 4<sup>th</sup> grade students will pass the SBA in ELA.</li> <li>• 96% of 5<sup>th</sup> grade students will pass the SBA in Math.</li> <li>• 95% of 5<sup>th</sup> grade students will pass the SBA in ELA.</li> <li>• <b>95% of students 3-5<sup>th</sup> will pass the SBA in Math</b></li> <li>• <b>94% of students 3<sup>rd</sup>-5<sup>th</sup> will pass the SBA in ELA.</b></li> </ul>	<p>All teachers and administration</p>	<p>June 2017</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>In Spring 2017, 46% of 3<sup>rd</sup> -5<sup>th</sup> grade students said, "students treat one another respect" on the SPS Climate Survey.</p>	<p>By Spring 2017, 70% of 3<sup>rd</sup> to 5<sup>th</sup> grade students will say, "students treat one another with respect" on the SPS Climate Survey.</p> <p>The steps necessary to reach this goal include:</p> <ol style="list-style-type: none"> <li>1) Develop school-wide expectations in our shared spaces (hallway, bathroom, cafeteria and playground) specifically noting what "respect" looks like in each of these places.</li> <li>2) Morning announcements and school-wide assemblies that address respect (Respect is one of our Core Values)</li> </ol>	<p>All staff at McDonald International</p>	<p>Spring 2018</p>