



**Continuous School Improvement Plan (C-SIP)**  
**Decatur Elementary School**  
**2016 - 2018**  
**Principal: Rina Geoghagan**

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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 Decatur BLT reviewed and approved the 2017-18 CSIP on June 12, 2017

### Mission and Vision

#### **Mission:**

Decatur is an advanced learning school that fosters the development of environmentally conscious, creative and critical thinkers who are socially and emotionally equipped to engage in a just and sustainable world.

#### **Vision:**

Our community goal is to instill a life-long passion for learning in an emotionally supportive environment that will enable students to contribute their wisdom, compassion and leadership.

#### **Homework Policy:**

Homework is an important and valuable extension of classroom instruction and its purpose is to increase learning.

Homework may be assigned for any one of the following reasons:

1. To practice and refine skills.
2. To prepare students for the next class meeting.
3. To extend an assignment and apply it to a new situation.
4. To create a long-range assignment requiring several days or weeks to complete. To develop responsibility, pride in accomplishing tasks independently, and strong study and work habits.

### 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.**

Baseline Assessments including:

- Fountas and Pinnell Reading assessments and DIBELS (2<sup>nd</sup> grade)
- Ongoing writing assessments
- Beginning-of-Year math assessments
- Teacher-created assessments
- Work Samples
- Exit slips

Other assessments and surveys include:

- Spring '17 SBA results
- Learning Styles surveys
- Student and Parent Climate surveys

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

For students at, above, and below standard, we are meeting their needs using the following programs and instructional strategies:

- RULER - Emotional Intelligence Program
- Walk-to-Math
- Workshop model
- Small group instruction at just-right level
- Words work and grammar instruction
- Teachers specialize in 4<sup>th</sup> and 5<sup>th</sup> grades
- Math and ELA Specialists push-in and pull-out
- Use Depth of Knowledge (DOK) levels to design intentional instruction

- Strategically designed content
- Learning targets aligned to grade-level standards
- Timely interventions based on data and observations
- Teaching to Multiple Intelligences
- Brain games and movement
- Student Conferences
- Parent Conferences
- Formal Student Intervention Team (SIT) process
- Problem Based Learning
- Math and Reading are accelerated so that students are working 1-2 grade levels ahead (i.e. 2<sup>nd</sup> graders studying 4th grade math)

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

- RULER
- Differentiated instruction and engagement
- Formative Practices Institute
- Gifted Education
- Problem-Based Learning
- Career Ladder Trainings
- Cycle of Inquiry and Data Wise
- English Language Arts (ELA) Unit Alignment
- Code.org
- Students with Autism
- Vertical Collaboration
- Grade-level and team collaboration
- Community events and guests
- Collaborative Classrooms professional development
- Science professional development will be based on our new science curriculum. Ongoing professional development will take place in partnership with Cedar Park.
- Collaborative Classroom Curriculum- Being a Writer and Making Meaning

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

- Newsletters are sent out on a weekly basis and are focused on academics and student activities and family events.
- 80% of our families completed the volunteer paperwork so they can volunteer in classrooms and fieldtrips.
- Family events through PTA with childcare provided
- Very involved and supportive PTA
- Evening events for families: RULER night, math fair, art night, PE night, native cultures night, science and engineering night, expert fairs, Heritage lunch, colonial marketplace, cultural celebrations
- Reflections program
- Shakespeare performances
- Field day
- Designing projects for at-home learning experiences
- Surveying families about accessibility
- Phone conferences, frequent email communications, office hours

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

- CSIP Process
- Through our Building Leadership Team (BLT) and grade level collaboration
- Through budgeting process
- School's decision-making matrix and staff-wide votes
- Data tracker
- Scheduling committee
- Homework policy

- Open and receptive leadership
- Collaborative framework

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

- Cycle of Inquiry (COI)
- MTSS Tier I, II, and III interventions
- Differentiated instruction (teaching at and above grade level)
- Standards-based lesson planning and assessments
- Varied instructional strategies (i.e. project-based learning, enrichment, small group and whole group instruction, inquiry-based)
- Vertical alignment committees
- Specialists pushing in and pulling out
- Student feedback, reflections, and goal setting
- Collaboration with families

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

- High-quality professional development opportunities
- Distributive leadership opportunities
- Collaborative grade-level teams and Professional Learning Communities
- COI to determine areas of need
- Supportive PTA (physically and fiscally)
- Morale focus through RULER and Staff Charter
- Career Ladder teachers and teacher-lead professional development
- Staff input on professional development
- Ongoing team building
- Decatur has three Career Ladder Teachers who mentor newer teachers, provide professional development and lead PLCs.

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

- We are a new school in 2017-18.
- We host events such as a spring picnic for all families and parent information sessions, meet the teacher events, PTA directed grade-level activities.
- Summer letters to incoming families to prepare students
- Curriculum night
- Family-teacher conferences
- Coffee chats
- Classroom charters
- Intentional pairing of new students
- Collaboration with the PTA
- Room parent facilitation
- Publish information on the Decatur and/or PTA website

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

- Staff Charter
- Clear MTSS process (Tier I, II, and III interventions)
- PBIS
- Clear structures and frequent opportunities for collaboration

## 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	1,674,436	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)	15,109	Funding to support MTSS supports at all schools.
2017-2018	Combined	PTSA Grant	45,662	PTSA funds to support programs within the building.
2017-2018	Specific Use	SPED	166,425	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 2016-17 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>2 current 4<sup>th</sup> and 5<sup>th</sup> grade students did not meet standard on the ELA portion of the spring 2017 SBA.</p> <p>current 4<sup>th</sup> and 5<sup>th</sup> grade students did not meet standard on the math portion of the spring 2017 SBA.</p>	<ul style="list-style-type: none"> <li>All current 4<sup>th</sup> and 5<sup>th</sup> grade students who did not meet standard on one or more portions of the SBA in spring 2017 will meet or exceed standard on all portions of the spring 2018 SBA.</li> <li>We will use various formative assessments, observation data, and survey data to monitor student progress over the course of the year and inform our progress toward meeting our student achievement goals.</li> <li>Progress will be monitored by our MTSS team of admin, our interventionists, and classroom teachers.</li> </ul>	MTSS Team: 3 <sup>rd</sup> , the -5 <sup>th</sup> grade teams	June 2018

## 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>Our 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade student ELA and math scores are consistently high. However, not every student meets standard on the spring SBA.</p>	<p><b>3<sup>rd</sup> Grade</b>            ELA: We will raise the percentage of students meeting or exceeding standard on the SBA from 96% to 99% of those who took the assessment.            Math: We will raise the percentage of students meeting or exceeding standard on the SBA from 99% to 100%.</p> <p><b>4<sup>th</sup> Grade</b>            ELA: We will increase the percentage of students making gains on the state test from 99% to 100%.            Math: We will raise the percentage of students receiving a passing score (meeting or exceeding standard on the SBA?) from 99% to 100%.</p> <p><b>5<sup>th</sup> Grade</b>            ELA: We will increase the percentage of students making gains on the state test from 99% to 100%.            Math: We will raise the percentage of students (meeting or exceeding standard on the SBA?) receiving a passing score from 99% to 100%.</p>	Grade Level Teaching Teams	June, 2018

### 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:
While students continue to consistently demonstrate skills in mathematical computation, they continue to be challenged by the need to demonstrate their mathematical understanding of concepts and procedures by explaining their thinking and reasoning in any of a variety of methods (concrete, pictorial, words).	All students will score a 3 or above on summative assessment rubrics that focus on the Common Core Math Practice Standard number 3 (CCMP-3): Construct viable arguments and critique the reasoning of others.	All math teachers, admin team	June, 2018

### 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:
<ol style="list-style-type: none"> <li>1. Only 35% of students responded favorably to questions about social emotional learning.</li> <li>2. Only 47% of students responded favorably to a question about students in their classroom are friendly to each other.</li> </ol>	<ol style="list-style-type: none"> <li>1. We will increase the percentage of students responding "favorably" to a question about students treating each other with respect from 35% to at least 50%</li> <li>2. We will increase the percentage of students responding "favorably" to the question about students in class are friendly to each other from 47% to at least 60%.</li> </ol>	All Staff	June 2018