



Continuous School Improvement Plan (CSIP)

K-5 STEM at Boren

2012-2014

Shannon McKinney, Principal

## School Overview

### Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our school's plan of action for 2011-2013. 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.

### Mission and Vision

Our school's mission statement articulates the values and actions that we are committed to in service of students. Our school's vision statement shares what we see as the ideal outcome of our efforts.

#### Mission

We will nurture tomorrow's critical thinkers with:

- > Project Based Learning
- > A Culture of Accountability
- > A Celebration of the Whole Child

#### Vision

To advance successful, curious, caring, creative learners.

### School-Wide LAP Program

Schools within Seattle Public Schools receive either Federal Title I funding or Washington State Learning Assistance Program (LAP) funding in order to support student and school performance and to meet academic and accountability goals. Our school receives LAP funding. Information on our School-Wide LAP Program is listed below.

#### Conducted needs assessment to determine our CSIP goals that help target students meet standard

At Grade-Level Team (GLT) meetings and in our Building Leadership Team (BLT) that includes parents and community, we analyzed student achievement data from MSP, MAP and classroom-based assessments. We then developed data-based SMART goals for student growth in all major goal areas.

#### Use reform strategies to improve student learning

We assessed our progress in eliminating the achievement gap/education gap between students of different ethnicities to ensure that our goals addressed the needs of underachieving groups. We created a master schedule to maximize available student learning time especially in literacy and mathematics. We are studying and putting into place "best practices" in instructional strategies. Best practices include increasing students' active engagement in their learning, and differentiating instruction based on students' readiness, skill levels, and learning goals.

Offer professional development that is high quality and ongoing	We have several days each school year where our staff participates in professional development (PD) based on our schools' PD plans, and where our data indicate a need for enhanced instruction. The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science. We have access to instructional / content coaches who provide peer-coaching in refining instructional skills and putting into practice the best use of our curricular materials.
Increase parent/family involvement	Every major student learning goal includes activities and strategies for increasing parent involvement.
Involved our teachers in decision-making	Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and our representatives report back to their grade level/department teams. They also bring issues and input to BLT meetings from their team members.
Assist our students to meet standards	Our CSIP targets underachieving students in a number of specific areas of student learning.
Retain high quality, highly-qualified staff	We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for professional development. These activities help new staff feel supported and maximize their skill base in order to best serve students.
Transition new students and families into our schools	We host a welcoming event for incoming students (Grades K - 5) and invite their families to tour the school and meet our staff and students. New families are introduced to the school and Kindergarten teachers at our new family orientation evening scheduled after assignments have been given. New family picnics are scheduled during the summer to bring new and continuing families together.
Track "Highly Qualified" (HQ) staff	The percentage of staff considered "highly qualified" (HQ) by No Child Left Behind (NCLB) rules and the number of HQ teachers and Instructional Assistants are made available to all families each fall. When necessary, each non-highly qualified instructional staff writes a plan in collaboration with our principal and the Human Resources department to become highly qualified as soon as possible. Non-highly qualified IAs do not provided instruction until they become HQ. Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. There are 13 Highly Qualified teachers in this school and 2 Highly Qualified instructional assistants.

## LAP Funding / 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
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## School Review

### Data Review

The first step in developing this CSIP was completing a comprehensive review of our school. When doing so, we looked at our data across many dimensions and subjects, including, but not limited to, the following reports:

- Attendance Reports
- Measures of Academic Progress (MAP) Progress Reports
- State Assessment Reports
- Expedition project products
- Performance Management Data and Reports (District Score Card/School Reports)
- Student / Staff / Family School Climate Reports

### Issue Summary

After completing our data review and reflecting on what it means, we've identified the following key issues facing our school:

#### School Climate

1. New School k-5 STEM at Boren is a new program to Seattle Public Schools, so we will focus the year on building our community.

## Focus Area Details

### Focus Areas

While our school works on numerous areas to varying degrees throughout the year, we decided to target our efforts through specific focus areas over the next two years based on the outcome of our school review and issue summary. **Focus areas are overarching themes around which our school dedicates resources to improve specific student outcomes.** A focus area contains six parts, which are defined below. It is important to note that all schools are asked to include mathematics as a focus area since it is a district-wide priority. Further, all schools are instructed to include focus areas for any AYP area that was not met.

**Student-focused SMART goals:** A SMART Goal is Specific, Measurable, Actionable, Realistic, and Timely. It includes a key student performance (outcome) measure, the student population to which the measure applies, the actual percentage based on the most recent data available, the target percentage, and who is ultimately responsible for ensuring the goal is met. SMART goals are chosen carefully based on school- and student-level data. SMART goals are generally limited to less than five in each focus area so that a school can maintain realistic expectations and remain targeted in its improvement efforts. It is important to note that while a CSIP spans two academic years, SMART goals are generally annual goals. SMART goals for the following year will be revisited and established each winter.

**Strategies:** the specific approaches, or proven methods, which will be used to reach SMART goals within each focus area. Seattle Public Schools supports foundational strategies (Balanced Literacy, High Level Teaching Moves, etc) and differentiated (targeted) strategies to meet all students' needs. Each strategy falls within an established category in the CSIP and is listed with a specific frequency as well as brief description of what the school will actually be doing to meet its SMART goals within the associated focus area. Each strategy within the CSIP also indicates who is ultimately responsible for seeing that the strategy is implemented as planned.

**Progress monitoring:** the specific methods that will be used to ensure that action is taken towards reaching the school's SMART goals. For each progress monitoring method, this includes identifying which instruments will be used at what frequency, as well as who is ultimately responsible for monitoring and reporting progress. It is important to note that various assessments, such as MAP, or individual student plans may have additional progress monitoring activities in the form of benchmarks throughout the year at the individual student level.

**Professional development:** the ways in which a school will seek to train and engage teachers and staff to effectively carry out the strategies in each focus area. Each professional development opportunity can be grouped into a category, and should be reported along with who will be required to participate, the primary facilitator, the frequency, and who is ultimately responsible for seeing that the professional development takes place.

**Family engagement:** the specific type of family and community engagement a school will employ and the specific family engagement strategy it will implement in order to communicate, serve, and partner with its ethnically and linguistically diverse families in support of student achievement.

**Community partners:** contact and descriptive information about organizations and individuals who collaborate with a school in support of attaining its SMART goals within one or more focus areas.

The following pages include this information for each of our school's focus areas.

## Focus Area: Reading / Language Arts

Mastering STEM subjects in elementary school will give students the basic technological, scientific and mathematical literacy they will need to succeed in middle school, high school, and college.

### 2012-2014 SMART Goals for Reading / Language Arts

1. For all students we will increase the percentage of students meeting or exceeding typical growth on MAP from 0% to 85%. The person responsible for this goal is Shannon McKinney.

### Strategies for Reading / Language Arts

#### Time

1. Common planning time  
*Frequency:* Once per Week  
*Lead:* Shannon McKinney

Teachers will meet weekly in grade level bands to discuss reading instruction seeking feedback to inform instruction.

#### Instructional Focus

1. Small group/individual  
*Frequency:* Daily per Week  
*Lead:* Shannon McKinney

Teachers will examine students' daily reading work and target instruction for individual student needs.

### Progress Monitoring for Reading / Language Arts

#### Observation

1. Classroom observation  
*Frequency:* 5 Times per Week  
*Lead:* Shannon McKinney

Teachers will observe their students at work during reading block

#### Conference/Meeting

1. Student conference  
*Frequency:* Twice per Week  
*Lead:* Shannon McKinney

Teachers will conference with their students during literacy block

### Professional Development for Reading / Language Arts

#### Collaborative Planning

- Participants:* Grade Level Teams  
*Facilitator:* Staff Member  
*Frequency:* Once per Week  
*Lead:* Shannon McKinney

All teachers will meet in grade level teams to discuss their literacy program and student assessment data to inform literacy instruction.

**Family Engagement** for Reading / Language Arts

**Community Collaboration**

*Strategy:* Curriculum Nights

*Frequency:* 3 Times per Year

*Lead:* Classroom teachers; Shannon McKinney

Families will participate in curriculum nights.

Community Partners for Reading / Language Arts (Unspecified)



## Focus Area: Mathematics

Mastering STEM subjects in elementary school will give students the basic technological, scientific and mathematical literacy they will need to succeed in middle school, high school, and college.

### 2012-2014 SMART Goals for Mathematics

1. For all students we will increase the percentage of students meeting or exceeding typical growth on MAP from 0% to 88%. The person responsible for this goal is Shannon McKinney.

### Strategies for Mathematics

#### Time

1. Common planning time

*Frequency:* Once per Week

*Lead:* Shannon McKinney

Teachers will meet weekly in grade level bands to discuss math instruction and student learning seeking input to inform instruction.

#### Materials

1. Supplemental instructional materials (i.e., Singapore/Saxon)

*Frequency:* Other per As needed

*Lead:* Shannon McKinney

Teachers will discuss what supplemental materials are needed to support students' math achievement

### Progress Monitoring for Mathematics

#### Observation

1. Classroom observation

*Frequency:* 5 Times per Week

*Lead:* Shannon McKinney

Teachers will observe their students at work during math class.

#### Assessment

1. Classroom based assessment

*Frequency:* Once per Week

*Lead:* Shannon McKinney

Teachers will use CBAs to assess student learning to inform their instruction.

2. End of unit/End of course assessment

*Frequency:* Other per As needed

*Lead:* Shannon McKinney

Teachers will use end of unit assessment data to assess student learning and inform instruction.

## Professional Development for Mathematics

### Instructional Practice

*Participants:* Teachers

*Facilitator:* District Staff Member

*Frequency:* Other per Year

*Lead:* Shannon McKinney

Classroom teachers and resource room teachers will participate in all District directed math professional development.

## Family Engagement for Mathematics

### Family Support

*Strategy:* Provide basic needs support to help eliminate barriers to academic success

*Frequency:* 5 Times per Year

*Lead:* Parents; Shannon McKinney

Parents will provide regular time and space for homework.

*Strategy:* Family Conference

*Frequency:* Once per Year

*Lead:* Shannon McKinney

Parents will attend all scheduled conferences.

### Community Collaboration

*Strategy:* Curriculum Nights

*Frequency:* Once per Other

*Lead:* Shannon McKinney

Families will make every effort to attend a math curriculum night.

Community Partners for Mathematics (Unspecified)

## Focus Area: School Climate

K-5 STEM at Boren is a new school to Seattle Public Schools. This year we will focus on building our school community from day 1. Our new PTA is working closely with school leadership as we develop the K-5 STEM program at Boren.

### 2012-2014 SMART Goals for School Climate

1. For all students we will increase the percentage students feeling positive about school environment from (unspecified) to 100%. The person responsible for this goal is Shannon McKinney.
2. For all students we will increase the percentage of families feeling positive about family engagement from (unspecified) to 100%. The person responsible for this goal is Shannon McKinney.
3. For all students we will increase the percentage of families that are satisfied with quality of school from (unspecified) to 100%. The person responsible for this goal is Shannon McKinney.

### Strategies for School Climate

#### Time

1. Common planning time

*Frequency:* Once per Week

*Lead:* Shannon McKinney

Teachers in and across grade level bands will collaborate on planning expedition projects.

### Progress Monitoring for School Climate

#### Observation

1. Classroom observation

*Frequency:* 5 Times per Week

*Lead:* Shannon McKinney

The principal will observe expedition projects in each classroom.

#### Conference/Meeting

1. (Unspecified)

*Frequency:* Once per Week

*Lead:* Shannon McKinney

Classroom teachers will meet and discuss the progress of the various elements of their expeditions.

Professional Development for School Climate (Unspecified)

### Family Engagement for School Climate

#### Student Learning

*Strategy:* Family Nights

*Frequency:* Once per Year

*Lead:* Shannon McKinney

Have family nights to support student learning at home.

Community Partners for School Climate (Unspecified)



## CSIP Development Process

### Annual Review Cycle

The following outlines the types of CSIP-related planning activities that occur throughout the year at our school within the annual CSIP review and development process.

Winter	Our principal will participate in a CSIP peer review process by February to assess mid-year student performance and adjust CSIP goals as needed.
Spring	Our principal received initial data to support the CSIP development process from the district's Research, Evaluation and Assessment (REA) and School Improvement (SI) departments. The principal then began the process of engaging staff and families to study student assessment data to make initial revisions to our CSIP.
Summer	Our principal received initial data to support the CSIP development process from the district's Research, Evaluation and Assessment (REA) and School Improvement (SI) departments. The principal then began the process of engaging staff and families to study student assessment data to make initial revisions to our CSIP.
Fall	Our principal and school team will complete the CSIP draft and submit it to the SI department and their Executive Director of Schools for feedback. Our CSIP will be revised as needed. Principals and Building Leadership Teams will share the revised CSIP drafts with staff and families for further input and to build buy-in to successfully implement the plan. In October, copies of both our District Parent Policy (translated in the major languages of district families) and School Parent Policy will be sent home with all students via newsletters or separate letters.

### Stakeholder Involvement

The following sections outline who is involved in developing our school's CSIP as well as the related responsibilities.

#### Building Leadership Team (BLT)

The BLT leads the process of a comprehensive school review, which includes studying state, district benchmark, and classroom-based assessment data with input from staff, parents/families, community members, students, instructional/content coaches, educational directors, and other district support staff or outside experts.

#### BLT Membership:

- 4 teachers are currently on our BLT
- 1 staff are currently on our BLT
- 2 parents/guardians are currently on our BLT

**Parents/Community**

At least one parent on our BLT and/or other school leadership groups has a primary language other than English. Further, at least one parent on the BLT and/or other school leadership groups is not a parent in our school. Our CSIP will be presented at family and community events, and input from these events will be included in the revision of our CSIP.

**Parent Notification / Communication**

In October, copies of both our District Parent Policy (translated in the major non-English languages of district families) and School Parent Policy will be sent home with all students via newsletters or separate letters.

**Events Where CSIP will be Discussed**

- (Unspecified)

**Outside Experts**

(Unspecified)

**Outside Expert Support on CSIP**

- ED of Schools P - 12

**SPS Central Office**

The district's central office is responsible for providing ongoing technical assistance and support by developing the CSIP framework. In addition, the district must:

- Train principals and school teams on creating meaningful CSIPs with relevant data and stakeholder input.
- Assist schools in completing the CSIP.
- Instructional coaches work directly with instructional staff and school leaders to improve instruction, engage all students, and maximize learning.
- Train principals in the development of SMART Goals and how to use data to drive instructional decisions.
- Remind schools of OSPI's and district's deadlines for completion of tasks/submission of documents and compliance regulations.
- Central office will provide instructional and content coaches in academic areas of need, as well as direction and ongoing support for strategically allocating our resources of staff, time, and materials targeting focused areas for student growth.

### How Our School's CSIP Addresses and Complies with the "Nine Characteristics of Effective Schools"

The following describes how our school meets the Nine Characteristics of Effective Schools and how this is reflected throughout the CSIP development process.

High standards and expectations	Our school's SMART goals for state assessment areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor. Our student achievement goals are data-driven.
Clear and shared focus	Our school has a mission and vision. Our school has analyzed relevant data and expressed insights, and determined student learning goals based on the data analysis and insights.
Frequent monitoring of teaching / learning	Our school's goals include details of periodic monitoring/assessment of student learning throughout the year; these data determine needs for adjusting instruction, interventions, and support.
High level of community and family involvement	Our school includes parent/community representation in the development of the CSIP. Our school identifies community partners that engage with the school in support of student learning. Our school includes one or more strategies for family/community engagement for every SMART goal.
Focused professional development	Each of our school's goal area includes the professional development that will occur in order to ensure effective goal implementation.
Effective school leadership	Our school's SMART goals for state assessment areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor. Our student achievement goals are data-driven.
Supportive learning environments	Our school's SMART goals for state assessment areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor. Our student achievement goals are data-driven.
High levels of communication and collaboration	Our staff and parents/community collaborate in the CSIP development and ongoing monitoring/adjusting. Our school shares C-SIP goals, strategies, and activities with school community at a parent meeting every Fall.
Curriculum, instruction and assessment aligned with standards	Each of our school's academic goals is based on the standards of WASL and/or district-approved classroom-based assessments. If/when school misses WASL/AYP standard in any subject, we create a Major Focus SMART Goal for that subject which is part of our focus for the following year

## CSIP and Other Plans

### CSIP and SPS Strategic Plan

Part of the purpose of the CSIP is to help our school identify goals and strategies that will contribute to and support the district's overall goals and strategies found within the district's strategic plan *Excellence for All*. The focus areas we've selected in our CSIP support one or more of the strategies in the district's strategic plan, as described below.

Building an Infrastructure that Works Well Developing our instructional core with targeted resource allocation.

Engaging Stakeholders Encouraging parent involvement in all elements of our school community's work.

Ensuring Excellence in Every Classroom Supporting the knowledge and skills of our classroom teachers focusing our instructional resources toward shared practice. Supporting instructional excellence with creative and complex Expedition content that engages every student.

Improving our Systems Utilizing research-based practice and instructional materials. Providing common planning time for instructional collaboration.

Strengthening Leaders System-wide Supporting our teaching community with professional development and collaborative planning,