



## CSIP Guiding Questions

School-Wide Programs/Multi-Tiered System of Support																																				
<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<ul style="list-style-type: none"> <li>• <b>Based on the analysis of data, what are some concerns about student learning?</b></li> <li>• <b>What evidence (e.g.: SBA data, school-based assessments, student voice, classroom observations, etc.) supports these concerns?</b></li> <li>• <b>What is the specific student learning problem to be addressed in this cycle of inquiry? (Goal Setting Form)</b></li> <li>• What student strengths are there to build upon?</li> <li>• Why this problem over others?</li> </ul>	<p><b>SBA Concerns</b>            Reading – 5<sup>th</sup> grade and difference between cohorts year to year            Math – difference between cohorts year to year</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grade Level</th> <th style="text-align: center;">14-15</th> <th style="text-align: center;">15-16</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">3<sup>rd</sup> Grade</td> <td style="text-align: center;">55.5%</td> <td style="text-align: center;">67.1%</td> </tr> <tr> <td style="text-align: left;">4<sup>th</sup> Grade</td> <td style="text-align: center;">80.5%</td> <td style="text-align: center;">71.4%</td> </tr> <tr> <td style="text-align: left;">5<sup>th</sup> Grade</td> <td style="text-align: center;">90.7%</td> <td style="text-align: center;">66.6%</td> </tr> </tbody> </table> <p><b>Special Education</b>            Performance and growth in reading based on MTSS level</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grade Level</th> <th style="text-align: center;">5</th> <th style="text-align: center;">4</th> <th style="text-align: center;">3</th> <th style="text-align: center;">2</th> <th style="text-align: center;">1</th> <th style="text-align: center;">K</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">MTSS Growth</td> <td style="text-align: center;">5 of 7</td> <td style="text-align: center;">2 of 5</td> <td style="text-align: center;">2 of 7</td> <td style="text-align: center;">3 of 6</td> <td colspan="2" style="text-align: center;">0 of 4</td> </tr> <tr> <td style="text-align: left;">MTSS on Grade Level</td> <td style="text-align: center;">5 of 8</td> <td style="text-align: center;">1 of 7</td> <td style="text-align: center;">2 of 5</td> <td style="text-align: center;">4 of 7</td> <td style="text-align: center;">3 of 6</td> <td style="text-align: center;">1 of 4</td> </tr> </tbody> </table> <p><b>Survey</b>            Student survey showing lack of confidence in adult caring            58% of students answer favorable, which is down by 16%</p> <p>Student survey showing lack of confidence in peer attention to learning            36% answer favorably, down by 9%</p> <p>Students report confidence in their own attention to learning.            77%</p>	Grade Level	14-15	15-16	3 <sup>rd</sup> Grade	55.5%	67.1%	4 <sup>th</sup> Grade	80.5%	71.4%	5 <sup>th</sup> Grade	90.7%	66.6%	Grade Level	5	4	3	2	1	K	MTSS Growth	5 of 7	2 of 5	2 of 7	3 of 6	0 of 4		MTSS on Grade Level	5 of 8	1 of 7	2 of 5	4 of 7	3 of 6	1 of 4	
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		<p><b>Student learning problem:</b> Too many students at Laurelhurst are not reading at grade level or making one year growth in one year.</p> <p>Total Schoolwide MTSS Data for Reading            On Grade Level 70%            Growth of One Year 85%</p> <p><b>Strengths</b>            Cohort 3 - 4 shows growth from year to year.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Grade Level</th> <th>14-15</th> <th>15-16</th> <th>Cohort growth</th> </tr> </thead> <tbody> <tr> <td><a href="#">3rd Grade</a></td> <td>55.5%</td> <td>67.1%</td> <td></td> </tr> <tr> <td><a href="#">4th Grade</a></td> <td>80.5%</td> <td>71.4%</td> <td>15.9%</td> </tr> <tr> <td>5th Grade</td> <td>90.7%</td> <td>66.6%</td> <td>-13.9%</td> </tr> </tbody> </table> <p>Interventions have been effective in many cases. Some interventions need to be shifted.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Growth Mix by Grade</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> <tr> <th>Row Labels</th> <th>Growth</th> <th>LAP</th> <th>Sound Partners</th> <th>Multi Program</th> <th>Tutor</th> <th>Grand Total</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Low</td> <td>19%</td> <td>64%</td> <td>33%</td> <td></td> <td>34%</td> </tr> <tr> <td></td> <td>One Year</td> <td>29%</td> <td>9%</td> <td>33%</td> <td></td> <td>23%</td> </tr> <tr> <td></td> <td>High</td> <td>52%</td> <td>27%</td> <td>33%</td> <td></td> <td>43%</td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Grade Level	14-15	15-16	Cohort growth	<a href="#">3rd Grade</a>	55.5%	67.1%		<a href="#">4th Grade</a>	80.5%	71.4%	15.9%	5th Grade	90.7%	66.6%	-13.9%	Growth Mix by Grade							Row Labels	Growth	LAP	Sound Partners	Multi Program	Tutor	Grand Total	0								Low	19%	64%	33%		34%		One Year	29%	9%	33%		23%		High	52%	27%	33%		43%	1						
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2						
		Low	0%	38%	0%	17%
		One Year	0%	13%	0%	6%
		High	100%	50%	100%	78%
3						
		Low	67%		13%	50%
		One Year	17%		13%	0%
		High	17%		75%	50%
4						
		Low				
		One Year				
		High	100%			100%
5						
		Low	17%		100%	100%
		One Year	33%		0%	0%
		High	50%		0%	0%
						38%
We will use research-based	<ul style="list-style-type: none"> <li><b>How do we address the needs of all children in the school, particularly low-</b></li> </ul>	<ul style="list-style-type: none"> <li>- Readers workshop instructional alignment and PD               <ul style="list-style-type: none"> <li>o We are using online supports to improve our use of Teachers' College curriculum purchased last year</li> </ul> </li> </ul>				

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<p>strategies that help targeted students.</p>	<p><b>achieving students?</b></p> <ul style="list-style-type: none"> <li>• <b>What alternative instructional techniques and services will we implement for our Advanced Learners (ALO), Students with Disabilities (SWD), and English Language Development (ELD) students?</b></li> <li>• <b>How do we progress monitor student learning on a regular basis?</b></li> <li>• <b>What will we do to strengthen the core academic program of the school?</b></li> <li>• What extended-day learning opportunities do you provide?</li> <li>• How are all students given the opportunity to learn in an enriched environment rather than some students receiving only basic skills instruction?</li> <li>• How are students given opportunities to solve real-world problems, to think</li> </ul>	<ul style="list-style-type: none"> <li>○ We are aligning grade level instruction around CER and common core standards</li> <li>- MTSS improvement of data reliability and alignment</li> <li>- Bear block</li> <li>- PBIS – schoolwide system of behavior expectations and work on kindness             <ul style="list-style-type: none"> <li>○ 3x climate surveys for students to monitor progress of PBIS</li> <li>○ Analysis of climate survey questions and which parts to administer by whole staff. Nov 2<sup>nd</sup> staff meeting will make decision on dates for surveys</li> </ul> </li> <li>- MTSS data collection             <ul style="list-style-type: none"> <li>○ Sarah will copy from MTSS spreadsheet</li> </ul> </li> </ul> <p>ALO</p> <ul style="list-style-type: none"> <li>- Bear block – begins Nov 1<sup>st</sup> in 3<sup>rd</sup> grade. Other grades will begin as ready. Will discuss later how to facilitate as whole school.</li> <li>- Small groups to differentiate for advanced learners.</li> <li>- TC “just right” instructional levels</li> </ul> <p>SWD</p> <ul style="list-style-type: none"> <li>- Raz Kids</li> <li>- TC instruction in small group classrooms</li> <li>- Sound Partners pedagogy</li> <li>- Bear Blocks</li> </ul> <p>ELD</p> <ul style="list-style-type: none"> <li>- Hire a teacher</li> <li>- Implement a new curriculum to support instruction             <ul style="list-style-type: none"> <li>○ Language Power</li> </ul> </li> <li>- School signage in world languages represented at Laurelhurst</li> </ul> <p>Progress monitoring</p>
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	<p>creatively, and demonstrate their reasoning?</p> <ul style="list-style-type: none"> <li>• How are all students given the opportunity to progress at their own pace?</li> <li>• How is our school improvement plan directly aligned to our district strategic plan?</li> </ul>	<ul style="list-style-type: none"> <li>- MTSS using F&amp; P, Dibbels, CBAs</li> <li>- Goal check ins with families after each MTSS? F/P level with benchmark. Shannon and Mary will develop template to use school-wide for student goals.</li> </ul> <p>Tier 1</p> <ul style="list-style-type: none"> <li>- Readers workshop instructional alignment and PD</li> </ul> <p>Enrichment for all</p> <ul style="list-style-type: none"> <li>- Bear block pilot in November consider implementation school wide in January</li> </ul> <p>Real-world problems</p> <ul style="list-style-type: none"> <li>- Just right books connected to student interests</li> <li>- Reading in science and social studies</li> <li>- CER – Claim, Evidence, Reasoning</li> </ul> <p>Strategic Plan –</p> <p>Goal 1</p> <p>“Elevate professional practice by investing in effective, culturally responsive teachers, staff and leaders.”</p> <p>“Teachers and staff will receive the tools and professional development they need to support each student’s journey.”</p> <p>Goal 3</p> <p>“Support proactive and transparent communication with all stakeholders to foster trust and collaboration.”</p>
<p>Our school offers professional development</p>	<ul style="list-style-type: none"> <li>• <b>Describe your professional development plan.</b></li> <li>• <b>How does our professional development drive the</b></li> </ul>	<p>TC</p> <p>OR – ongoing TC support from district and school staff</p> <p>PD plan – TC, Technology, PBIS</p> <ul style="list-style-type: none"> <li>- TC – look closely at reading pedagogy that work for all students</li> </ul>

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<p>that is high quality and ongoing.</p>	<p><b>School Improvement Plan?</b></p> <ul style="list-style-type: none"> <li>• <b>How does our work in professional development improve instruction? Does it have an effect on student achievement?</b></li> <li>• How have we allocated sufficient resources (ex. money, time) toward implementing professional development?</li> <li>• How are ALL staff involved in professional development?</li> </ul>	<ul style="list-style-type: none"> <li>- Technology – learn to utilize technology, Schoology training, white board training, to support planning and alignment of all instruction, use of RULER check-ins, and increased engagement of students.</li> <li>- PBIS – School-wide implementation of aligned expectations in all spaces with support of a district coach.</li> <li>- SPED – Sound partners, Life Space Crisis Intervention, ongoing professional development in cultural awareness</li> <li>- Specialists – Will prioritize district training in their content area. If none is available will come to building training.</li> </ul> <p>PD Time</p> <ul style="list-style-type: none"> <li>- TC – purchased curriculum for all grade levels <ul style="list-style-type: none"> <li>○ 1 day during TRI</li> <li>○ ½ of all early release days</li> <li>○ request of funding from PTA for TC coaches for 5 days of release time</li> </ul> </li> <li>- Technology <ul style="list-style-type: none"> <li>○ Investment in interactive white boards/interactive projectors for all classrooms with support of PTA</li> <li>○ ½ of all early release days dedicated to technology instruction</li> <li>○ CLT lead on staff use of white boards</li> </ul> </li> <li>- All staff do early release trainings. All staff will be released for TC coaching if funded. If not funded, release time will be used to discuss TC pedagogy with building support</li> </ul>
<p>Our school will increase</p>	<ul style="list-style-type: none"> <li>• <b>How are families involved and engaged in our school</b></li> </ul>	<p>Tea with Talbot – monthly open forum for parents who have questions and comments about anything at Laurelhurst. Some evening and day time meetings to accommodate parent schedules.</p>

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<p>parent/family engagement.</p>	<p><b>community and in their child’s education?</b></p> <ul style="list-style-type: none"> <li>• <b>How is communication with parents ongoing and two-way?</b></li> <li>• <b>Review results of Parent Survey</b> <ul style="list-style-type: none"> <li>○ Are there any surprises on the survey results? Are there any responses on the surveys that reflect a need to modify the program?</li> <li>○ How many surveys were returned vs. sent out? Is there a change in the method of survey distribution that could increase the number of surveys completed and returned?</li> <li>○ Are there any suggestions from parents that need to be addressed immediately or</li> </ul> </li> </ul>	<p>Parent University – Schoolwide parent education event that includes</p> <ul style="list-style-type: none"> <li>- Dr. Stephanie King talking about special education</li> <li>- Peter Klein describing the SBA test, including showing parents sample tests and questions and helping parents sign up for schoology pages</li> <li>- Cheryl Manor discussing Charters and how to make them in a family</li> <li>- Lisa Busalacchi talking about Math games families can play at home</li> <li>- Annika Shore presenting information about sex education and strategies for talking to children in age-appropriate ways about sex</li> <li>- Megan Reinmann presenting information about executive functioning and the way children’s brains develop</li> <li>- Ellen Reid discussing reading development and the way children develop reading skills</li> <li>- Reema Ziadeh helping families prepare for the transition to middle school</li> </ul> <p>Frequent schoolwide parent letters – monthly minimum, more when needed</p> <p>Minimum of monthly electronic communication home.</p> <p>Survey –</p> <ul style="list-style-type: none"> <li>- Large number of neutrals are surprising</li> <li>- Sarah’s email from start of school</li> </ul>
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	<p>should be discussed at this meeting for a change in Family Engagement?</p>	
<p>Our staff is involved in decision-making.</p>	<ul style="list-style-type: none"> <li>• <b>How is staff involved in the development of the school improvement plan?</b></li> <li>• <b>How is staff involved in decision making at the school? Refer to your decision-making matrix.</b></li> </ul>	<p>Staff meeting, shared ahead of time, BLT reached out</p> <p>Decision making is consensus basis. We have a decision making matrix here: <a href="https://prezi.com/yo_mewmd2ri6/copy-of-decision-making-at-laurelhurst/">https://prezi.com/yo_mewmd2ri6/copy-of-decision-making-at-laurelhurst/</a></p> <p>Our decision making process is here <a href="http://laurelhurstes.seattleschools.org/cms/one.aspx?portalId=12399&amp;pageId=11431792">http://laurelhurstes.seattleschools.org/cms/one.aspx?portalId=12399&amp;pageId=11431792</a></p>
<p>We will assist our students to meet standard.</p>	<ul style="list-style-type: none"> <li>• <b>How do we identify students who are not achieving the state standards during the school year?</b></li> <li>• <b>What do we do to help these students?</b> <ul style="list-style-type: none"> <li>○ <b>Refer to your MTSS plan</b></li> </ul> </li> </ul>	<p>Our MTSS process includes use of team-defined data. Currently, all teams are using F&amp; P for reading and K-2 is using DIBBELS for reading. Primary teams will also use MAP, and 3-5 will use the state benchmark tests.</p> <p>For math, we use the curriculum based assessments, MAP, SBA, and benchmark assessments to be able to see students' progress.</p> <p>When students are behind or are not making growth, we intervene with Tier 2 in the classroom, tutors, or reading intervention groups. Our reading tutors use the Sound Partner curriculum. We are working on a funding source for math intervention curriculum. Our reading interventionist uses the LLI curriculum to support students outside of the reading block.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<ul style="list-style-type: none"> <li>• <b>What are we doing to support teachers and their employment and retention at our school?</b></li> <li>• <b>What is the experience level</b></li> </ul>	<p>Our staff works hard to support each other and to team as a way to retain staff at our school. We support staff with coaching from admin, CLTs, and district coaches. New staff have regular meetings with administrators to support their professional growth and development over time.</p> <p>Experience level of our staff:12 years seniority in SPS</p>

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	<b>of our staff?</b>	
How do we support the transitions of new students and families into our school?	<ul style="list-style-type: none"> <li>• <b>How does our program for transiting preschool students into our school benefit our students?</b></li> <li>• <b>How do we involve local preschool programs in our improvement work?</b></li> <li>• <b>How can we increase communication between local preschool programs and our school?</b></li> <li>• <b>How do we transition our 5<sup>th</sup> or 8<sup>th</sup> students into their middle or high-school?</b></li> </ul>	<p>Our jump start program supports kindergarteners in developing comfort with the school building and with developing relationships with each other and their teachers. Our start of school conferences with kindergarten families support families in feeling comfortable and supported in their student’s transition. We strive to ensure that all kindergarten students feel a sense of belonging before the school year officially begins.</p> <p>We could increase communication by connecting with our local preschool programs?</p> <p>We support 5<sup>th</sup> grade students in their transition by</p> <ul style="list-style-type: none"> <li>- Including middle school counselor in parent university schedule</li> <li>- Working to align 4<sup>th</sup> and 5<sup>th</sup> grade curricula so that all students take algebra by 8<sup>th</sup> grade</li> </ul>
Our system of support assures our highly qualified staff are support students.	<ul style="list-style-type: none"> <li>• <b>Are we utilizing all staff in the best way possible, and are they appropriately certified? For example, if we continue to pull some students from the classroom for extra reading instruction, do those individuals have reading credentials?</b></li> </ul>	<p>Our LAP funded reading teacher does have a reading credential.</p> <p>95% of staff at Laurelhurst are highly qualified for their positions.</p>

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