

Seattle Excellence Continuous School Improvement Plan (CSIP)

Adams Elementary

Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

Introduction

WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

Seattle Public Schools Foundational Beliefs for Supporting Student Learning

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **By collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

School Profile

Adams Elementary School provides an engaging, rigorous, arts-infused education that maximizes the academic, social and emotional growth of every student. At Adams, we believe students learn best when:

- Learning experiences are appropriately challenging and relevant to the learner. The staff frequently discusses how to increase and support rigor and to maintain high expectations while connecting our students' interests and experiences to the curricula.
- Art is infused through the curricula as a way to build connections, foster engagement, and promote creative and critical thought.
- Students feel a strong sense of belonging to a learning community that is characterized by mutual respect, cooperation and responsibility. We strive to create a welcoming environment in which relationships are built on trust and respect. Adams teachers get to know their students, learn their interests, give frequent opportunities to share about their lives and cultures, and reflect on their strengths.
- Grade level teams work together to create common assessments, to review data and to work together to improve instruction.

Most of all, we want our students to be happy and safe and have good memories of their time at Adams.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, 59% of 3rd grade students of color furthest from educational justice will meet standard or higher on the ELA Smarter Balanced Assessment, from a historical weighted average of 53%. The rate will increase to 65% for the 2021-2022 school year and 70% for the 2022-2023 school year.

Target Goal #1:

By June, 2021 80% of students of color furthest from educational justice in 1st, 2nd, and 3rd grades will demonstrate at least 1.5 years of growth in ELA as demonstrated by RIT scores on the ELA Measures of Academic Progress. This growth rate will continue in the 2021-2022 and 2022-2023 school years.

Target Goal #2:

By June, 2021 90% of kindergarten students of color furthest from educational justice in general education will demonstrate proficiency in a summative Kindergarten Benchmark Assessment. This proficiency rate will continue in the 2021-2022 and 2022-2023 school years.

Supplementary Goal-Math:

76% of students of color furthest from educational justice in grades 3, 4 and 5 will score a 3 or higher on the math section of the Smarter Balanced assessment. 76% is the median target passing rate for all students in grades 3, 4 and 5 at Adams. The goal will increase to 79% and 82% for the 2021-2022 and 2022-2023 school years, respectively.

Safe and Welcoming Environment Goal

Priority Goal:

At Adams, we want our students to learn to work together effectively, to treat each other with respect and to be kind to each other. Our teachers know how important it is to know our students well and to talk to them about their lives, interests, and strengths. We use internally-created student surveys to gauge how we are doing, and this year we want to use the following goal to help us track how comfortable at school our students are and how well they are working together. Key to this goal are our Talking Circles and class meetings that occur in every classroom, every day, first thing in the morning, during which we teach and discuss a wide range of social-emotional learning skills and Race and Equity topics.

There will be a 10-percentage point or greater improvement in positive student survey responses administered to 2nd through 5th grade students in the spring of 2021 from the initial survey in the fall of 2020 to the following questions:

1. Students in my class are friendly to each other.
2. Students in my class help each other learn.
3. Students in my school treat each other with respect.
4. My teacher knows me well and knows what is important to me.
5. My teacher listens to me and encourages me to talk about my experiences, family and culture.

The 2021-2022 and 2022-2023 goals will be for additional increases per year to reach a 90% positive response rate by the end of the 2022-2023 school year.

Target Goal:

By June, 2021, attendance rates for ELL students will increase from a 98.4% rate (for the first six weeks of the 2020-2021 school year) to a 99% rate, indicating the effectiveness of safe and welcoming systems, routines and practices.

Supplementary Goal:

Teachers will communicate with every family in their class at least once a week. This can be achieved by talking to the parents or students by phone, email, or through platforms such as Microsoft Teams, Schoology, Clever or SeeSaw.

High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an

integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

Our area of focus this year will be on the timely resolution of teacher requests for assistance from the team. The MTSS team or delegate(s) will meet with a referring teacher within two weeks of receiving a request. From that meeting, the team may decide to provide intervention advice or may arrange for resources or assistance, including assistance from the Occupational Therapist, Counselor or Reading or Math Specialists. The delegate(s) will follow up within two weeks from the initial meeting to check on how the advice or assistance is working, and at that time will report back to the MTSS team via a Sharepoint MTSS tracking document.

Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

The key concepts that we use at Adams to better meet the needs of students are:

- Intentional teacher assignments so that students are paired with teachers with whom they have already established positive relationships
- Careful scheduling of LAP Reading, ELL, Math Intervention and Special Education pull out instruction times so that our students will not miss key instruction periods in their homerooms and will never feel that they've missed out on opportunities to bond with their classmates or enjoy special classroom events
- Flexible, small-group reading and math instruction targeted to students’ assessed needs, in home rooms and in the LAP Reading/ELL room and the Math Intervention room.
- Regular and ongoing individual reading and writing conferences
- Master scheduling that allows grade level teams to meet on any day to discuss data and instruction plans
- SIPPS instruction in our LAP, ELL, and SPED programs
- Three teacher leaders focused on

- 1. MTSS
- 2. School Improvement Plan goal tracking and assessment data collection
- 3. Social Emotional Learning plan coordination
- Social-emotional learning time at the start of every day in every room that includes time for community circles so students feel closer to their teachers and peers
- A well-developed MTSS plan and process
- Frequent staff discussions and training on accommodating advanced learners

Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

The Adams plan for meeting the Grade 3 reading goal is to incorporate all of the essential practices:

Targeted Instruction using Being a Reader and SIPPS with small, flexible groups for grades K-2 and our target 3rd grade students; building comprehension skills via Making Meaning, Amplify Science and social studies units utilizing GLAD strategies; regular, ongoing individual reading and writing conferences and standards-aligned writing instruction; word analysis and vocabulary instruction; and comprehension strategies instruction using diverse, culturally responsive reading materials. Progress monitored through MAP, Being a Reader and Being a Writer Mastery assessments, along with F&P progress tracking.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

[The Adams Safe and Welcoming Goal centers on helping our students to treat each other with kindness and respect. Our plan is to refine our internally-created daily social-emotional learning plans so that it is easier for teachers to follow and teach, and to set up a process by which all teachers are accountable for the daily sessions. The sessions will be two-part: a community circle in which the teacher and students connect with each other on topics that are student-driven, and a time for the teacher to lead a conversation about the social emotional learning topic for the week.

Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Family and Community Goals

Priority Goal:

There will be a 10-percentage point or greater improvement in positive family survey responses administered to Adams families in the spring of 2021 from the initial survey in the fall of 2020 to the following questions:

1. Adams has an effective family communications system in place.
2. Adams wants to hear what I have to say about the school.
3. My students' teachers communicate with me and my family on a regular basis.
4. I feel welcome and valued as a member of the Adams community.
5. Adams makes a strong effort to include all families in decision-making processes.

Plans for Family Engagement

The Adams Family and Community Engagement Goal centers on improving our efforts to communicate with and include all families in the decision-making processes at the school. Our plan is in three parts:

1. We will create two committees that are focused on frequent family communications. The first committee is the Family Engagement Committee. The goal of this group is to reach out to families

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who are struggling with attendance or homework, and is based on referrals from teachers. The second committee is the ELL Engagement Committee. This committee will follow specific ELL families over the course of the year and keep in close communications with the families so we can relay important information and receive feedback. These families are often hesitant to complete surveys or to attend feedback events, so our hope is that the relationships we build with families via this committee will help with communications.

2. We will conduct monthly question and answer and/or feedback meetings with the Adams community either via Teams or in person.
3. We will create and send out a survey three times per year and work to secure a strong response rate that includes families for which English is a second language. With this information we will work as a school to solve any issues that come up in an effort to improve every aspect of our school.

A key piece of the family engagement process is how well teachers communicate with families. To help stress the importance, we will have staff professional development sessions during the year that will focus on how to communicate effectively with all families. The ELL staff will be involved in these sessions and as part of their commitment they will communicate a plan to the staff about how, specifically, teachers can create communications that will be more likely to be well-received by all families. The Adams technology lead will oversee the creation of the family survey that we will use to gauge our success with the main goal.

2020-2021 COVID-19 CSIP Addendum

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The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

Required Practices:

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.

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7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.
8. **Recommended School Specific Strategy as outlined in the Playbook:**

Our plans has four parts: 1. We will create two committees that are focused on frequent family communications. The first committee is the Family Engagement Committee. The goal of this group is to reach out to families who are struggling with attendance or homework, and is based on referrals from teachers. The second committee is the ELL Engagement Committee. This committee will follow specific ELL families over the course of the year and keep in close communications with the families so we can relay important information and receive feedback. These families are often hesitant to complete surveys or to attend feedback events, so our hope is that the relationships we build with families via this committee will help with communications. 2. We will conduct monthly question and answer and/or feedback meetings with the Adams community either via Teams or in person, with a session for K-2 and a session for 3-5, plus separate sessions for our Somali and Spanish-speaking families. 3. We will create and send out a survey three times per year and work to secure a strong response rate that includes families for which English is a second language. With this information we will work as a school to solve any issues that come up in an effort to improve every aspect of our school. The Adams technology lead will oversee the creation of the family survey that we will use to gauge our success with the main goal. 4. A key piece of the family engagement process is how well teachers communicate with families. To help stress the importance, we will have staff professional development sessions during the year that will focus on how to communicate effectively with all families. The ELL staff will be involved in these sessions and as part of their commitment they will communicate a plan to the staff about how, specifically, teachers can create communications that will be more likely to be well-received by all families.)

Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

Required Practices:

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
4. **Recommended School Specific Strategy as outlined in the Playbook:**

Our plan is in three parts: 1. We will refine our internally-created daily social-emotional learning plan so that it is easier for teachers to follow and teach, and to set up a process by which all teachers are

accountable for the daily sessions. The sessions will be two-part: a community circle in which the teacher and students connect with each other on topics that are student-driven, and a time for the teacher to lead a conversation about the social emotional learning topic for the week. 2. The Race and Equity Team will work with the PTA Race and Equity Committee to add topics and lesson plans to the SEL plan, with the goal of adding one topic/lesson per month for this year. 3. We will continue to talk about Culturally Responsive Teaching as a staff, with professional development sessions that will be led by the Race and Equity Team and the district.

Curriculum, Instruction, and Assessment:

Required Practices:

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
 - A systemic plan to track and monitor learner experience data
 - (e.g. *determine level of engagement to inform supportive practices.*)
 - Collection and review of meaningful and purposeful data
 - (e.g. aligns to SPS assessment plan for 2020-21 school year.)
 - Adult collaboration between educators and families
 - (e.g. review of data in collaborative PLCs)
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
 - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
 - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
 - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
9. **Recommended School Specific Strategy as outlined in the Playbook:**

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SEATTLE EXCELLENCE
Educate. Engage. Empower.

The most important element of daily instruction at Adams is for teachers to connect with students at the start of every day and every lesson. This includes giving a warm welcome to every student and developing and teaching rituals that make students comfortable and help them to understand teacher expectations. It's not just the students who will benefit from this; teachers need the connections, too.

The next element is to reinforce opening routines. Teachers should clarify what materials students will need for the lesson, state the main purpose and teaching point and describe what they should expect, along with any directions that they will need to benefit from the lesson.

Another element is that teachers should attempt to engage students by calling on them frequently and asking to share their thoughts with the class. The teacher should validate the responses and thank students. This polite, thoughtful exchange of ideas is essential to keeping students engaged.

Teachers should use low tech and high tech options to provide visuals for students. All Adams students should have mini-whiteboards, and teachers should encourage them to use the whiteboards to respond to prompts by holding up their answers to share with the teacher and other students.

Teachers should think of creative questions to solicit student participation. Open-ended questions are typically better than yes-no questions. Teachers should respond with positive feedback for any answers but should gently move towards finding answers that most effectively solve the questions.

When it's time for small group work, teachers should focus attention on students who clearly did not understand the main teaching points of the lesson.

We will frequently talk about these key elements of effective online learning during our weekly staff meetings.