

Seattle Excellence Continuous School Improvement Plan (CSIP)

Alki 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

The Alki school community works collaboratively to ensure that each student achieves academically, socially, and emotionally. Teachers and staff at Alki provide challenging instruction that encourages children to explore their world and develop multiple solutions for complex problems. We offer rich, integrated learning experiences that offer a variety of ways for children to be engaged in the learning process. We cultivate citizenship, responsibility, and collaboration among students, staff, families and community members in order to provide a successful school experience for each child.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 20.21 school year, at least 57% of 3rd grade Students of Color Furthest from Educational Justice will meet standard or higher on the ELA Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

Priority Goal:

For the 20.21 school year, 88% of Students of Color Furthest from Educational Justice (K-5) will increase attendance to the 90% threshold and eliminate disproportionate attendance rates as compared to peers.]

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.

Focus Area #1: All students have access to standards-based core curriculum that is horizontally and vertically aligned. Alki Elementary has been working to create strong grade-level PLCs. Our work for the coming year will be to create vertical alignment between both academic and SEL content areas, first prioritizing English Language Arts.

Focus Area #2: Consistent communication of expectations and instruction for social, emotional and behavioral learning; grounded in culturally responsive practices. Alki Elementary has been building our knowledge of social-emotional learning. Our work for the coming year will be to continue that work while incorporating strong culturally responsive teaching practices.

Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide

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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.

Alki Elementary is committed to strong Tier 1 instructional practices and has a clear system for supporting students through Tier 2 and Tier 3 supports and intervention. Each grade level receives 30m (3x/week) of an intervention block that is served by both our ELL and Intervention teacher. Each grade level team analyzes their student data regularly and works with the Student Support Team to determine the best model for supporting students in each grade. By doing this, we ensure that the most highly qualified educator is working with the students furthest from educational justice.

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.

Our work in the coming year will be to improve foundational culturally responsive practices across classrooms. We will intentionally use classroom routines to foster a culture of collectivism, inclusion, and identity safety. We will create regular structures and opportunities for student voice and agency. We will

deliver instruction with high expectations for every students' intellectual engagement and to support their development as independent learners.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can to 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.

To build upon our current practices in our work both in social emotional learning and talking circles (restorative justice), we will focus the coming year on these two areas. Teachers will engage in collaboration and professional development focused on building their content knowledge with a foundation rooted in culturally responsive teaching practices. We will use our district SEL rubric to create formative assessments to monitor progress throughout the year and final success will be measured by our climate surveys at the end of the school year.

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:

By May 2020, we will see an 20% increase in families who feel that “the school has overcome cultural barriers between staff and families” as measured by the 2020 Spring Family Climate Survey.

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Plans for Family Engagement

Alki Elementary will systemically focus support on students furthest from educational justice with more intensive (Tier 2 and 3) supports for African American males. Implementation strategies will be to engage staff in professional development on Tier 2 and Tier 3 supports.

In addition, Alki Elementary will intentionally use assessment and data practices that engage a racial equity-based approach to analyzing and responding to varied data. Implementation Strategies will include knowing all students by name, face and two personal facts (Fall baseline, Spring check-in, End-year follow-up) and teachers have plan for annual family engagement experience for every classroom.

20-21 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.
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:

Alki Elementary hosts Weekly All-School SEL Assemblies to engage our community in Social-Emotional Learning and connecting as a community. Each week features a read aloud that is focused on our Character Traits for the month, a movement activity from our P.E teacher, inspirational words from our staff and announcements from library about our reading goals as a school for the month. These live events have been very well attended; typically bringing 200-250 students, families, and teachers together. To engage with adults about online learning and support Principal Skeffington hosts monthly conversations. The opportunity to engage in two-way dialogue has helped us to work through systems-level changes that need to happen in order to best support our families. Alki Elementary hosted Virtual Curriculum Night this year, and Principal Skeffington sent a survey to gain feedback after the event so that we can continue to improve the experience for families. Each week Principal Skeffington sends information to the community through Mason's Monday Message. This information source connects families with resources available to them, keeps up-to-date with events and timelines, and creates an open line of communication with the school and the Principal to support 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:
 1. Weekly all-school SEL assemblies that are centered on our Character Traits by Month and optimistic closure for the week ahead.
 2. Digital Citizenship lessons presented during library times and reinforced in class.
 3. Each class has created a Class Charter and review and revise it as needed in our remote setting.
 4. Each staff meeting starts with Kudos and Connections time for staff as a time to celebrate and reflect on our work.
 5. Staff are hosting social check-ins with each other as a space to be together and support each other's social emotional well-being during this time apart.
 6. Principal hosts weekly Team meetings with each grade level, and bi-weekly 1:1 check-in times with each staff member.

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:**
 - Establish consistent instructional routines
 - Build Meaningful relationships with students
 - Connect with students each day
 - Reinforce opening routines
 - Make instruction and thinking visible in class
 - Small group instruction tailored to student needs
 - MTSS Team Meets 2x month to review students in intervention and plans for wrap-around supports of students.