

Seattle Excellence Continuous School Improvement Plan (CSIP)

Bailey Gatzert

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

Bailey Gatzert Elementary School is a dynamic place that serves Seattle's Central District community. The location of Bailey Gatzert attracts families with varied cultural backgrounds. The school community's diversity is its strength, with over twenty-five different languages spoken by 125 students.

Bailey Gatzert's academic approach is designed to challenge and motivate its diverse student population and is driven by equity and the highest possible learning expectations for students. The learning experiences at Bailey Gatzert are academically rigorous and intended to prepare students for success in the future.

At Bailey Gatzert Elementary, we are strategic, intentional, culturally attentive, and student-centered in our approach to supporting students. Targeted individualized learning plans are created and implemented to reflect the academic expectations for students. With support, students are engaged and motivated through relevant real-world learning experiences focused on the 21st Century learning skills-communication, collaboration, and critical thinking.

The school community is supported by the Family Partners team. The goal of the Family Partners team is to build community through supporting student learning. The team is comprised of family leaders, staff, and community organizations. The Family Partner team works in conjunction with Bailey Gatzert Elementary to Promote the "Big Three" -Home-School-Community.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 30% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

ELA Target Goals:

[By June 2021, the percentage of Grade 3 students proficient on SBA Reading will increase from 14% to 24%.

By June 2021, the percentage of African American 3rd Grade Males meeting standard on the ELA SBA will increase from 5% to 15%

By June 2021, the percentage of ELL students will increase from 0% to 10% proficient on the ELA SBA

Supplementary Goals:

By June 2021, the percentage of Grade 3 students proficient on Math SBA will increase from 14% to 24%.

By June 2021, the percentage of Grade 5 students proficient on Math SBA will increase from 24% to 40%.

Safe and Welcoming Environment Goal

Priority Goal:

By June 2021, attendance rates for Pre-K to 5th grade students will increase from 92% in March 2020 to 95%, indicating effectiveness of safe and welcoming systems, routines and practices.

By June 2021, exclusionary discipline rates for Pre-K to 5th grade students will decrease from 3.7% in March 2020 to 1.7% indicating effectiveness of safe and welcoming systems, routines and practices.

Supplementary Goals:

Remote Learning Goal: In the event of school closures, and/or by June 2021, while acknowledging hardships some of our families are going through (limited internet, essential worker status, etc.) teachers will strive to reach at least 90% of the students in their class at least once a week. This can be achieved by talking to the parents or students in person, over the phone, via email, or through home learning platforms such as Microsoft Teams, Schoology, Clever, SeeSaw, etc.

Social Emotional Learning Goal: By June 2021 Bailey Gatzert Elementary Staff will implement SEL best practices that promote and support students' ability to manage emotions, manage behaviors and set and achieve goals that positively impact their academic achievement.

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.

Conduct universal screening of all students early in the school year and continue ongoing progress monitoring to track student progress

Implement tiers of interventions to support students with SEL, Academic, Attendance, and Behavior that can be amplified in response to levels of need

Conduct grade level progress monitoring meetings every six weeks with MTSS Team to adjust Tiered instruction and support

Promote targeted intervention strategies through ongoing data collection and continual assessment

Implement schoolwide approach to expectations and supports for all students

Enlist ongoing support from parents in the MTSS process

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.

By June 2021, 75% of students with unique needs (ELL, Sped, and HC) will meet gap closing goals set by instructional staff. These goals will be set as early in the year as possible using formative assessments. Goals will be monitored and updated monthly to ensure progress toward closing the gaps. The gap closing strategies will include targeted small group instruction, scaffolding Tier 1 instruction, support staff lesson planning with classroom teachers and co-teaching lessons. Staff will strategically create classrooms to better provide services for students with unique needs.

Practices and Strategies:

Gap closing strategies for ELL students include collaborative team teaching in order to increase access to Tier 1 instruction. Methods include constructive conversation structures to increase oral language in classroom discussions, turn and talks and other curriculum-based routines.

The gap closing strategies will include targeted small group instruction, scaffolding Tier 1 instruction, support staff lesson planning with classroom teachers and co-teaching lessons.

Staff will strategically create break out groups via remote learning to support ELL, SPED, HC students unique needs and goals.

Staff will provide learning opportunities that are culturally responsive and engaging for all students.

Staff will continue to use the Mood Meter, Meta Moment, and other Research Based Social Emotional Learning (SEL) curriculums to support student growth in SEL on a daily and consistent basis.

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.

3rd Grade ELA Practices and Strategies:

[Staff will provide small group push in intervention for tier 2 students and possible pull out for tier 3 students providing differentiated remote learning links for break-out groups.

Supplementary Goal Practices and Strategies:

Teachers will collect and track data on math learning throughout each unit, differentiating and adding supports for students during each math unit taught.

Teachers will engage in monthly progress monitoring math meetings via Early Release Wednesday (Red and Yellow) and MTSS meeting dates with interventionists to analyze student growth and discuss next steps.

Teachers will incorporate daily warm-up routines to improve math fluency.

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.

Priority Goal Strategies

Interacting with families and students with positive, strength-based culturally responsive practices through daily remote learning family check-ins.

Ensuring the presence of language translators at Family Community events and invitations to events will be posted in multiple languages.

Utilizing (PBIS) positive behavior intervention system by naming positives with high expectations (5:1), rewarding expected SEL and academic behaviors (with Bear Paws, drive-through celebrations recognition assemblies), providing predictable, consistent structures for the class environment, online learning environment (TEAMS), transitions, recess, cafeteria, hallways, etc.

Utilizing consistently, Culturally Responsive Teaching Practices and Trauma-Informed Teaching Practices to support students academically, socially and emotionally.

Supplemental Goal Strategies

Create a consistent system of communication with families.

Create a consistent loop for student feedback on completed work.

Work within the family's reality to maximize home learning workload.

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 June 2021, parent involvement will increase by 5%, from 57% to 62% by engaging parents in the school's volunteer program to participate in supporting school-wide, classroom, and parent involvement activities.

Plans for Family Engagement

Designating a parent liaison to oversee the school volunteer program.

Inviting parents to join and participate in the school volunteer program.

Providing training for volunteers based on their assignment and need.

Providing parents professional development on all school systems in person and remote.

Promoting parent volunteer to support teachers in the classroom as well as in school-wide activities.

Recognize monthly a family for positive partnership efforts.

Ensuring regular positive communication with families via a monthly newsletter, monthly town halls, regular robocalls, frequent emails of important events, strategies to support students at home, and how to advocate for your student.

Selecting monthly a student from each class for the Scholar Wall to be recognized for their positive behaviors

We will assess the impact of the volunteer program on school operations, school climate, and student performance data and surveys annually. The family engagement plan will be implemented by the Family Partner Team here at Bailey Gatzert. The goal of the Family Partner Team is to guide all efforts to implement an effective plan for family engagement. The Family Partner team will also partner with community organizations to provide resources for parent engagement and wrap-around resources for families. Last, in partnership with the school, the Family Partner Team will support best practices in responding to parent concerns and/or complaints to ensure all students' needs are met.

2020-2021 COVID-19 CSIP Addendum

Bailey Gatzert

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:**
Create a consistent system of communication with families via Teams, Emails, Seesaw, monthly newsletter, monthly towns halls, and phone calls by the teacher, administration counselor, and family support worker to promote a welcoming supportive school environment to build community through supporting students learning.

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:
Utilize (PBIS) positive behavior intervention system by naming positives with high expectations (5:1), rewarding expected SEL and academic behaviors (with Bear Paws and recognition virtual assemblies), providing predictable, consistent structures for the remote class environment, transitions, engagement, using the chat, and posting class work.

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:**

Implement tiers of targeted interventions to support students with SEL, Academic, Attendance, and Behavior expectations that can be amplified in response to levels of need through ongoing data collection.