

Seattle Excellence Continuous School Improvement Plan (CSIP)

Beacon Hill International School

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 mission of Beacon Hill International School community is to educate students to be critical thinkers, problem solvers, and global citizens who are knowledgeable and curious about their natural and social worlds. It is our goal that Beacon Hill International School graduates are life-long learners and compassionate caring people who take action to make the world a better place for everyone. Beacon Hill International School is a diverse community of learners and educators who value the rich linguistic and cultural resources of our community. We seek to develop competent and confident multilingual, multicultural and socially responsible citizens with the strong academic skills and compassion needed in our global society.



Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 44% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

Priority Goal: By June, 2021, attendance rates for African American Males will increase from 78.5% in March 2020 to 90% indicating effectiveness of safe and welcoming systems, routines and practices.

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.

Based on the analysis of data some concerns about student learning are the progress of sub-groups, though making growth, that are not making enough progress yearly to meet grade-level standards and benchmarks.

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These subgroups are our ELL students and our students receiving special education services. Our MTSS structures include the following tiered support plan to identify students needing more targeted interventions. Our MTSS structure includes progress monitor of plans and student progress of our identified subgroups.

MTSS Structures

Tier 1:

- Implementation of High-Leverage Practices for core instruction (school-wide)
- Administering district screeners (3x year) and common assessments of priority standards (after each unit)
- PLCs for student data analysis and identification of core learning instructional moves. (weekly meetings)

Tier 2:

- ELL Focus Students: subgroup of 60 ELL focus students to give staff the opportunity to influence, observe, and work with students who need academic acceleration. Focus students identified using ALI indicators, ELP data, formative assessments, and summative assessments. Teacher leaders facilitate weekly professional learning community (PLC) meetings for progress monitoring; identified instructional lifts and intentional small group instruction and strategy implementation for focus students.
- PLC Students of concern and team based consultancies to identify student skill gaps and 4-6 intervention cycles
- Extended Learning: small group after-school intervention for students needing extra academic support. Students identified using assessment data teacher observations of student demonstrations.
- Summer Learning: BHIS summer school learning program for identified 60 incoming 5th graders. Students receive ELA, math, and enrich programming 5 days a week for 4 weeks.

Tier 3:

- Coordination of Services Team (COST): Team consists of admin, counselor, psychologist, and referring teachers. Team meets in response to teachers requesting assistance for students of which current interventions are not effective. Teachers complete and submit COST request for assistance form and COST team facilitates consultancies to analyze data and determine next steps for more tiered intervention support (including different intervention group, identifying foundational skill gaps, 1:1 tutoring, communication with parents/family, counseling or mental health services, or SIT meeting).
- School Intervention Team (SIT): School intervention team meets at needs basis when a request for an evaluation for special education services is made. SIT team consists of admin, counselor, psychologist, and teachers
- IEPs: Current caseload of 27 students receiving special education services. Special education teacher and classroom teacher progress monitor IEP goals and priority standards using assessments, student work evidence, and observations. IEP are reviewed annually
- 504s: Students with 504 plans receive accommodations in core classroom. Plans are reviewed annually.



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 “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.

We have identified African American Males, English Language Learners, and students with special education services as our specific subgroups for our gap closing goals. These specific subgroups are students furthest from educational achievement in our school. We believe that collective efficacy with implementation of specific strategies and equity-centered practices and to increase student engagement and experience will close the achievement gap and accelerate the learning for our students who have been historically underserved in our system. The following practices and strategies are our focus to close the achievement gap:

- **PLC practices:** Teachers will increase efficacy for acceleration of student outcomes by implementing high-leverage collaborative strategies. These strategies include: use of equity-based 3-phase student analysis protocols to identify patterns of learning and patterns of success and needs for our named subgroups, standards-based alignment in intentional lesson design to ensure depth of knowledge and grade level content learning and assessment, deprivatization of teacher practice with implementation of team/peer classroom walkthroughs and reflection time.
- **PBIS:** Implementation of strong tiered PBIS program to be a safety-net for students needing social emotional learning support. Our tier 1 focus is on providing clarity of our school-wide expectations, - I am safe, I am kind, I am responsible. Specific language for tier 1 expectations are taught and retaught. Ongoing specific praise/acknowledgement and classroom-based incentives are implemented for displaying expected behaviors. Tier 2 strategy is our Check-in-Check Out (CICO) program for a caseload of 10 students needing more specific goal-setting connected to our school-wide expectations; CICO caseload is determined by behavioral data teacher request for assistance. Tier 3 supports is our caseload of students being served by our Odessa Brown Mental Health therapist, Incredible Years small group of students, students with special education services with identified goals of behavior and social-emotional needs.
- **Implementation of High-Leverage Practices:** We have named school-wide high-leverage practices as part of our instructional vision and theory of action to narrow our focus in order to increase teacher skill and knowledge towards closing achievement gap. Naming specific high-leverage practices allow better focus with alignment of professional development, alignment of school-based committee and team work, and effective assessment of student engagement.

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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.

Establish a systemic approach to Tier 2 and Tier 3 interventions for students struggling in reading and mathematics, and to incorporate research-based interventions that accelerate learning so that students can catch up in a short period of time.

Identifying ELL focus students school-wide and using specific strategies and scaffolds in tier 1 as identified in the achievement level indicators that will support all students to grow in language acquisition.

Provide extra learning time for students by certificated staff. For students who need additional support and acceleration, we are providing extra practice and support outside of the school day.

Remove physical, emotional, and mental barriers to learning. In partnership with Odessa Brown Children's Clinic, the University of WA Education Psychology Department, El Centro, our school counselor, our family support worker, and the Asian Counseling and Referral Service (ACRS), we are providing onsite health and mental health care to remove the barriers that impact learning.

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.

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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 achieve our goal of a safe and welcoming environment, we will implement the following practices and strategies:

- **Culturally Responsive Teaching (CRT) Practices:** Teachers will design core lessons and small group instruction with specific CRT practices to increase student engagement and rigor in learning core content which will directly impact attendance outcomes. Specifically, the high leverage CRT practices focus are: strong relationship building through community circles and positive and genuine rapport building, comprehensible input and output, differentiation, incorporating student voice and family funds of knowledge, questions that elicit multiple perspectives, and the essential components of task-based learning.
- **Small Group Differentiated Learning:** Using district assessment screeners, classroom-based formative assessments, and teacher observational data, students are identified for specific small group learning for more targeted and focused instruction that meet skill-gap needs and strengthening of foundational skills.
- **Student Voice Data Collection and Analysis:** Admin, teachers, and intervention specialists will analyze the Panorama district student survey (administered week of Oct. 19-23 for grades 3-5) to better understand student feelings and perceptions of school experience. Through collaborative work in PLCs, teachers will identify next steps in strengthening lesson design, teacher practices, and relationships.
- **On-going Attendance Monitoring and Tiered Support Plan:** School Levy Intervention Team will identify case-load of students needing intervention support. School-based intervention protocol and plan is developed and monitored by Levy Team to contact parents, assess needs, and implement supports needed.

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.

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Family and Community Goals

Priority Goal:

By June 2021 BHIS will have created and implemented 3 family councils – Black Family Council, Latinx Family Council, and Asian Family Council to deepen and strengthen alliances with family towards closing the achievement gap. This goal increases two-way communication with school and family. These councils are affinity groups and attends to the specific cultural contexts and needs of the groups to share, reflect, support each other, and inform school pedagogy. Family Councils will have a parent leader and facilitator who will lead monthly meetings and will act as the liaison between PTA and school Racial Equity Team as a structure for feedback and voice to inform PTA decisions and school Racial Equity Team action plans.

Plans for Family Engagement

Plans for family engagement include:

- Knowledge and use of Dual Capacity Framework to create common language and shared outcomes (within and between BHIS family council groups, PTA, and school RET) for building effective family-school partnerships which support student achievement and school improvement. [Dual Capacity Framework](#);
- Survey Data: Administering student, family, and staff climate surveys to inform school improvement efforts. Survey data will be analyzed by the school RET and BLT. Survey results including strengths and areas of growth will be shared with all stake holders. Goals, outcomes, and action steps/plans will be shared with all stakeholders. The racial equity analysis tool helps in determining goals and outcomes to partner with families. Survey data is an important element of authentic feedback from families.

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School Name: Beacon Hill International School

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:

Minimum of 3 family Q&A sessions throughout the year with breakout rooms by language – attended by school administrators, teachers, PTA, and equity team members.)

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:

Starting each day for every student with a class meeting designed to build community amongst students and support our school wide goal of engaging all students in learning with a focus on students furthest from educational justice.

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.

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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:**
Using high leverage practice of comprehensible input and output for language and linguistic learning.
Consideration of student interest, learning style, and home contexts.