

# Seattle Excellence Continuous School Improvement Plan (CSIP)

## BF Day 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.

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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

B. F. Day is located in the Fremont neighborhood of Seattle. Our mission is to nurture the holistic development of each child in a positive, respectful environment while meeting individual academic needs through meaningful content, strategic use of resources, and collaborative partnerships with staff, families and community. Housing 420 students, we offer a full day preschool program, as well as offering Access and social emotional learning special education programs. We strive to be lifelong learners who are caring, engaged and responsible. Our staff use race and equity resources to ensure our practices meet the needs of our most vulnerable learners.

## Priorities and Measurable Goals

### Elementary Focus Goal: 3rd Grade English Language Arts

#### **Priority Goal:**

For the 2020-21 school year, at least 80% of 3rd grade students of color, (encompassing all genders and all racial makeups that encompass non-white), furthest from educational justice will meet standard or higher on the ELA Smarter Balanced Assessment, or appropriate district sponsored assessment, if the Smarter Balanced Assessment is not administered.

#### **Target Goal #1:**

By June 2021, 90% of first through third grade students will respond to fiction and non-fiction prompts citing text evidence, demonstrating key components of engaging in close reading of complex, grade-level texts. This will be measured by teacher created rubrics, refined by grade level, that assess verbal and written responses of a reading passage three times per year: Fall, Winter and Spring.

### Safe and Welcoming Environment Goal

#### **Priority Goal:**

By June 2021, rates for average daily use on any platform for Students of Color Furthest Away From Educational Justice will increase from 91.9% (9/9/20 - 10/8/20) to at or around 95.2% (within 1 percentage point of the overall average school data), indicating effectiveness of safe and welcoming systems, routines and practices. Baseline data indicates that average daily use on any platform for the entire school (9/9/20 - 10/8/20) is 95.2%.

#### **Target Goal:**

By June 2021, we will maintain the favorability rating of 89% from the Fall Student Climate Survey to the Spring Student Climate Survey. Baseline data from 2019 survey results indicate that School Safety was 73% favorable and Belonging was 83% favorable. Baseline data for the June 2021 goal will be collected from the survey deployed in Fall of 2020 to determine if remote learning is influential on the baseline data.

## 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.

Multi-Tiered Systems and Supports is a school-wide system for guiding interventions and monitoring student progress. This year, our school will intentionally focus on strengthening Tier I and Student Intervention Team (SIT) practices. This will guide decision-making on classroom and intervention instruction, as well as guide our data analysis in Professional Learning Communities, SIT meetings and MTSS (progress) meetings. Professional development on the MTSS processes and systems will take place on early release Wednesdays.

## 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.

We will use research-based strategies that help students who are above, at, or below standard using a multi-tiered system of academic and social-emotional supports. A parent advisory council for families of color will support

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strengthening partnerships and school services for students furthest from educational justice. This goal is listed in the inclusive and authentic engagement section of this CSIP.

## **General Education:**

- Assess progress regularly in order to eliminate achievement gaps. Data will be reviewed at both grade level and cross-grade level meetings, PLC meetings, and bi-weekly check-in meetings between teachers and administration.
- Strengthen Tier 1 instruction and MTSS procedures to meet students' needs.
- Triangulate student data to garner accurate representation of student progress
- Ensure that teachers have on-going support in meeting students' needs, developing effective interventions and strategies, and in tracking student progress over time.
- Invite and partner with culturally marginalized families to become advocates within the school.
- Facilitate professional development, teacher collaboration and training in order to strengthen the core academic program of the school.
- Meet students' individual learning needs through differentiation based on skill levels, Spectrum, ELL, LAP interventions and Special Education programs.
- Use Fountas and Pinnell Leveled Literacy Interventions (LLI) for K – 5 students. Literacy intervention will happen for identified students from the previous year as soon as the intervention plan is designed with our new teacher. Students new to B. F. Day will be added to intervention program as identified. We have funded a part time teacher and a full-time instructional assistant to offer support using a program called Leveled Literacy Interventions, or LLI. Kindergarten students will be identified during the first month of school for K readiness. Those students needing support in letter identification and sounds will receive interventions with a tutor.

We will also use the following research-based strategies to target focus students in these areas:

## **ELL:**

- Aligned sheltered instruction
- NUA strategies
- GLAD strategies

## **SPED:**

- Data review and data tracking
- Small group instruction
- ReadWell reading curriculum
- Words Their Way phonics curriculum
- Moby Max online math and reading intervention
- Visual models and aids
- Positive reinforcement
- Basic Math

## **Advanced Learning:**

- Flexible (and/or cluster) grouping
- Curriculum compacting
- Tiered instruction
- Small group instruction
- Moderate acceleration
- Enrichment opportunities

## **Gap closing:**

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- Data review and data tracking with tiered interventions
- Frequent check-ins by counselor, administrators and other support staff (PE and Art teachers) for highest priority students
- On-going climate work to foster positive student/staff relationships and pride in their school
- Effective intervention services

## 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.

Teachers meet weekly in PLCs to review data and plan high-quality lessons. Teachers differentiate their lessons and collect assessment data on standards. Students not meeting standards will receive research-based intervention. The MTSS team collaborates with teachers regarding students experiencing difficulties in learning, helping to identify and monitor the intervention.

Our full-time counselor provides each homeroom a 30-minute SEL lesson per week, bringing alignment with a school wide SEL curriculum. We use the Sanford Harmony curriculum, which is designed to foster intergender communication and understanding, connection, and community both in and outside the classroom.

## 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.

We prioritize a safe and welcoming environment for students and their families. Student social-emotional well-being and growth are supported through weekly SEL lessons from our counselor, Monday assemblies, monthly Dragon Dens, mindfulness strategies in our morning announcements, class meetings, Positive Discipline and intentional check in/out meetings with students and trusted adults on campus. We will formalize a structure for a Student Council to allow additional opportunities for student voice.

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### **Target Goal:**

By June 2021, we will maintain the favorability rating of 89% as rated in the fall student climate survey. Baseline data from 2019 survey results indicate that School Safety was 73% favorable and Belonging was 83% favorable. Baseline data for the June 2021 goal will be collected from the survey deployed in Fall of 2020 to determine if remote learning is influential on the baseline data.

## 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, 85% of families of color (including multiracial families, and all non-White families, n=61) will participate in an interview or focus group to generate qualitative data regarding school climate and teaching and learning at B.F. Day. An internal target will be for 100% of families of African

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American males to participate in an interview (n=16). Data will be coded to identify critical emerging themes that will guide the formation and work of a B.F. Day council by families of color.

## Plans for Family Engagement

Our intention is to create an advisory group led by families of color. This council will primarily serve to provide insight into culturally sustaining practices that parallel matters of racial equity. It may also serve to provide guidance on topics related to overall school operations. The council will offer a platform for marginalized families to become advocates within the school, while affirming the strengths they bring to the school community. We propose to meet three to four times per school year and will also include an online survey to encourage as many to participate, as possible. Information gathered will inform future CSIP goals, as well as identify instructional practices and professional development needed to meet the needs of students furthest from educational justice. Members of the PTSA and the Race/Equity Team are encouraged to participate alongside the council.

## 2020-2021 COVID-19 CSIP Addendum

### B.F. Day

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:**

(B.F. Day empowers families and caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for their grade level. To keep language consistent school wide, we are using a common template to communicate with families. Staff has reviewed the expectations regarding learning intentions and success criteria as outlined in The Distance Learning Playbook by Doug Fisher. We include learning intentions and success criteria for ELA, Math, SEL, Science, and Social Studies. In addition, there is also a section for grade level news. These are sent weekly by the School Administration team. A universal screening process was conducted prior to September 25<sup>th</sup>, as required by the SPS Remote Learning Playbook. Approximately 85% of our families were able to come to school to pick-up the needed curricular and technology resources. School staff made home visits and personal phone calls to families needing Tier 2 and Tier 3 supports to ensure families had access to adequate resources prior to the start of academic instruction. Administration conducted four family information sessions via Teams to communicate remote learning information as well as offer an open forum for questions and concerns. A Remote Learning Family Survey was conducted at the beginning of October. The information was shared and disaggregated with staff to identify areas of need and adjust instruction/processes accordingly. School administration will conduct monthly listening sessions to solicit parent feedback, share partnership opportunities, etc. These virtual meetings will be held at different times of the day to accommodate family schedules. In November, Family/Educator virtual conferences will be scheduled. Grade level teachers host curriculum nights, parent education nights, and parent check-in meetings. These meetings are approximately once per month per grade level, depending on need. )

## 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:**

B.F. Day recognizes that during remote learning, social-emotional wellness is paramount for both students and staff. To recognize the needs of adult staff members during this time, weekly staff meetings and grade level meetings are utilized as a forum for share outs, positive affirmations, requests for support, etc. Staff meetings are also an opportunity to check on overall staff wellness and morale. Within these scheduled times, school leaders model the recommended practices of optimistic closure, attentive listening, welcoming routines, greeting participants by name, brain breaks, and teacher created best practices to ensure that staff incorporate these in their lessons with students. To monitor student wellness, teachers have embedded a morning meeting into their classroom schedules. Within the morning meeting, teachers check-in with students and deliver a social-emotional lesson. The morning meeting provides a forum to address wellness concerns that arise. Students receive weekly life skills classes taught by the school counselor. Themes of the curriculum include topics such as coping strategies, mindfulness, and stress management. The school counselor supports PBIS incentives that include a “School Store” where students can earn a tangible reward delivered via a home visit by the counselor. In addition, the school hosts monthly assemblies to reinforce the objectives of a school wide PBIS initiative, centered on the theme of creating students that are caring, engaged, and responsible. Students are selected by their homeroom teacher to earn monthly certificates recognizing their exemplary character. Finally, to reinforce positive behavior, school administrators mail home positive postcards to students after informally visiting classroom sessions. These efforts not only support PBIS initiatives, but strive to maintain positive interpersonal relationships in remote times. The overarching goal of these initiatives are to have one touch point with every child in the school. Help Desk and SIT process function remotely to address both SEL and academic needs. Staff use the [Behavior Intervention Manual](#) (BIM) and [Pre-Referral Intervention Manual](#) (PRIM) as a guide to develop interventions.

## 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

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- (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:**

B.F. Day teachers are committed to culturally responsive instruction that promotes an equitable classroom environment. Student voice is fostered and valued through cooperative and collaborative learning. We honor individual requests to refine and adjust instructional content to ensure that students' needs are met. We strive to have students continually remain engaged in remote learning. In response to parent survey data, teachers generate "must do" and "may do" activity lists to identify required assignments and optional activities. The purpose is to help families understand which activities will be reviewed and where feedback will be offered. It also provides appropriate enrichment activities for families seeking to provide a richer instructional day for their child.

We provide opportunities for families to receive needed supplies and resources, including access to leveled library reading books. The school librarian is facilitating a curbside checkout program. ELL and Special Education staff connect with students and families on a consistent basis.

The school administration team will review and communicate the Homework Plan to families and students.