



# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Bridges & XIP Program

### 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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**SEATTLE EXCELLENCE**  
Educate. Engage. Empower.

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

BRIDGES is a special education program for adult students, ages 18-21, whose IEP teams have determined that they require transition services (independent living skills, vocational skills, further education and training) post high school. BRIDGES provides special education transition services for the entire special education continuum, helping students develop independence. We have programs all over the district.

## Priorities and Measurable Goals

High School Focus Goal: 9<sup>th</sup> Grade On-Track

Safe and Welcoming Environment Goal

### **Priority Goal:**

By June 1, 2021, 70 percent of students will have participated in at least one form of a climate survey, with a minimum of 80 percent of those students indicating that they feel safe and supported by BRIDGES staff and job site supervisors.

## **Supplementary Goals**

A minimum of 80 percent of students of color furthest from educational justice, and specifically Black males, will indicate that they feel safe and supported by BRIDGES staff and job site supervisors.

## 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.

Although BRIDGES does not have a formal MTSS plan, because we only serve students with IEPs, we utilize many of the MTSS structures. For example, we use screening documents and online dashboards to get baseline data on student mastery of education, training, and independent living skills. We use published criterion-referenced tests to determine student achievement in relation to their IEP goals. Teaming structures are used to align teaching practices across the special education continuum. There is consistent communication of expectations and instruction for social, emotional, and behavioral learning. All students have access to transition curricula at and just above their independent instructional level. Both formative and summative assessment are conducted regularly, and there are routines and procedures for the collection, interpretation, and dissemination of data. Intervention and support decisions are made using valid and reliable data practices.

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## 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.

One hundred percent of BRIDGES students are people with disabilities. In addition, 40 percent of our students are people of color furthest from educational justice. Sixteen percent of our students are served by ELL staff. As a result of our unique student population, we individualize plans for each student. When students are grouped together, it is because they have both common interests and a common skills level with their peers.

## 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.

There are two priorities for special education services: remediation and compensation. We provide remediation when we stop students’ regression, providing a minimum of a year’s growth in a year’s time.

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Compensation helps close the gap between students with disabilities and their nondisabled peers. Our goal is to consistently monitor achievement of students of color furthest from educational justice, particularly African American males, and to ensure that they receive BOTH special education priorities. That is, we want our targeted students to have more than a year's growth in every area, every year that they are in BRIDGES. In this way, the students have more college and career choices open to them, AND the skills to take advantage of those opportunities.

## 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.

Right now we have a shortage of data. Last year, only 29 of 138 families took the climate survey. We have no data at all from BRIDGES students. This year we have access to climate surveys and are reaching out to our families to encourage them to participate. All of our students will be given opportunities to participate in the survey with staff support during live instruction. Each student will receive accommodations to do so. Our goal this year is to collect as much data about stakeholder concerns as possible in order to make sure that when we connect with families, that we address their concerns efficiently and with respect.

## 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 1, 2021, we will have data from families via the parent climate surveys that at least 80 percent of our families/adult students feel that we work in respectful partnership with them.

### **Target Goal:**

Eighty percent of families of color, particularly African American families/adult students will indicate via climate surveys that they feel we work in respectful partnership with them.

### **Plans for Family Engagement**

Depending on the location of BRIDGES students on the special education continuum, family engagement levels differ. For students who will need lifelong support at work and at home, we engage with families by calling and emailing frequently, as their parents are their guardians. For students who are more independent, whether they are their own guardians or not, we continue to work with their families with their permission. That said, in the past we have had trouble communicating regularly with parents who do not speak or read English. We are utilizing TalkingPoints to text parents who speak languages other than English and prefer to use phones, using ASL interpreters for our deaf students, and finding creative ways to communicate with families of color, especially African American families, in ways they feel are respectful.