

Seattle Excellence Continuous School Improvement Plan (CSIP)

Broadview Thomson PreK-8

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.

Broadview Thomson

PreK-8



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

Broadview-Thomson PreK-8 is a diverse and inclusive community where we challenge students academically and support them emotionally by cultivating caring relationships.

Broadview-Thomson PreK-8 envisions a school that is welcoming and innovative where everyone works together toward a common goal: prepartint all students for a sustainble future.

The school serves the diverse neighborhoods of northwest Seattle along the Aurora and Greenwood Avenue corridors. It is racially and ethnically diverse with about one-fourth of students identifying as Black, one-fourth Hispanic, one-fourth White; about 10% of our students identified as Asian and 10% as Multiracial. About one-fourth of our students are English language learners. 60% of our students qualify for Free or Reduced-price lunches.

Broadview Thomson PreK-8



We have an experienced teaching corps, with 70% having at least 5 years' teaching experience. Our staff are deeply connected to our community, and we partner with a number of neighborhood organizations in support of our students and families.

The operation of the school and the extracurricular opportunities for students are supported by a high-functioning, community-connected Parent-Teacher Association.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

Broadview-Thomson PreK-8 School's 3rd grade students reading proficiency will increase from a 3-year historical average of 40.2 to 47 as measured by the Smarter Balanced Assessment passing rates.

Safe and Welcoming Environment Goal

Priority Goal:

By June, 2021, attendance rates for students furthest from educational justice will increase from 76.9% in March 2020 to 80% in June 2021 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.

Broadview Thomson

PreK-8



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.

Broadview-Thomson has a system that collects information on each student in key academic areas, social and emotional health, and ability to access school remotely.

- Grade level teams collaborate to review data in Professional Learning Communities.
- The MTSS team includes counselors, administrators, interventionists, the nurse, and the attendance specialist. The team meets weekly to review referrals, design interventions, and track interventions. The team also tracks attendance and online access. The team is responsible for the design and procedures to identify student needs and the tiered supports for academics and social and emotional well-being.
- All students are formatively assessed in key academic skills.
- Our special education and English learner teams use a continuum of supports and services, supporting students in general education classes, working in small groups, collaborating with classroom/homeroom teachers for modifications and accommodations, and working with families in partnership.

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.

To meet the needs of all students, Broadview-Thomson K-5 educators work with high-quality, aligned Tier 1 curriculum that is culturally relevant. The school is focused on creating a welcome environment where every student is known and understood.

Broadview Thomson

PreK-8



To meet the needs of advanced learners, Broadview-Thomson PK-8 School staff differentiates instruction and materials to meet the level of the individual student. This includes, but is not limited to, small group instruction, individualized assignments, one-to-one teacher conferences, and accelerated assignments and homework.

To meet the needs of English Language learners, Broadview-Thomson PK-8 School staff differentiates instruction and materials to meet the level of the individual student. Students receive direct instruction from certificated teachers who create an instructional plan for each student. Broadview-Thomson PK-8 School receives additional 2.4 FTE staffing to support the needs of the SPS identified English Language Learners. Currently, this level of support is provided by a Reading Specialist.

To meet the needs of students who receive special education services, Broadview-Thomson PK-8 School staff modifies instruction and materials to meet the needs of individual students. Students receive specially designed instruction from either a certificated special education teacher. Broadview-Thomson PK-8 School has 2 resource room teachers; two K-5 Access teachers and one middle school Access teacher; one primary distinct and one intermediate distinct classroom. Additionally, Broadview-Thomson PK-8 School has a large cadre of trained paraprofessionals who work under the guidance of our certificated teachers.

To meet the needs of students of color furthest from educational justice, Broadview-Thomson PK-8 School staff are continuously reflecting on how our curriculum, our instruction, the classroom activities, our materials, and our language to ensure we are dismantling barriers to educational justice. This is the work of all staff and is supported by Broadview-Thomson's Racial Equity Team.

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.

Broadview Thomson

PreK-8



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.

Broadview-Thomson's school day is scheduled with time to build the a culture of inclusion and identity safety. This is reflected in our schedule which devotes daily time to connecting with students – at the beginning of the school year to build understanding and community, followed by cultivating student voice in support of their own learning and in maintaining and building a safe learning environment.

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.

Broadview-Thomson's mission is to support our students through academic challenges by cultivating caring relationships. Educators reach out to the family of every student at the beginning of the school year. We hire educators who choose work in the richness created by our diversity. We build positive relationships focused on high academic standards. Teachers begin each day in Kindgartent through 5th grade with check-ins on students well being and readiness for school. This follows the Strong Start in which the first days of the school year are dedicated to ensuring each student is known, students begin to know classmates and the protocols and skills to access learning online are directly taught.

In middle school, there was also the Strong Start with a similar intentions. The middle school is developing common practices about the start of each lesson that builds on the classroom culture and ensures each student feels known, acknowledged and supported. While the activitives in many cases are driven by the curriculum, teachers review content to ensure of its relevance to students' experiences and lives (or explain its relevance). We are engaged in professional development on feedback including how students report their learning for the class as an optimistic closing.

Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

Broadview Thomson

PreK-8



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 increasing family engagement by direct support connected to literacy, families will be empowered to support 3rd-grade students' literacy learning such that all students reading below grade level will increase their proficiency: students at Extension level will test out of Extension; Students at Challenge will place out; and students at Beginning will reach Extension, by June of 2021 as measured by SIPPS placement tests.

Plans for Family Engagement

Broadview-Thomson PK-8 will engage families in diverse and multiple ways. Teachers, support staff, and office professionals serve students with consistent and regular contact with their families. Regular communication from the school provides insight into the curriculum, into instructional work, and into the professional learning of the staff.

Every member of staff is enlisted to ensure there is dialogue between the school and families on the strengths and needs – academic, emotional, technological – of each Broadview-Thomson student. The staff will have a number of distribution days, in which families are invited onto campus to pick up learning materials, including manipulatives, technology, books, and supplies. This is an opportunity for a quick check-in and for inquiry into other family needs. The school library offers bi-weekly book check-outs and returns and coordinates with the Broadview branch of Seattle Public Library to offer students a wide selection of books including books families may keep.

Broadview-Thomson PK-8 has a Family Support Worker, who provides a wide range of services and supports for families in need including food, clothing, school supplies, and housing support. We will also hire a Family Connector to work with families to support students' reading. This position will connect families, teachers, and the central office literacy team.

The Broadview-Thomson PK-8 schedule includes regular time every day for educators to connect with families including the office professionals operating a drop-in support 'window' from 8-2 daily for families.

Broadview Thomson PreK-8



20-21 COVID-19 CSIP Addendum

Broadview-Thomson PK-8 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.

Broadview Thomson

PreK-8



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:**
Broadview-Thomson PK-8 will hold a beginning-of-the-year Town Hall with presentation of schedules, approaches to remote learning, key contacts, and a question and answer session. The school's educators have called or emailed the families of every Broadview-Thomson PK-8 student. The middle school will hold a "Middle School Night" for dialogue around the remote learning and hear from families about strengths and needs; K-5 teachers and teacher teams will hold similar sessions for families. Throughout the year, the school leadership will hold dialogue sessions on MS Teams for families to ask questions and provide feedback.

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:**

Broadview Thomson PK8 has embedded daily Family check-in time into our bell schedule which will allow our staff to support students and family's well-being. Our Professional Development will team up with the Behavioral Health Department focusing on Warm Demanders. Our Race and Equity Team will lead a school-wide book study, and our Counselors will support our learning community with antiracist SEL instructional lessons.

Curriculum, Instruction, and Assessment:

Broadview Thomson

PreK-8



SEATTLE EXCELLENCE
Educate. Engage. Empower.

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:**
Broadview Thomson PK-8 school will incorporate the 5 essential foundational instructional and assessment strategies from the Digital Playbook:
 - **Synchronous lesson** will be planned and internalize a lesson that facilitates student mastery of a unique aim aligned with a priority standard. Teachers will create classwork that supports guided/ independent practice, and uploads onto Learning Management System (LMS).
 - **Asynchronous lessons** will include classwork that supports guided/ independent practice and uploads onto Learning Management System LMS.
 - **Small group instruction** will Inform families of their students' requested attendance and follow up for any students that do not attend. Support staff will support an inclusion model and run small groups.
 - **Serving EL's** support includes holding a weekly collaboration meeting with EL teacher and Gen Ed teacher with the following aims: Differentiate lesson plans in order to serve students along the

Broadview Thomson

PreK-8



continuum of language proficiency: 1) address both English Language proficiency and content standards, 2) identify academic vocabulary to reinforce during the lesson, and 3) use prompts and scaffolds to assist students in accessing and demonstrating understanding of the content. ELL support staff will support an inclusion model and run small groups.

- **Serving students with IEPs 7 504s** support includes holding a weekly collaboration meeting with Gen Ed teacher and Case Manager/ Coordinator (or co-teacher) with the following aims: Review IEP/ 504 goals and progress data. Differentiate lesson plans—i.e., implement modifications, accommodations, and supports as required by IEPs and 504 plans and in response to progress data. Special education instructional assistants will support an inclusion model and run small groups.