

# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Cascade Parent Partnership

### 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.

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## 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

Cascade Parent Partnership, a K-8<sup>th</sup> grade school in Seattle Public Schools, partners with parents to create, oversee and direct individual Written Student Learning Plans (WSLP) aligned with Common Core and grade level expectations. Cascade's program structure requires dedicated parent or adult guardian commitment in close partnership with staff to reach our high academic standards and to foster the social, emotional, physical, and intellectual development of each student.

From 2020-2023, Cascade Parent Partnership will focus on three key areas, promoting high academic achievement in a safe, nurturing and well-supported environment. The three key areas are

1. Creating multi-tiered systems of academic and social emotional student support,
2. Fostering a positive and inclusive school environment, which examines decision making through the lens of race and equity and
3. Engaging families and the community at large in authentic and meaningful experiences that add to the overall learning experience of our students.

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## Priorities and Measurable Goals

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

#### **Priority Goal:**

By June 2021, 80% of African American students will demonstrate grade level reading proficiency, as evidenced by performance on quarterly STAR Reading Assessments, classroom-based assessments including QRI and DRA, and/or end of year SBA assessments.

\*Total African American students in 2019-20 was approximately 27 students; largest group was 1st grade at 5 students; 3rd grade had two African American students. Of these students, 56% (15 of 27) were trending towards grade level proficiency in reading.

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

By June 2021, 65% students with IEPs will demonstrate grade level, reading proficiency, as evidenced by performance on quarterly STAR Reading Assessments, classroom-based assessment including QRI and DRA, Spring SBA and progress monitoring towards focused IEP goals.

\*Total SPED students in 2019-20 was approximately 25 students; largest group was 7th grade at six students; 3rd grade had zero SPED students. Of these students, 44% (11 of 25) were trending towards grade level proficiency in reading.

### Middle School Focus Goal: 7<sup>th</sup> Grade Mathematics

#### **Priority Goal:**

By June 2021, 75% of 7th grade students will demonstrate grade level, mathematics proficiency, as evidenced by performance on quarterly STAR Math Assessments, classroom-based assessments, and/or end of year SBAC assessments.

\*Total 7th students in 2019-20 was approximately 20 students. Of these students, 70% (14 of 20) were trending towards grade level proficiency in mathematics.

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## Safe and Welcoming Environment Goal

### **Priority Goal:**

By June 2021, K-8 African American male students will demonstrate a 20% growth to their sense of belonging and feeling that classroom instruction is meeting their individual student needs, as evidenced by school attendance, quarterly student climate survey scores in “Belonging” and “Pedagogical Effectiveness” and participation in school-wide Advisory/Homeroom.

\*Total African American students who identify as male in 2019-20 was approximately 17 students; largest group was 1st grade at four students.

### **Supplementary Goals**

[By June 2021, staff, students and families will contribute to a learning environment that is inclusive and provides equitable access to support and resources, as measured by a 20% growth in the “Welcoming and Culturally-Responsive School Environment” score on the SPS Spring Family Survey.

## 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.

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By June 2021, the following two priority focus areas, both included in Component 4 (Data, Assessment and Progress Monitoring) of the MTSS Implementation Guide will be achieved:

1. Collaborative teams work to develop shared understanding of the purpose and use of formative assessments as a key component of strong core instruction and a balanced assessment system. Existing formative assessments are examined and calibrated for quality and alignment to standards. (4a.5)
2. An audit is conducted of the assessment resources currently used across the school, the degree to which these are used uniformly, and the quality of implementation (4a.6)

## 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.

Gap closing school systems and structures include the following:

1. MTSS structure initiation- Identification and implementation of quarterly universal screeners for academic and social emotional well-being; development of tiered support success criteria; MTSS monthly progress monitoring meeting focused on SOC performance data
2. MTSS refinements- Revision of Assessment Calendar including all new screeners; monthly SIT meetings to review SPED achievement data and inform progress monitoring; weekly SPED team meetings to provide necessary professional development to SPED Instructional Assistants; reconsider intervention curriculum used by LAP tutors and Academic Interventionist, providing Tier Two supports to qualifying students; ELL support schedule built around Tier One, general education studies to complement and enhance language acquisition; Advanced Learners provided additional enrichment activities and support through varied teacher and parent-led clubs (AL students will continue to have pacing adjustments and content acceleration, as evidenced by differentiation of instruction and access to above grade level classes).
3. MTSS improvements- Additional professional development in reading and mathematics instruction for hourly LAP tutors, provided by academic interventionist; Parent Professional Development in reading instruction, provided by administration and support staff (focus on standards-based teaching and learning)

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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.

Essential instructional practices in place: teachers employ flexible, small group instruction targeted to students' assessed needs and use regular and ongoing individual student conferences. Instruction in reading, writing and math is standards-aligned, differentiated by need and interest and promotes creative problem solving, meaningful discourse and high-level thinking and reasoning. Teachers work collaboratively in monthly PLCs to plan, prepare and problem solve. Special educators work in close partnership with general educators and parents, ensuring that adequate student support is provided, and SDI is delivered in a meaningful and authentic way. Hourly tutors and an academic interventionist support general education class differentiation, as well as provide Tier 2, second dose of instruction and practice outside of class.

## Safe and Welcoming Environment

**Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.**

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

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Essential community practices in place:

- Teachers promote student-directed learning, based on skill and/or interest. Students are valued as capable and knowledgeable, and participate in the development of lesson's success criteria, scoring rubrics and own self-assessment.
- The community engages in multiple ways including the following: twice/monthly community meetings (Coffee and Conversations); meet in SPED Family and Homeschooling Families of Color (FOC) affinity groups, mentor one another through "Cascade Connects," pairing new and veteran families together for social-emotional support and guidance; lead a vibrant and varied parent-supported club scene; participate in Parent Professional Development (reading assessment and handwriting); participate in monthly PTSO meetings and fundraising opportunities
- Completion of Tiered Fidelity Inventory by faculty, staff, students and their families (Fall 2020)

## 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, families of color (FOC) will demonstrate greater school satisfaction through 20% growth in "Welcoming and Culturally-Responsive School Environment" score on the SPS Spring Family Survey and attendance in monthly Coffee and Conversations community meetings.

\*Total African American students in 2019-20 was approximately 25 students from 15 families.

### **Plans for Family Engagement**

From 2020-2023, to foster positive school climate through strong interpersonal relationships and connections, faculty, staff, students and families will engage in the following:

- Participate in school-wide SEL and Equity & Inclusion professional development through adoption of RULER curriculum and K-8 Advisory/Homeroom classes (year-long with monthly focus and scheduled PD for parents during Coffee and Conversations community meetings)

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- Completion of Tiered Fidelity Inventory (Fall 2020)
- Faculty and staff will know all students by name, face, strength and challenge. (Data collected during October baseline, Feb mid-year check, and May end of year follow-up)
- Staff participation in monthly MTSS meeting focused on SOC progress monitoring. (On-going communication and participation during monthly MTSS meetings with FOC)
- Creation and support of a FEAT (Fall 2020)
- BLT development and approval of Racial Equity Action Plan (October/November 2020)
- Families of Color baseline data collected in “Welcoming and Culturally-Responsive School environment” as detailed in the SPS Family Climate Survey (October 2020)
- Data collection on SPS Family Climate Survey (Surveying all families and disaggregating data by ethnicity, grade and gender) with a goal of 20% growth in “Welcoming and Culturally-Responsive School Environment” by Families of Color in the SPS Family Climate Survey (October 2020 and May 2021)
- Continued community work and class implementation with Restorative Justice practices, as facilitated by staff and OPSI Success Coach Dr. Angela Brooks: to date, families have completed Day 1 of 2 of RJ training. Staff has received both days of training (Fall 2020).

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## 20-21 COVID-19 CSIP Addendum

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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.

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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:**  
Engaging Families Strategy: School counseling and administration will host community sessions, including weekly Meet and Greet (September), monthly Student Learning Plan Progress Conferences (Sept- June), Coffee and Conversations (Community Q&A, Oct-June) and Parent Professional Development/Curriculum sharing (November/January/April.)

## 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:**
  - Develop a plan for explicit instruction of social emotional learning.
  - All K-8 students will participate in weekly Homeroom/Advisory sessions, learning from direct instruction with like-aged peers in RULER Social Emotional Learning curriculum.

## 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.

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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. Implement a school-wide, multi-tiered system of support: Tier 1/2
  - A systemic plan to track and monitor learner experience data
  - Collection and review of meaningful and purposeful data
  - Adult collaboration between educators and families
7. 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.
8. Recommended School Specific Strategy as outlined in the Playbook:  
During synchronous, live learning, teachers will focus on student engagement through the following actions:
  - Keep pacing brisk (e.g., students should be working within the first 3 minutes of class)
  - Keep the ratio of student thinking to teacher talk high by calling on students, asking students to write answers into an engagement tool (e.g., chat)
  - Sending students into breakout rooms to talk in partners or small groups (if feasible)