

Seattle Excellence Continuous School Improvement Plan (CSIP)

Catherine Blaine K-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.

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

Catharine Blaine K8 School is a thriving community of over 600 students that sits in the heart of Magnolia. We offer our students a wide variety of learning experiences – both academic and social-emotionally. Our differentiated instruction is found everywhere, from small-group guided reading and literature-based reading instruction, to hands-on math and science lessons, to real-world connections and applications in social studies, our students are exposed to high quality teaching. Blaine also boasts top notch opportunities for the Arts – music, visual, and language. We are a RULER school, where students learn to recognize, understand, and regulate their emotions. Our caring staff helps to guide and nurture students to their fullest potential.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

3rd Grade ELA: For the 2020-2021 school year, at least 75% of 3rd grade students will meet standards or higher on the ELA Smarter Balanced Assessment.

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Target Goal #1:

For the 2020-2021 school year, at least 50% of 3rd – 5th grade ELL students will meet standards or higher on the ELA Smarter Balanced Assessment.

Middle School Focus Goal: 7th Grade Mathematics

Priority Goal:

7th Grade Mathematics: For the 2020-2021 school year, at least 88% of 7th grade students will meet standards or higher on the Math Smarter Balanced Assessment.

Target Goal #2:

For the 2020-2021 school year, at least 50% of 6th – 8th grade ELL students will meet standards or higher on the Math Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

Priority Goal:

By June 2021, daily use of Microsoft Teams for Students of Color Furthest from Educational Justice will increase from 74% in October 2020 to 80%, indicating effectiveness of safe and welcoming systems, routines, and practices.

Target Goal:

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

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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.

At Catharine Blaine K8, we have divided our MTSS work into two threads – one to support elementary students and another for middle school students. A focus of our MTSS work this year is to bolster our middle school Tier 2 academic and behavioral supports. This involves meeting more regularly as a middle school team to discuss students of concern; and share/develop supports and better document what is being implemented. The other part to this focus is to have a staff member whose role is dedicated to providing the Tier 2 supports that our students need.

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 our students, we consistently meet in our grade level teams or PLCs to analyze data and ask the four guiding questions. What do we want our students to know? How do we know our students learned it? What do we do if students didn't learn it? What do we do if students already know it? Our PLC teams are made up of teachers from the same grade band or content department and meet frequently to look at student work and identify students who need differentiated instruction for more appropriate instruction.

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We strive to meet the needs of all students at Catharine Blaine K-8, both academically and socially/emotionally. We are focused on eliminating the opportunity gap by using intentional and effective strategies that meet the needs of all students. We do this through our Multi-Tiered System of Supports (MTSS). All students are progress-monitored in both English Language Arts and Mathematics to identify academic and behavioral supports. Students are baselined at the beginning of the school year using multiple data points (ELA: Fountas & Pinnell Benchmark Assessments, high frequency word lists, WA Kids Assessment, MAP and SBA Interim assessments; Mathematics: MAP and SBA Interim assessments, grade level assigned common assessments). Once we have tiered students through baseline assessments and progress monitoring, we then set up interventions through our school counselor (behavioral) and specialists and/or tutors (academic). Depending on the need and desired skill, students are either pulled out into small groups, individual sessions, or staff push into the regular education classroom to provide supports. Our focus through our MTSS work has been strengthening our core academic, behavioral, and social/emotional instruction in all classrooms with the end goal of having fewer students who need more intensive supports.

We also will be more intentional about using strategies that support our population of ELL students. Our school utilizes both aligned sheltered instruction and collaborative teaching models to support students who are learning the English language. Teachers use a sheltered instructional model, in which they teach students in a separate area from their classroom because they are emphasizing language development, and at times the group may need to be able to talk throughout the instructional period. At other times, our teachers employ a collaborative teacher approach in which they work with the classroom teacher to design appropriate language scaffolding and individualized instruction.

Students who qualify for Advanced Learning are served with in the context of the general education classroom with the support of core teachers. We use the CCC curriculum to ensure that students are reading and writing text that is at their instructional level. This allows advanced learners as well as struggling learners to access the curriculum in meaningful ways. This classroom differentiation also pertains to each of the other core curriculum content areas. At the middle school level, students who have been formally identified as Advanced Learners, along with their peers who have demonstrated academic strength in mathematics, complete Algebra 1 in 8th grade. Some students might choose to pursue higher-level mathematical studies through independent online work.

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."

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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.

We will utilize our MTSS structures to ensure the growth and achievement of our students of color. By meeting regularly with core instructional staff, along with interventionists and specialists, we will be able to analyze students' assessment results, discuss instructional strategies that have been effective, and implement supports that will set our students up for success. We will also provide professional development to teachers to support their growth in providing quality instruction. Observing students' growth over time will illustrate the effectiveness of this plan.

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.

We plan to improve our culture and climate by providing a more open and comfortable environment. In the classroom, this looks like holding morning meetings to greet one another at the beginning of the day, class meetings to share updates and resolve conflict, restorative circles to build relationships, and working together with families to build a trusting collaboration. These all will allow us to better know our students and families and help them feel more valued as a member of our learning community. We will analyze discipline and attendance data, along with using the student climate survey to monitor progress.

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

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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:

Engagement from families of color will increase as measured by attendance at school events and functions (i.e.: Parent/teacher Conferences; Ready, Set, School; Multicultural Night; Open House; Curriculum Night; PTA meetings).

Plans for Family Engagement

At Catharine Blaine K8, we have many parent/family events throughout the year that are always well attended. Some of these include our back to school kick-off event called Ready, Set, School, Open House and Curriculum Nights, Parent/Teacher Conferences, and Multicultural Night. The attendance of our families of color and ELL families, however, is not as high of a percentage as our white families. In order to increase their attendance, we will target more strategically the advertisement and promotion of events to all our parent communities by making a personal outreach through phone calls and/or emails to invite them to participate in either/both the planning and/or attendance of the events. We will monitor the progress and success of this goal by having sign-in sheets for our events and track the number of families of color and ELL families are engaged.

20-21 COVID-19 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:**
Family wellness check in meetings, Teams meetings/events to share information with families, Focused Teams meetings to address the needs of specific school community members (ELL, SPED), Curriculum Night, Family newsletters (translated copies shared with those that need it).

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:**
Structure staff meetings with the 3 SEL signature strategies for adults (welcoming environment, engaging practices, and optimistic closure), Elementary morning meeting and Middle School advisory times structured to focus on building relationships and classroom community, Elementary and Middle School assemblies to promote SEL and positive character traits.

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.

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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:**
Fostering student voice through shared inquiry and dialogue; creating equitable classroom environments through values-based behavior management; establishing social, emotional, and identity safety; creating collectivist classroom culture through cooperative and collaborative learning; and honoring student experience in curriculum, instruction, and relationships.