



Seattle Excellence Continuous School Improvement Plan (CSIP)

Cedar Park 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.



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

Cedar Park is an inclusive, diverse community with a strong focus on academic achievement through core curriculum and opportunities for students to follow their interests and expand their learning in creative ways. This allows students to acquire the real-world skills of working individually and collaboratively in small groups and managing multi-step activities from the beginning through to a successful conclusion. In this way, Cedar Park students develop confidence, perseverance and risk-taking in their learning and exploration..

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Target Goal:

For the 2020-21 school year, at least 100% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

Supplementary Goal:

By May of 2023, at least 90% of our K – 5th Grade students will meet or exceed their growth score prediction on the Spring MAP. This will be progress monitored by the Cedar Park Major Math Cluster Progress Monitoring Tool and the Fall and Winter MAP assessment.

Safe and Welcoming Environment Goal

Priority Goal:

By 2023, our school will average a 90% attendance rate with our students furthest from educational justice averaging 95% daily attendance.

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.

We will use Fall benchmarking data to form a baseline for all students. The Intervention Specialist and PLC teams will look at the criteria and screeners for the Fall assessments to identify students for additional services. Our MTSS model will perform monthly progress monitoring of our Gap Closing/Identified students as well as 2-4 week check ins for targeted students' Student Intervention Plans (which outlines goals around specific skills, names the intervention(s) used, and provides the progress monitoring tool and date). PLCs in conjunction with the Intervention Specialist will use our MTSS Student Intervention Plan to assure that student goals are met or interventions plans are altered and re-progress monitored (refine common summative and formative assessment tools to progress monitor Reading, Math, and Social-Emotional Growth).



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.

Cedar Park offers a Sheltered Instruction model for English Language Learners. Within classrooms comprised of both native English speakers and English learners (ELs), ELs will receive small group instruction both in the classroom (through a push-in model) and out of the classroom (with some pull-out). Curricular Supports include: EL strategies and supports contained in the CCC Reading and Writing curriculum, Visual/GLAD supports such as visual schedules, anchor charts, etc., Specific Vocabulary Instruction in core contents.

When the EL Teacher pushes-in, she works with students in math, science, reading, and writing. Additionally, she collaborates with classroom teachers to offer support with instructions strategies that will help EL learners. In addition to the English Language Proficiency Assessment for the 21st Century (ELPA 21), EL student progress is assessed using our Standardized Assessments (MAP and SBA), our District-wide assessments (F&P, Math Benchmarks), and our formative assessments aligned with Common Core ELA standards and ELD Standards. Formative assessments come in the form of exit tickets, checklists, and rubrics.

Cedar Park will continue to provide a satellite Special Education program using a Resource model. Along with access to our MTSS systems and supports, students who have been identified as needing Individualized Educational Plans (IEP) will receive specially designed instruction individually or in small group having access to specialized curriculum/instruction that targets specific learning needs. We remain committed to prioritizing a “push in” delivery model whenever possible.

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.

Our school focuses on Tier 1 instruction and routines that support all students. Students receive a strong core instruction and our staff schedules out Being a Reader small group instruction. Additionally, we provide SIPP's intervention for students that are identified as needing extra phonics work. Every classroom is aligned in their schedule K-5th and we monitor progress in shared documents.

Our routines are similar, or the same, throughout our classrooms and in common areas. We monitor progress of PBIS and Tier 1 Math and ELA strategies by utilizing walkthrough tools multiple times a year. Additionally, our staff provide targeted academic vocabulary instruction and work with students in small groups or individual conferences during every lesson to support students. These groups and individual meetings are determined by data and focus on strategies that students need extra support with. Lastly, our staff has prioritized student-led goal setting across grade levels and support students in setting their own math and literacy goals. This strategy supports the why behind the learning goals and makes learning and growth visible for students.

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.

At Cedar Park we request feedback and ideas from families and students on how to improve our practice multiple times a year. We host three in-person listening sessions for families to provide input on topics during the year. Cedar Park also requests information through surveys during the school year. In our

classrooms all students participate in classroom jobs. There are several opportunities for students to be in leadership roles at Cedar Park including, Green Clean Team, lunchroom support, demonstrating our B3's, recognizing one another for being Caring, Responsible and Respectful, and leading PBIS assemblies. Three times a year we gather student input through surveys on their classroom environment. After we collect the data we share the data with the students and students generate ideas for how we can improve. These action items are shared with the entire school. The PBIS expectations are posted throughout the building. Students are explicitly taught these expectations and the behavior matrices in the Fall and revisited after breaks or as necessary. Our school and community hold each other accountable for these expectations to keep the community norms in place. We recognize that our Tier 1 structures meet the needs of many of our students but not all of them.

We utilize Check In/Check Out, a behavior support program, to provide students with more frequent positive adult interaction throughout the day. Additionally, we utilize Walk and Thinks for students to reflect on their behavior and help students set goals for their day. This year we began sending intentional positive messages about students to families each trimester. Our core curriculum integrates SEL strategies into the daily routines. We also teach the Bully Prevention Unit, Child Protection Unit, Seattle Public Schools Gender Kits, RULER and Kelso's choice. These curricula provide a baseline and common language to support student's social emotional growth, independence, and safety at our school. We prioritize Restorative Justice Practices for students.

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 2023 100% of families will engage and participate in our school community through at least one way. Staff and other families will collaborate to reach out to every family and arrange opportunities that work for them. These could include greeters, advocates, classroom helpers, chaperones, attendance support, art docent volunteers, expedition volunteers, IDEA time volunteers, etc.

Plans for Family Engagement

Essential Practice 1: Explicit prioritization and implementation of the practices found in the Dual Capacity Building Framework encompassing the Four Pillars of Family Engagement.

Cedar Park Elementary



SEATTLE EXCELLENCE
Educate. Engage. Empower.

Implementation Strategies: Embed professional development learning and practice outcomes in annual PD Plan for all staff.

20-21 COVID-19 CSIP Addendum

Cedar Park Elementary

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:

- Bimonthly principal meetings on Teams with the community
- Monthly supply pick ups
- Principal attends PTA general meetings, PTA board meetings, and Equity Meetings
- Staff held Curriculum Night event
- Survey sent by teachers to all families and results were reviewed on October 9th and adjustments were made to schedules and programming

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:**
- Each student is greeted in the morning meeting by name and by their peers
 - Each student receives small group social time with their peers

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
 - (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:**
- Staff communicate work for the week to families and review daily with students and answer clarifying questions
 - Staff work with families to develop specific plans to support each student's workload
 - Staff share priority standards and curriculum with families
 - Intervention services are provided based on assessments and students that qualify receive targeted small group instruction in the areas they qualify

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