

Daniel Bagley



Seattle Excellence Continuous School Improvement Plan (CSIP)

Daniel Bagley 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

We are an inclusive learning community that empowers students to be their best by providing whole-child education in a safe and supportive environment. Our vision is to challenge ALL students to be their best.

To reach our academic goals for each student we maintain curricular continuity for every student in reading, writing and mathematics. This provides a common thread progressing through every grade so each child will gain these fundamental skills. Our creative, talented faculty is dedicated to the success of each child and uses the best curricular practices available to engage every child in learning.

Daniel Bagley supports respectful, responsible and safe behavior by sharing clear, common positive descriptions of what is expected in our learning spaces. We proactively teach these to all our students using common language, providing opportunities to practice and celebrate our shared progress. Through these practices, students and staff create a safe and welcoming community.

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Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

By June 2021 56% 3rd-5th grade students receiving ELL services and/or SPED services will meet or exceed standard on SBA ELA.

Safe and Welcoming Environment Goal

Priority Goal:

By June 2021 all students will meet or exceed our September/October 2020 attendance rate of 98% as measured by attendance and online platform data.

Supplementary Goal:

5th grade math goal - 70% of students will demonstrate meeting or exceeding standards as demonstrated on Envision end of year assessment.

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.

1. We will implement a consistent, shared data management system.
2. Assessment of learning will occur routinely and consistently and routines for collecting data and providing feedback will be in place.

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.

Nearly all 3rd-5th grade students receiving ELL services and/or SPED services will show one year’s growth on the RAZ (Reading A to Z) Kids + online leveled Assessment.

In addition, the % of ELL students proficient on the ELPA reading assessment will increase from 54% to 64%. Data to monitor progress includes Reading A to Z and running records.

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.

- Gather beginning of the year baseline data to determine student learning needs.
- PLCs will use formative data to collaborate on shared goals for students and to drive instruction, focusing on students furthest from educational justice.
- Teachers will differentiate for student learning needs (small groups, 1:1 support, adapting resources, preferential seating).
- ELL instructional techniques will be aligned with adopted classroom curriculum.
- In class, small group intervention provided, based on specific student needs.
- Inclusive classroom design (break space, visual schedule, collaboration between homeroom teacher and case manager).
- Differentiated math instruction with flexible grouping.
- Curriculum alignment (both vertical and horizontal).

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.

Remote learning strategies: (See below and addendum)

SEL Signature Practices:

Welcome Routines, Engaging Practices, Optimistic Closure

Provide teachers and families with Remote Learning behavior matrix for shared positive expectations to create a safe and productive online experience.

RULER – Classroom Charter, Mood Meter, Meta-Moments, Blueprint

Reinforce and repeat bullying prevention education introduced in TapRoot Theater resources. (possible virtual opportunities)

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MTTS/SIT – meets regularly to support individual learning needs; also continue work around behavior matrix for supporting consistent behavior expectations in common areas; participating in PD with Behavioral Health team

Focus additional support at recess - clear routines, recess ambassadors (4th-5th)

Weekly virtual lunch with the principals; monthly virtual community assembly

Invest in Youth – after school tutoring and homework support, mentoring (possible online tutoring options for fall)

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 we will maintain 100% family connections as measured by attendance in one or more of the following events.

Plans for Family Engagement

Family and Community Engagement events

Virtual Welcome Back Event – Ribbon Cutting/School Tour (August 31st)

Family Connection meetings K-5 (September 4-9)

Virtual Curriculum Night – by grade level (October 1-8)

Fall Family-Teacher Conference (November)

Multicultural Family Night

Special Education Parent Night

RULER (Social/Emotional curriculum) family nights-

Literacy night (November)-

Math night (February)

Art Walk (May)

Vocal and Instrumental Music concerts (spring)

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Educate. Engage. Empower.

Other PTA virtual events – Bingo, .

Forms of family communication:

Weekly Principal newsletters in The Bagley Buzz (weekly PTA newsletter)

School Website/PTA website

Messenger for time sensitive/high priority information

Weekly Newsletters

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.
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:**
During first 3 days of school Family Connections meetings were held with all families K-5 to get to know students, find out how they would be engaging with remote learning and any other needs. This established positive first contact, this is followed up with weekly contact with families during office hours as needed. Teachers and principal also send out weekly newsletter. Every Friday we deliver food backpacks to our families who have food insecurity, we also deliver learning supplies as needed if parents can't come to school to pick up materials.)

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:**
Master Schedule includes all classes starting with Community Circle, SEL/RULER lessons for first 30 minutes of the day. Staff is engaged in shared listening and discussion of *Nice White Parents* during our fall EOG meetings. Principal and AP are meeting with teachers for informal checks ins each month, also have "open time" for staff to informally connect every Friday. Office staff sends birthday card to each student. Principals have weekly lunch with 4-6 students in each grade level band. Monthly virtual community assembly on Live Teams event.

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:**

Master Schedule intentionally builds in time for small group instruction and office hours so students can meet regularly with Interventionists or Special education staff for support that happens in addition to core instruction; daily office hours also allow for individualized follow up for students as needed. Intervention and SPED staff also provide push in support during core instruction. School wide use of Envision math curriculum allows for ongoing assessment using both formative and summative assessments in each Topic. In addition to the BAR assessments (district literacy screener) at Bagley is using school wide use of RAZ Plus (online leveled reading program) which allows for ongoing progress monitoring.