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.
Daniel Bagley

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)
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)
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