

Seattle Excellence Continuous School Improvement Plan (CSIP)

Emerson 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

Mission

Emerson Elementary will provide a positive, respectful community that promotes high educational achievement through equitable access. Our students will be empowered to build academic confidence and become active, socially responsible citizens.

Vision

Emerson is a welcoming community with high expectations and respect for all. We are committed to learning and achieving that is culturally relevant.

Emerson elementary is a diverse Pk-5th grade school. The school has around 45% of students who qualify for English Language Learner (ELL) services and about 20% of our students who qualify for Special Education services. The demographics of our school represent the wonderful diversity in the Rainier Beach area, about 45% of students are Black, 20% are Hispanic, 15% Asian, 10% are Multi-racial, with the remaining percentage reflecting our Pacific Islander and White students.

At Emerson we recognize and celebrate the brilliance of our students. We work to develop consistent routines and structures that allow students to succeed and accelerate in their learning. We focus on developing welcoming environments for students and families. In every class we use classroom meetings to develop a strong and positive classroom culture. Emerson supports students' academic learning by prioritizing small group reading, robust discussions, and collaborative experiences in math. Emerson recognizes that families are an essential partner in their child's learning and provides opportunities for authentic engagement.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 36% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

Priority Goal:

During the 2020-2021 school year, student responses on the Student Climate Survey in the belonging section to the question “adults at school care about me” will increase by 10% from 65% to 75% in favorable responses by June of 2021.

During the 2020-2021 school year, student responses on the student climate survey in the healthy community section to the question “students at school treat each other with respect” will increase by 20% from 18% to 38% in favorable responses by June of 2021.

Target Goal:

Target Goal for Safe and Welcoming Environment will be placed here when available. To be provided by the district not by the schools.

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.

Emerson uses the MTSS structure to tier supports for students and determine which resources are needed to support every student. Emerson continues to focus on ensuring we have strong Tier 1 instruction in all academic areas and supporting students social and emotional needs. An area of focus will be consistently making sure all students, focusing on students of color furthest from educational justice, have access to high quality, standards-based, culturally responsive classroom instruction. We will focus on incorporating instructional strategies that support our students who qualify for English Language Learners, providing small group reading instruction for all students, and that we are creating culturally responsive classrooms (3a.2). We routinely use data to inform decisions about how to best support students. Emerson uses multiple data points to inform decisions about how to best support students in literacy and math(1a.7).

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.

Emerson is a diverse school where systems need to meet the variety of needs each of our students have. At the heart of our work we want to make sure we have a warm and welcoming environment for each student and family. We also want to make sure that our students and families have identity safety and feel empowered in their voice and learning at Emerson. Emerson has a goal to better meet the needs of our students of color who are furthest from educational justice by changing how we support student's social and emotional needs. We want to eliminate disproportionality with discipline and missed instruction, specifically with our Black boys. Emerson partners with WA-BLOC, a community organization, to develop a restorative approach in responding to student behaviors. This includes the work of every class having community circles to strengthen relationships and increase student voice. Additionally, our PBIS

structures focus on increasing the positive interactions students have with each other and with staff. Our MTSS system recognizes that Tier 1 instruction needs to meet at least 80% of our students instructional needs. Every classroom has a SOAR block where students receive small group reading instruction. The small groups are differentiated to meet the needs of our students who qualify for ELL services, advanced learning, and Special Education. The goal is to keep students in their classrooms while they receive the support they need to accelerate their reading. Additionally, there is a weekly math small group structure that is used to create small groups to accelerate student learning and provide intervention.

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.

Emerson is committed to providing high quality instruction for all students, especially for students of color furthest from educational justice. One priority is to focus on providing strong Tier 1 instruction that meets the needs of our students. Staff will use intentional research-based instruction to continue to use complex texts in reading and writing instruction. Tier 1 practices will also incorporate best practices for student who qualify for ELL services, using culturally responsive and unbiased texts, and providing scaffolding to support more complex work. Another focus is providing flexible small group reading for every student in our SOAR block. Staff will collaborate around student data to identify how to continue accelerating reading.

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.

Emerson continues to focus on supporting our students and families with a safe and welcoming environment. Our PBIS practices are grounded in increasing positive interactions between students and staff. PBIS provides predictable routines and expectations for students. During Eagle Time, each day, students have lessons about social emotional well-being. Emerson uses restorative justice philosophies as a framework for classroom community circles to increase student voice in classrooms and their school community. We also use data to inform our work at Emerson to better support students, classrooms, and whole school systems. Staff engages with families to learn how we can best support each student at school. Our goal in all of our work is to make sure that students know adults care about them and students treat each other respectfully.

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:

Emerson 3rd grade students will maintain an attendance rate above 88% by June of 2021.

Plans for Family Engagement

At Emerson we know that engaging with families is critical to the success of our students. Our families have a wealth of information about what works best for their child. Emerson staff will focus on engaging with families to create an authentic partnership in student learning. Staff professional development will incorporate the four pillars of: share power and responsibility, two-way communication, facilitating positive, and welcoming environments into each initiative. Additionally, our assessment and data practices will use a racial equity approach. We will include families on our Race and Equity team and ask that every staff member has a family engagement plan that reflects the four pillars.