



# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Fairmount 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

### Our Mission

Connecting every child to self, others and possibilities.

## Priorities and Measurable Goals

### Elementary Focus Goal: 3rd Grade English Language Arts

#### **Priority Goal:**

We will use curriculum embedded progress monitoring and screener tools to determine the current level of students as well as what adequate progress should be. Every student will increase at least one years growth, this is importante as we have HC cohort which deserves instructional focus and our readers not yet at standard will get extra attention through Tier II practices in the classroom and Tier III practices with our reading intervention team as indicated by students' initial screening.

#### **Target Goals:**

100% of the students identified as not yet at grade level reading standards will make at least one full calendar year growth in reading by June, 2021.



In accordance with the district goal, we will have a laser like focus on our black boys to demonstrate competency. There will be black boys represented in our small group inquiry and we will increase their achievement to at least 68% of students reaching proficiency.

## Safe and Welcoming Environment Goal

### **Priority Goal:**

During remote learning we won't have referrals, but we are using engagement rubrics shared during the Doug Fisher Webinar “**What’s My Level of Engagement**” Teachers will use collaboratively built and designed baseline and progress monitoring tools to assess students’ engagement. Once we have administered the baseline, we will determine what the appropriate metric for improvement will be.

### **Target Goal:**

**By June 2021, attendance rates for Students furthest away from educational justice will increase from 83.4% in in March 2020 to [85.1% our 2017 high, indicating effectiveness of safe and welcoming systems, routines.**

### **Supplementary Goals**

By June, 2021 - FPE students will increase at least one point on a four point rubric using curriculum embedded performance task used to measure the focus MPs 1, 3, 4 and 6.

## 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.

## 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.

The students who are not yet at grade level are disproportionately students of color. All students will be initially screened for reading proficiency curriculum embedded Being A Reader Screeners.

Students who are not at standard will receive referral to intervention services and/or participate in small group reading instruction.

Attempting, dissecting, understanding and ultimately solving complex application math problems are a challenge for most students, especially our Students Furthest from Educational Justice. Our focus on this challenge will support students not only in their math literacy, this strategy supports students in science, writing and non-fiction reading and reasoning. **We will use curriculum embedded screeners and end of year assessment for baseline as well as curriculum embedded performance** tasks or other comparable math application task in math to assess and progress monitor students' development of skills in this area. We will differentiate instruction for students performing below, at and above instruction through formal and informal small group instruction.



## 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.

At Fairmount Park, we will:

Apply Foundational Culturally Responsive Practices across classrooms

- Intentionally use classroom routines to foster a culture of collectivism, inclusion and identity safety
- Create regular structures and opportunities for student voice and agency (in the course of instruction, to inform instruction, and to assess instruction)

Deliver instruction with high expectations for every students' intellectual engagement and to support their development as independent learners

Developing skill with complex mathematics and communication which will support our goal to eliminate the opportunity gap for African American students. Our math goals center around building and strengthening the following math practices:

- Math Practice 1 - Make sense of problems and persevere in solving them.
- Math Practice 3 -Construct viable arguments and critique the reasoning of others
- Math Practice 4 - Model with mathematics.
- Math Practice 6 - Attend to precision



## 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.

### **Culturally Responsive and Racially Equitable Building Leadership Practices**

Building Leadership Teams routinely use Racial Equity Analysis Tool and Racial Equity Analysis Action Plan to drive school improvement and planning processes. School CSIP's, Budget, and Professional Development Plans reflect priorities that center the needs of families and students of color furthest from educational justice and foster foundational culturally responsive practices across the school environment.

## 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, Fairmount Park will increase participation in its family climate survey by 10% in relation to the participation rates of June 2019 because of Covid 19.

Ensuring that students furthest away from educational justice boys of color are getting the same access to the educational setting. We will survey students who are attending and participating during class sessions and school engagement events.

### **Plans for Family Engagement**

- Intentional assessment and data practices that engage a racial equity-based approach to analyzing and responding to varied data Implementation Strategies: Schools know all students by name, face and two personal facts ( Fall baseline, Spring check-in, End year follow-up) including at least one staff

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member other than the classroom teacher.

- We will develop a mentor program for specific students based on need.
- Teachers will have a plan for annual family engagement experiences for every classroom to be developed depending on the school model for fall of 2020.
- Fairmount Park PTA/BLT will create specific and measurable targets for goals including growth in family survey.



## 2020-2021 COVID-19 CSIP 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:**



- Provide translations in the relevant languages when sending written communications to families/caregivers.
- Follow the guidelines to improve the accessibility of written communications

## 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:**
  - Class meetings
  - Co-created norms
  - Frequent two-way communication with families & community partners using the strong start SEL lessons

## 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



- Collection and review of meaningful and purposeful data
  - Adult collaboration between educators and families
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
  - Honoring student experience in curriculum, instruction, and relationships

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