

Frantz H. Coe
Elementary



Seattle Excellence Continuous School Improvement Plan (CSIP)

Franz Coe 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.

Frantz H. Coe Elementary



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

Frantz H. Coe Elementary is named after Frantz H. Coe, M.D. (1856-1904). Dr. Coe began his career as principal of Phoenix, Michigan public schools at the age of 23. In 1884 he attended medical school, and four years later traveled west to Seattle, to begin his medical career.

Though a prominent physician, Dr. Coe never forgot his early days as an educator. He served on the Seattle School Board from 1901-1904. A progressive thinker he was instrumental in hiring the first women as principal. He wrote in his journal, "I am absolutely satisfied women make better principals than men and wish to open up a new era in Seattle schools". Three years after Dr. Coe's death, the school board honored his memory in the naming of our school. We are proud to continue his progressive heritage.

Each student at Coe receives a solid academic foundation, develops a love of learning, and acquires a sense of responsibility for our school, our community, and our world. We nurture curious, thoughtful, responsible, and resilient young people. Our vision is to prepare students for middle school academically, socially, and emotionally.

Frantz H. Coe
Elementary



Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 80% of 3rd – 5th 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:

By May, 2021, the percent of students of color furthest from educational justice with a 90% attendance rate or above will increase from 89.4% in March 2020 to 92% in March 2021, indicating effectiveness of safe and welcoming systems, routines, and practices.

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.

Frantz H. Coe Elementary



At Coe, we have a clear MTSS plan that integrates evidence-based instruction, interventions, and assessments to address the full range of student academic and behavior needs. Through universal screeners and ongoing progress-monitoring, we identify and support the learning needs of all students through data-informed instruction & supports. Informative student progress and growth data allows staff to be in-tune with each student and responsive to learning needs.

Student data is essential to MTSS work at Coe Elementary. We utilize a comprehensive and collaborative progress monitoring platform that is a real-time indicator of student growth. Grade level professional learning communities (PLCs) and other school teams (Student Intervention Team, MTSS Team, Race & Equity Team, Building Leadership Team) leverage data to make informed, responsive decisions for students and for the school.

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.

We believe that a systematic, continuous improvement framework in which data-based problem-solving and decision making is practiced allows us to support the diverse needs of our students. Coe teams continuously evaluate individual, subgroup, and schoolwide data to inform practices and systems that support the academic, behavioral, and social-emotional growth of every student, particularly students furthest from educational justice. Additionally, we leverage data to identify disproportionality in academics, discipline, and attendance. We are committed to data-informed, equity-focused, and reflective practice.

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-

Frantz H. Coe Elementary



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.

Coe Elementary School is dedicated to supporting the broad range of learning needs in our school. We ensure highly qualified staff are supporting each individual student through a Multi-Tiered Systems of Support model.

As a learning community, we engage in data-informed decision-making to ensure resources and staffing are allocated appropriately to promote student growth and to close achievement gaps.

In addition to a highly qualified general education and special education staff, Coe also supports diverse student learning needs through reading specialists, ELL specialist, and math specialist. These individuals are highly trained and skilled, with extensive background and expertise in specific subject areas.

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.

Teachers at Coe Elementary build positive relationships with students and families by:

- Demonstrating Knowledge of Students: Teachers actively seek knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attain

Frantz H. Coe Elementary



this knowledge for individual students.

- Creating an Environment of Respect and Rapport: Classroom interactions between the teachers and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development.
- Communicating with Families: Teachers' communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teachers successfully engages families in the instructional program, as appropriate.

As a school community, our goal is to make every student and family at Coe feel welcome. It is our goal to partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement. We 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 our students, especially students of color who are furthest from educational justice. We build trusting relationships and strive to create collaborative partnerships in the school community.

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:

For the 2020-2021 school year, parent responses on pulse/school climate surveys in the following areas will increase by 5%:

1. Welcoming and Culturally Responsive Climate
2. Parent/Family Influence and Decision Making

Plans for Family Engagement

Coe Elementary School believes inclusive and authentic family engagement is essential to student success. We will foster family engagement through the following strategies:

- Strong collaboration between school teams and the PTA.
- Increasing parent participation and voice in the school-based decision-making process, particularly parents of students of color furthest from educational justice (Building Leadership Team, Race & Equity Team).

Frantz H. Coe Elementary



SEATTLE EXCELLENCE
Educate. Engage. Empower.

- Monitoring pulse and climate survey data in areas of family engagement.
- Providing consistent, clear, and accessible communication.
- Planning school-wide activities that strengthen the connection between families and staff.

Frantz H. Coe Elementary



20-21 COVID-19 CSIP Addendum

Frantz H. Coe Elementary School

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.

Frantz H. Coe Elementary



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:**
(Conduct beginning of year connection meetings for each student and family, including a universal screener to collect students' social-emotional, academic, technology, and family needs.)

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:**
Welcome Routines Sample Practices:
Greet all students with warmth and joy.
Review routines and schedule for the day.
Note changes to normal routines.
Offer daily check-in times/office hours for students and/or families.
Facilitate mindfulness activities.
Conduct daily morning connection meetings.

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.

Frantz H. Coe Elementary



SEATTLE EXCELLENCE
Educate. Engage. Empower.

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:**
Incorporate the 5 essential practices that have been the foundations of culturally responsive teaching (CRT) work in the district:
 - 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.