Seattle Excellence Continuous School Improvement Plan (CSIP)

Gatewood 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.

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**School Profile**

Gatewood has been welcoming students in West Seattle since 1910 when the doors opened to 12 students. Since 1937 the student population has hovered around 420 students from Kindergarten to 5th grade. The building has experienced significant facility upgrades over the years. There are three classes in each grade. Special education students are served in the classrooms. All students receive instruction in art, music and physical education. Gatewood has a great deal to celebrate. We have strong teacher retention and the average teacher has 11 years of experience. Our PTA supports us with volunteers and additional funds for such things as opportunity grants. Our test scores in English Language Arts and Math are consistently in the upper third of Washington schools. We celebrate our ethnic diversity with 33% of our students self-identifying as Black, Asian, Hispanic, Pacific Islander and Native American. We strive to realize our deeply embedded belief in racial equity and our mission.

**Gatewood Mission**

We will foster independent learning skills to enable each child to become a confident, compassionate, and optimistic life-long learner with the ability and intense desire to think independently.

**Gatewood Vision**

We want our students to love life, learning and to challenge each other to make the world a better place for all. We want our students to become advocates for social justice, caretakers of the planet, and compassionate citizens who understand and honor our global community. We want our students to recognize mistakes are opportunities to learn. We also want students remain curious, become responsible philosophers, creative thinkers, and leaders who are filled with empathy and courage.
Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

**Priority Goal:**
By June 2021, 38% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment. If the SBA is not conducted this year, we will utilize curriculum-based assessments to determine ELA proficiency.

Safe and Welcoming Environment Goal

**Priority Goal:**
For the 2020-21 school year, attendance rates for students furthest from educational justice will increase from 92.2% in the 2019-2020 school year (September-March, prior to remote instruction) to 98% in the 2020-21 school year, 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.
Gatewood’s MTSS team will continue to guide data-driven work in professional learning communities across the school that will meet regularly to design differentiated instruction to meet the needs of all students. We will emphasize the importance of frequent formative assessment and feedback, including student surveys and self-assessment tools, and ensure that all students receive aligned Tier 1 curriculum, instruction, and assessments. Each monthly MTSS meeting will focus on the progress of our students furthest from educational justice to identify strategic interventions.

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.

Gatewood has intentionally created its instructional schedule to ensure that all grade level teams have consistent daily instructional blocks, allowing special education, ELL, and intervention teachers to be more strategic in delivering supports and interventions while minimizing loss of critical Tier 1 instruction. Inclusivity and keeping students in their general education classroom is a priority at Gatewood. This will be supported with careful logistical planning of high-quality in-class support and targeted professional development to increase staff skillsets and aligned mindset around inclusivity for all students.

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.

We will focus on the essential practice of Strategic and targeted instruction in foundational skills in Tier 1 and Tier 2 Environments (K-2)

Strategies for all learners (Tier 1):
1. Schedule Being a Reader small group 4 to 5 times per week to accelerate students who are below grade level in grades K-3.
2. Implement Being a Reader Shared Reading for the whole class three times per week in grade K-1
3. Implement Being a Reader Work Student whole class four times per week in 2nd grade

Strategies for some students (Tier 2)
1. Data-driven schedule for Wired for Reading instruction for 25- 30 mins a day, 3 days a week for students (provided by Reading Interventionist)
2. Data-driven schedule for SIPPS instruction for 25-30 mins a day, 3 days a week for students (provided by Reading Interventionist)

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.

Staff will continue use of school-wide Positive Behavior Interventions and Supports (PBIS) regularly to establish, teach and reinforce positive behavior to all students, build positive relationships, implement restorative practices, and provide supports and interventions for students in need of them. Gator Grams are used to recognize students who are demonstrably safe, kind and/or respectful We will guide teachers in the use of Tier 2 PBIS strategies of 2 x 10 check-ins, Silent Mentorships, Check-in and Check-outs. ACES and de-escalation training will be provided to guide growth in a culturally responsive teaching approach.
All homeroom classes will develop, revise and actively use a Class Charter built based upon guidance from the RULER curriculum. They will be taught and incorporate daily social emotional lessons in their class meetings including use of the 2nd Step Curriculum. Teachers will build out and use a welcome routine, engaging practices and optimistic closure for virtual meetings to create a safe and welcoming 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:**
In the 2020-2021 school year, teachers, staff, and administration will work collaboratively to build and maintain two-way communication with families by ensuring prioritized students’ families furthest from educational justice have at least monthly check-ins to confer about student successes, needs, and barriers leading to subsequent action steps to address identified needs.

**Target Goal:**
In the 2020-21 school year, our Racial Equity Team will continue to meet monthly to identify and act upon new ways to deepen and extend our anti-racist practices at Gatewood and amplify the voices of our students and families furthest from educational justice.

**Plans for Family Engagement**

The Racial Equity Team will use the Four Pillars of Family Engagement and Racial Equity Analysis Tools to develop culturally responsive action plans. Teachers will create plans in partnership with administration to check in monthly with families to build positive and welcoming relationships and support student growth. They will share results of conferences with administrators during bi-weekly coaching meetings in regards to selected student(s) furthest from educational justice. Teachers and staff will use a variety of opportunities to build two-way communication with families including virtual curriculum night, parent-teacher conferences using appropriate translation services, and regular family connections (email, phone, Teams, Talking Points).