

# 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.

## 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 5<sup>th</sup> 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 as 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 3<sup>rd</sup> 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 2<sup>nd</sup> 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 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.

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 2<sup>nd</sup> 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).

## 20-21 COVID-19 CSIP Addendum

### Gatewood Elementary

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:**

Gatewood will survey families regarding remote learning at Gatewood three times during the school year and hold live feedback sessions for families to provide input and feedback on progress throughout the year. )

## 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:**  
Teachers will greet students warmly and individually upon entering virtual classroom and develop classroom rituals that build a sense of belonging.

## 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
  - (*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:**
- Teachers and staff will adapt classroom management plan to the remote learning setting by teaching expectations, routines, and procedures by modeling them, explaining their rationale, and providing students with opportunities to practice. Staff will establish consistent instructional routines and procedures for use of Microsoft Teams and SeeSaw.