Seattle Excellence Continuous School Improvement Plan (CSIP)

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**

Genesee Hill is committed to fulfilling its leadership role in Seattle Public School as the largest elementary school and as a comprehensive neighborhood elementary school with strong traditions of close parental involvement, family-oriented programs, equity-driven supports, broad inclusion of special needs, community service and social justice, and supports for rigorous, innovative instruction. The design of our new building, opened in 2016, represents themes of independence and collaboration, as we nurture an environment the provides individual safety for students to learn and grow in their own way and at their own pace as well a flexible spaces for many different groups of students and teachers to work together. Our 2020-21 instructional focus on social-emotional learning as well was mathematics instruction is guided by diverse teacher leadership networks, including our Building Leadership Team, Instructional Leadership Team, Equity Leadership Team, MTSS Leadership Team as well as grade-level cohort-based planning.

**Priorities and Measurable Goals**

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

**Priority Goal:**

For the 2020-21 school year, fully 100% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment (SBA).

Note - If the SBA is not conducted during the 2020-21 school year, F&P running records will be used to determine individual student growth and grade level attainment.
Genesee Hill Elementary

Safe and Welcoming Environment Goal

**Priority Goal:**
By June, 2021, attendance rates for students furthest from educational justice will increase from 80 percent average daily percentage in the 19-20 school year to 90 percent average daily percentage by June 2021, indicating effectiveness of safe and welcoming systems, routines and practices.

**Supplementary Goals**
For the 2020-21 school year, students in all grade levels will demonstrate significant growth in the six developmental math domains – number sequencing, number facts, relational thinking, interpreting context, spatial reasoning and measurement – as measured by the Primary Math Assessment or Intermediate Math Assessment (by DMTI) given each trimester, reflecting continued implementation of aligned math instructional practices K-5.

For the 2020-21 school year, all students at Genesee Hill will demonstrate engaged participation with regular social-emotional supports and learning at the classroom, cohort and school level.

For the 2021-21 school year, the educators of Genesee Hill will engage in a thorough process for identifying ways that White Supremacy Culture is perpetuated at our school and prioritizing practical measures we can take toward dismantling White Supremacy Culture, as measured by the feedback from families of Black students compared to their feedback during February 2020 Black family engagement meetings.

**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.

During the 2019-20 school year, Genesee Hill implemented a new MTSS Leadership Structure in which a specialist was appointed MTSS Lead for each grade level team (the leads are specialists with all-school focus, such as Reading Specialist, Math Specialist, Librarian, Music Teacher, PE Teacher and Dance Teacher). These MTSS Leads report to the MDT/SIT team and lead our all-school SIT process and monthly grade-level team meetings. In 2020-21, we are committed to strengthening this role to ensure strong follow-up plans for each student receiving 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.

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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 Genesee Hill, we will apply the following practices to ensure we support students and meet our goals:

- Establish a “study period” through mid-October ahead of Walk-to-math implementation in grades 3 and 4 to allow homeroom teachers to get the know their own students as mathematicians first.
- Model: studio lesson PD in math classrooms to align instructional practices for teaching math strategies, common language, and iconic/enactive/symbolic representations of math concepts.
- Establish format for a consistent K-5 math alignment document and use this document to chart instruction over the course of the year, and building teacher leadership to map the curriculum.
- Create a heterogeneously grouped, homeroom GAP math period to practice fluency, play games and learn problem solving skills separate from core curriculum math instruction which also provides an intervention block when Special Education can pull students out for SDI without impacting their ability to be present for core instruction.
- Work with administrative team and TLCs to establish a new PLC protocol based on the Data Wise inquiry cycle specifically to track math progress.
- Monitor student progress on six aspects of developmental math concepts using the DMTI Primary Math Assessment and Intermediate Math Assessment, once per trimester.

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.

Our work toward strengthening our safe and welcoming environment in the 2020-21 school year will be several impacted by the reduction of administrative (loss of one of two assistant principals) and counseling staffing (.8 counselor for 650 students, including .3 FTE maxing out available funding by the Genesee Hill PTA). In 2019-20, both of these individuals were instrumental in reaching out to diverse families in our community and ensuring students had a voice. Our second assistant principal established a strong framework for our Fox Council that helped train students’ leadership voice and she taught a Genius Hour class dedicated to working with local non-profit organization on service projects. Our counselor, whose time is reduced, became an essential contact for many families who otherwise do not feel comfortable engaging with school, and she organized weekend backpacks of food for many kids. The reduction of her time has impacted her ability to coordinate her services with classroom teachers because she does not work Wednesdays. In 2020-21, we must endeavor to make up this essential work with existing staffing, although the loss of relationships will make this work less effective.

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 2020-21 school year, we will host more frequent cohort-based Celebrations of Learning in order to provide a smaller environments for families to engage with school.

**Target Goal:**
In the 2020-21 school year, our Equity Leadership Team will continue to meet with Black families in order to identify new ways to amplify their voices in the programing and structure of our school.

**Plans for Family Engagement**