

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.

Genesee Hill Elementary



SEATTLE EXCELLENCE
Educate. Engage. Empower.

- 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 that provides individual safety for students to learn and grow in their own way and at their own pace as well as flexible spaces for many different groups of students and teachers to work together. Our 2020-21 instructional focus on social-emotional learning as well as 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.

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 20-21 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.

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. In addition, our Special Education Team Lead chairs a monthly Special Education team meeting to ensure that services are coordinated and responsibility for student progress is shared by the team.

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 to 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

2020-2021 COVID-19 CSIP Addendum

Genesee Hill 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:**
Genesee Hill will continue its practice of hosting regular “Community Chats” to provide an opportunity for families to share feedback and raise questions of concern. These Community Chats have already been very successful by using Slido to capture and aggregate families’ questions for consistent follow-up at the end of the meeting and in the weekly School Bulletin. This winter, we will follow-up our 2020 focus groups conversation with the families of students who identify themselves as African American.

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:**

Genesee Hill Specialists host cohort assemblies every Wednesday during which they teach an S.E.L. lesson prepared by our counselor, Jennifer Watts. These weekly assemblies for all of the students at each grade-level are our answer as a large elementary school to support strong peer connections across the homerooms at each grade, for form a close cohort identify, and to feature diverse student voices by shouting-out students’ good work each week and by featuring the accomplishments of students for their peers to see and hear.



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:

Genesee Hill has established a schedule of Individual Check-in Weeks (ICW) for teachers every six weeks to ensure 1:1 assessment and relationship building with students. These ICW weeks will provide opportunity for teachers to conduct screener assessments in ELA and math, as well as follow-up on learning strategies that empowering students to guide their own learning in a remote environment, such as goalsetting and reflection.