Seattle Excellence Continuous School Improvement Plan (CSIP)

Graham Hill 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**

Graham Hill Elementary is a vibrant neighborhood school located in the Seward Park neighborhood of Southeast Seattle. We provide an enriched educational experience for students focusing not only on their academic growth, but also the emotional and social development of each student. We believe that it is important to offer a Rec curriculum that is well rounded and reaches the unique needs of each individual student. With a school focus of “One Heart” Graham Hill teachers and staff will work closely with families to support, connect, and celebrate in the process of student growth. We value our diversity and strive to be an inclusive and equitable educational community that nurtures excellence in academics and fully supports our students furthest from educational justice.

**Priorities and Measurable Goals**

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

**Priority Goal:**

For the 2020-2021 school year, at least 42% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment (SBA).
Safe and Welcoming Environment Goal

**Priority Goal:**
By June, 2021, attendance rates for students of color will increase from 83.5% in March 2020 to 88%, 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.

Graham Hill Elementary is doing initial work to establish MTSS systems and structures. Our first priority area will be to build leadership, systems, and structures of MTSS within our school community. We will do this by:

1. Establishing an MTSS Leadership Team including roles and responsibilities.
2. Teams will meet regularly to review data, monitor intention effectiveness and make adjustments as needed.
3. Actively and authentically engage families that represent diverse populations of the school.

Our second priority area is to improve school culture, collaboration, and communication. This begins with establishing teaming structures to support sustained and informed collaboration. We will do this by:

1. Creating consistent opportunities for teachers to share practice, learn from others in the building, and receive coaching.
2. The MTSS leadership team will develop an action plan to address PD needs of staff and engage in initial and job-embedded PD.
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.

At Graham Hill Elementary, we are committed to focusing on the success of our students of color who are furthest from educational justice. We are using a targeted univeralist approach to support 3rd grade literacy proficiency by our African American males.

We are doing the following:

- Frequent analysis of school-wide attendance, missed instruction, and discipline incident data by our MTSS Leadership Team
  - Third grade teachers receive a double-dose of intervention support from both our full-time literacy instructional coach and Satterburg literacy coach.
- Students that are approaching and below grade level receive a double dose of small group literacy instruction.

To support students who receive special education services we are doing the following:

- Scheduling frequent opportunities for classroom teachers to collaborate with the special education team around specific student needs.
- A weekly Special Education team meeting to improve on whole school supports for inclusion and access for all students.
- Professional development opportunities for staff and families.
- Increased access and support for special education families whose primary language is not English.

To support English Language Learners, we are doing the following:

- Weekly ELL team meetings to improve on whole school supports for inclusion and access for all students.
- Ongoing professional development for staff and families.
- All communication to families are translated, with a renewed effort to ensure translation services are always provided.
To support Advanced Learners, we are doing the following:

- Small group support for teachers to lower the class sizes and provide more access to differentiated learning and support.
- Ongoing professional development for staff and families.
- Differentiated curriculum with built-in extension support.

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 Graham Hill Elementary, the essential practices and strategies that we have adopted in order to meet our academic priority goals around 3rd grade literacy achievement for African American males are the following:

- Flexible, small group reading instruction targeted to student's assessed needs.
- Intentionally selecting and utilizing diverse, authentic, and culturally responsive reading materials for Tier 1 core instruction and independent reading.
- Conducting individual student conferences.
- Incorporating EL and GLAD strategies for additional scaffolds.
- Student growth is monitored by ongoing formative assessments and BAR mastery tests every 4 weeks.
- Every grade level team meets once a month with the facilitation by a literacy coach to examine student data and plan for instruction and support, monitoring the progress of each student along the way.
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.

In order to improve the culture and climate for students and families at Graham Hill Elementary, we will improve upon the essential practice of improving relationships and connections. We will:

- enhance our Tier 1 supports for students, maximizing positive interactions, acknowledging expected behaviors, and developing caring and supportive relationships.
- monitor progress towards our goals by gathering monthly feedback data from students and their families and adjusting our practices accordingly.
- establish weekly Wellness Meetings as part of our MTSS systems and structures to ensure the careful monitoring of SEL standards and progress of our students.

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:

We will deliberately increase the involvement of the families of our African American male students to enhance the extent to which they feel authentically engaged in their student's education.

Plans for Family Engagement

In order to achieve our goal of having families feel that they are true partners with the school to improve their child's learning environment, we will do the following:

- Embed family engagement strategy outcomes into professional development for staff.
• Create family engagement plans for each classroom, looking for specific and targeted plans for engaging families of AA males and children of color furthest from educational justice.
• Hold quarterly community meeting forums for affinity groups. Listen, gather feedback, and adjust accordingly.
• Provide equitable access to school tools and communication for ELL families. We will monitor success of these efforts through monthly individualized conferences with families and students.