

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.

Graham Hill



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 aRec 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 universalist 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.

Graham Hill



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 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.

Graham Hill



- 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.

20-21 COVID-19 CSIP Addendum

Graham 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.

Graham Hill



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**

At the start of the school year, each teacher conducted a virtual home visit with each and every family. In addition, we hold monthly parent engagement events to help support families in remote learning. These events have been dedicated time to support families with the online platforms, listening sessions, and/or town hall style session for questions and feedback.

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:**

At Graham Hill, we host virtual recess for each grade level to foster connection and continue to build and strengthen student relationships. In addition, we do individual student mentoring and daily SEL check-ins with students as needed. We also host monthly assemblies that are focused around Social Emotional Learning and celebrating our students.

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.

Graham Hill



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
8. A systemic plan to track and monitor learner experience data (*e.g. determine level of engagement to inform supportive practices.*)
9. Collection and review of meaningful and purposeful data (*e.g. aligns to SPS assessment plan for 2020-21 school year.*)
10. Adult collaboration between educators and families (*e.g. review of data in collaborative PLCs*)
11. Implement a school-wide, multi-tiered system of support:
 - 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.
12. **Recommended School Specific Strategy as outlined in the Playbook:**

At Graham Hill, we are holding weekly collaboration meetings with our EL and Special Education teams and general education teachers. Our teachers have established consistent instructional routines and have prioritized building meaningful relationships with students.