

Seattle Excellence Continuous School Improvement Plan (CSIP)

Green Lake 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

Green Lake Elementary School (GLES) is a neighborhood school located in Seattle's Northeast sector which serves about 400 students where every child is known by our highly skilled teachers and staff. We promote academic, arts, and health development, problem-solving skills, and social and emotional wellbeing. We foster responsibility, inclusion and appreciation for oneself and others within our community. Our focus on engaging, rigorous instruction, intentional discourse, collaborative learning, and joyful experiences supports our students in acquiring the critical skills, knowledge, and motivation that will enable them to successfully participate in their ongoing education and as productive citizens and workers in our diverse society of the 21st century.

At Green Lake we believe in an inclusive, differentiated model of academic excellence that attends to the learning differences of each student. Green Lake staff and administration are committed to strengthening program offerings for our students farthest from educational justice and maintain our commitment to excellence for all.

Our approach to improving school wide learning and academic growth focuses on learning and implementing Professional Learning Communities (PLC) for all teachers and staff. In addition, continued Professional Development (PD) in literacy, math, racial equity, social/emotional learning (SEL), and technology will support continuous growth for all staff.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

By June 2021, at least 75% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

Priority Goal:

By March 2021, the year-to-date attendance rates for all students be at 97% or higher indicating effectiveness of safe and welcoming systems, routines and practices.

Supplementary Goals

By March 2021, our Climate Survey measure of “Students in my class are friendly to each other” will improve from 44% to 60% favorable with teachers utilizing our PLC work to implement the strategies of restorative practices, SEL, and building positive relationships.

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.

Our general education and special education staff will strengthen Tier 1 instruction in ELA, Math and SEL through the Professional Learning Communities process as a key component of MTSS.

Strengthening Tier 1 instruction in English Language Arts:

K-5 Teachers will use the instructional model embedded in the Center for Collaborative Classroom curriculum to support all students in reading and writing. This instructional model includes whole-class instruction, small-group reading/instruction, and differentiated instruction.

K-3 Teachers will ensure that all students have instruction around the foundational skill in reading, including: phonological awareness, phonics, word analysis, spelling, as well as fluency and comprehension. Teachers will use Being a Reader units as intended, as well as supplementary materials.

3-5 Teachers will ensure that all students are supported with Individualized Daily Reading and conferring, explicit vocabulary instruction through read-aloud texts, assessments tools within CCC that track students' reading and social development over time. Teachers will use Making Meaning units as intended, as well as supplementary materials.

K-5 Teachers will ensure that students have instruction around narrative, informational, and opinion/argumentative genres, organizing ideas, elaboration, grade-level conventions of writing, and publishing. Teachers will use Being a Writer units as intended, as well as supplementary materials.

Strengthening Tier 1 instruction in Mathematics:

K-5 Teachers will use the SPS Balanced Math Framework to support all students in the accessing math materials and content. This instructional model includes whole group math routines, whole group instruction, independent / partner work, small group instruction, share / wrap up and formative assessment.

Teachers will study and apply Cognitively Guided Instruction (CGI) to better understand content, research-based instructional strategies, and differentiated instruction.

The following practices in full or in part will be implemented to create a school-wide culture focused on improving the Professional Learning Communities process:

Teachers will study, develop, align and implement research-based practices for effective whole group, small group and individual instruction.

Teachers will collaboratively design, implement, review and analyze data from formative assessments. The PLC process will enhance understanding of student thinking and work, instructional practices and

differentiation for students not yet achieving grade-level expectations and those exceeding grade-level expectations.

Teachers will collaboratively review and apply progress monitoring data and summative data to their planning and teaching.

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.

Among teachers and staff, gap closing practices will be implemented to support the achievement of our students of color, ELL students, SPED students and Tier 2 students who are farthest from educational justice.

Through Professional Learning Communities and school wide Professional Development teachers will develop and implement the following Tier 1, 2 and 3 practices for Gap Closing:

- Benchmark and progress monitoring data collection to assist in identifying and monitoring the students who are not meeting grade level expectations in reading, math and social development. Diagnostic data collection for students in Tier 2 and students receiving special education in math and reading to target instruction.
- Targeted, needs-based small group instruction in reading and math with modified content and instructional strategies to close academic gaps.
- Focused, needs-based instructional practices to support advanced learners.
- Inclusive, scaffolded practices for whole group core instruction to promote the engagement and success of all students.

- Culturally responsive and anti-racist climate and instructional practices to foster an inclusive school community with a focus on critical thinking.
- SEL practices drawn from Responsive Classroom curriculum, RULER and PBIS to support social and emotional growth.
- Social studies, science, arts and health educational content to educate the whole child and create a broad range of opportunities for every student to succeed and develop his or her interests.

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.

Practice One

Strategic and targeted instruction in foundational skills in reading and math in Tier 1 Environments

- Encourage student voice by creating opportunities for student choice during independent practice, application and talk.
- Differentiate independent work options to meet students' academic needs.
- Provide ELL support in language, reading and/or math in an aligned push-in model.
- Provide resources to support at-home learning.

Practice Two

Flexible, small group reading and math instruction targeted to students' assessed needs.

- Implement a schedule for differentiated small group instruction in reading for all students. Focus students at least three times per week for 20 minutes per session.
- Implement a schedule for differentiated small group math instruction.
- Differentiate the number of times to meet with students/groups depending on academic need.
- Provide individualized, Specially Designed Instruction (SDI) for students receiving special education.
- Ensure Tier 2 students receive aligned, effective supplemental instruction in reading and/or math.

Practice Three

Intentional, research-based methods for supporting social, emotional and cultural identities.

- Identify culturally responsive, anti-bias and anti-racist resources and methods to provide an accurate historical and culturally responsive depiction of students receiving special education, African American people, and other People of Color.
- Using an equity lens to align social, emotional and language objectives with unit, lesson, and grade level content in reading, writing, math and social studies standards.

Progress will be monitored through the MTSS process, especially at the PLC level. Teachers and staff will utilize the annual school Assessment Calendar to collect data and measure success. Teachers and leadership will analyze data and from the foundational skills strand of MAP at the beginning of year and end of year.

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.

By March 2021, the year-to-date attendance rates for all students be at 97% or higher indicating effectiveness of safe and welcoming systems, routines and practices.

By March 2021, our Climate Survey measure of “Students in my class are friendly to each other” will improve from 44% to 60% favorable with teachers utilizing our PLC work to implement the strategies of restorative practices, SEL, and building positive relationships.

We will utilize grade level teams to collaborate and reflect on the implementation of SEL skills and practices, as well as reflecting on best practices to build positive climates and incorporate restorative practices to benefit all students and staff.

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:

By May 2023, in response to the climate survey question of: “Teachers at my school do a good job meeting the specific learning needs of my child.” multi-racial families’ favorable responses will improve to 75%.

Plans for Family Engagement

The staff and family engagement committee will:

- Engage multi-racial families and families of students receiving special education in collecting feedback on improvements teachers can implement in the classroom to help meet their child’s learning needs.
- Support the use of communication tools such as email, newsletters and bulletins about academic and school programs to enhance communication with multi-racial families and students receiving special education.

20-21 COVID-19 CSIP Addendum

Green Lake 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.

Recommended School Specific Strategy as outlined in the Playbook:

1. August Family Forum
2. September Family Forum
3. September Family Tech Training
4. Monthly Coffee with the Principal
5. Provide language interpretation for written communication to families (i.e weekly Principal letter)
6. Provide interpreters for meetings with families when necessary
7. Use Talking Points to communicate with families
8. Use of Teams as main method of communication with families

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.

Recommended School Specific Strategy as outlined in the Playbook:

1. Three SEL strategies: warm welcoming, engaging practices, optimistic closing
2. Reinforce opening routines
3. Make expectations for individual and group clear
4. Use Seesaw to connect with students by leaving voice or written comments to make feedback feel personal

By March 2021, the year-to-date attendance rates for all students be at 97% or higher indicating effectiveness of safe and welcoming systems, routines and practices.

Safe and welcoming practice in support of student attendance and learner engagement to ensure:

- a. Evidence shows a welcoming contact between a staff member and student/family has been made prior to or within the first four weeks of school
- b. Remote lessons include signature practices for social emotional well-being in Safe and Welcoming Environments (see below)
- c. Attendance is taken and recorded daily or by period.

- i. Progress monitoring of student attendance includes a process for staff referral of students in need of attendance supports.
- ii. A school-level response protocol exists for responding when attendance rates are not on track and an educator referral is made.

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.

Recommended School Specific Strategy as outlined in the Playbook:

1. Fostering student voice through shared inquiry and dialogue
 - a. Keep pacing brisk (e.g., students should be working within the first 5 minutes of class)
 - b. Keep the ratio of student thinking to teacher talk high by:
 - Calling on students
 - Asking students to write answers into an engagement tool (chat)



- Sending students into breakout rooms to talk in partners or small groups
 - c. When a student explains aloud, pull up student work on the teacher's screen and share it, or record student thinking on a whiteboard.
2. Creating equitable classroom environments through values-based behavior management
 3. Establishing social, emotional and identity safety
 4. Creating collectivist classroom culture through cooperative and collaborative learning
 5. Honoring student experience in curriculum, instruction, and relationships