



# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Greenwood 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

Greenwood Elementary is a preschool through fifth grade public school located in the heart of Seattle's Greenwood neighborhood with around 330 students. Founded in 1909, the school has a history of quality, community-based education. We are committed to providing quality education for students in a collaborative environment that involves the entire school community. Greenwood celebrates the diversity of our students and families. Students are encouraged and taught to exhibit outstanding citizenship. We offer art and instrumental music at various grade levels and provide a variety of enrichment activities such as choir, hip hop, and drama through our "Artist in Residence" program. We believe each child is capable and unique and therefore must be provided with intellectually challenging and enriching educational experiences in a high-quality learning environment.



## Priorities and Measurable Goals

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

#### **Priority Goal:**

For the 2020-21 school year, at least 80% 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:**

For the 2020-21 school year, 75% of students will answer favorably to having a healthy school community.

- Based on our most recent School Climate Survey the Healthy Community Section was an area of highest concern/needs. In multiple areas of the student climate survey, the student to student questions routinely scored the lowest. For example, 56% of students said that students in my school treat each other with respect. We will increase the positive responses to the statement, “I usually feel calm and relaxed when I’m at school” to at least 80% by the end of the school year 2020-21

**By May 2021, Greenwood will score at least 80% on the TFI to transition from Tier 1 to Tier 2**

- School wide systems will be implemented to create more consistency and uniformity in school wide expectations e.g. discipline, hallway, recess, lunchroom, parent’s pick-up/drop off etc. Based on the 2019/20 PBIS TFI Inventory, Greenwood is in the Tier 1 cohort for the 3rd year in a row. 2016 score 40% 2017 score 40% 2018 score 70%

#### **Target Goal:**

To improve our October Average Daily Attendance rate from 89% to 95% for our students of color furthest from educational justice.

#### **Supplementary Goals**

For the 2020-21 school year, at least 80% of 3rd, 4th, and 5th grade students will be at, or above, standard as measured by the 2021 Math SBA.

- For the past 5 school years, there has been a gap in achievement between ELA and Math scores based on the SBA spring assessment. Our students historically perform 10-18% better on the ELA segment of the assessment year after year. We are working to close this gap and chose to add this supplemental goal.



## 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 2020-2021 school year, we will continue our 6-week MTSS rotations, where we meet with every teacher on a rotating schedule to unpack students’ academic and behavioral needs. Our two primary focus areas will be around increasing active family engagement throughout this process as well as creating greater alignment of interventions to core instruction

## 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.



The classroom teaching staff will work closely with our LAP tutors and ELL teachers, and instructional assistants to provide intervention to students that are performing below standard, approaching standard, or above standard. We also work with our SPED teachers to support our special needs students. Our ELL teacher will help make content comprehensible to our ELL students via language support using GLAD (Guided Language Acquisition Design) strategies. Specific instructional strategies include: systematic instruction in phonemic awareness, phonics, and sight words; the SIPPS model supports the strategies listed. We use pictorial inputs, sentence stems, sentence patterning charts, chants, and co-op paragraphing from GLAD to increase comprehension for ELL students.

## 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.

We will differentiate our lessons to meet the needs our diverse learners by using the CCC Being a Reader, CCC Making Meaning, and other researched-based curricula and strategies.

- Differentiation occurs daily via small groups both in the classroom and/or with intervention tutors. In addition, teaching staff taps various learning styles by integrating visuals, kinesthetic, and auditory-verbal cues in class lessons.
- Each grade level will review and analyze data during grade-level team meetings and/or PLC meetings as per 2020/21 SPS district calendar. Teaching staff reviews assessments regularly such as student exit tickets, MAP, and SBA interim assessments.
- The staff will use high-leverage teaching moves to increase student engagement and learning, while aligning instructions to the CCSS. These moves include clear teaching points, teacher modeling, academic vocabulary, student justifying their response with evidence, rich/engaging discourse, and graphic/anchor charts displayed.
- Technology is integrated as a means to increase literacy and writing skills through the use grade level specific online tools to support the writing process (pre-writing, drafting, revising, editing, publishing) such as keyboarding and word processing.



## 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.

All students deserve a predictable, safe, warm, welcoming environment. We have a PBIS committee, that is made up of students, teachers, parents, the admin team, and central office supports. The team is committed to consistently refine systems and routines within the building. They organize building wide RULER lessons, plan assemblies around community values, unpack behavioral data, and plan professional development that is needed.

## 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:**

Greenwood's Race and Equity team will be launching Family Connections Leadership program during the 2020-2021 school year. The Family Connections goals are to create a warm, welcoming environment that serves as a friendly and helpful resource to new families at Greenwood Elementary. With this, we hope to help ease the transition to a new school for our families and be the ones reaching out to all new families. It's our responsibility to reach out and connect with families that have historically not been engaged in our community.



## **Plans for Family Engagement**

We are working in collaboration with the PTSA to foster more productive relationships with ELL families and families of color. There are targeted outreach efforts to better communicate with families and to learn of their needs and ways to be more inclusive.

- We create monthly programs during school and in the evenings for families that are engaging by including meaningful student work, and sometimes food.
- Curriculum Night: We have two rotations to increase parent involvement and make sure there is little overlap with families that have children in multiple grades and other schools.
- Bring Your Parent to School Morning Open House
- School Dance Performance
- Family Fitness Nights
- Science Fair
- Math Night (hands on, game focused activities)
- Literacy Night (Book Fair, students share writing)
- Performance Showcase (Drama, Talent Show, and Instrumental Band)
- Planet Greenwood Cultural Potluck
- Teachers send home classroom newsletters with learning targets and current learning activities via email and paper with opportunities for a response back.
- (4th/5th Grades) Mini Middle School Model students (MMSM) use Schoology to foster better communication with parents.
- K-5 use go-home folders with an opportunity for information fliers and notes to be passed between class and home.
- Staff and Principal review the results of the parent survey and create action plans around most pressing concerns



## 2020-2021 COVID-19 CSIP Addendum

### Greenwood 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:**  
Greenwood Elementary prioritizes communication with all families. Every other week we host town halls that are recorded and shared in our weekly newsletter. We utilize the school messenger system to ensure all families receive our updates and invitations to virtual events. Teachers also share newsletters and keep families informed on how to follow student progress on our learning platforms. In collaboration with our PTA we use family surveys to gather information on how the school can support the basic needs of our community. We use our family advocate to reach out and connect with families in need. We will use the districts Pulse Surveys to continue to refine our efforts to create a warm and welcoming environment throughout the remote learning setting.

## 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:**  
Greenwood Elementary promotes student voice and leadership opportunities while in school and in this remote setting. Students participate in lunch bunch, peer social groups, share schoolwork in our assemblies, and engage in classroom meetings where we teach our core values. We are STARS. We are Safe, Team Players, Aware, and Resilient. Our teachers are mindful of the impact of sitting at the computer too long and boost engagement by having brain breaks, movement activities, and other engaging call and response activities. SEL work is at the forefront of our effort in this remote setting.



## 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:**  
CRT 3: Establishing Social, Emotional and Identity Safety:  
Greenwood teachers will connect with students during the opening of class and develop a ritual that fosters a sense of belonging. Teachers will also use multiple engagement tools and strategies (*e.g., chat, Nearpod, break out rooms etc.*) to increase student engagement. Students will have multiple opportunities to share their thinking and learning.