



# Seattle Excellence Continuous School Improvement Plan (CSIP)

## John Rogers 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

### **Mission**

Nurturing and fostering an inclusive, positive and collaborative community of high-achieving learners and socially responsible citizens in an ever-changing world.

### **Vision**

EVERY student and family seen, engaged, challenged and growing.

John Rogers Elementary is a neighborhood school in the center of the Meadowbrook neighborhood. We are comprised of people from all over the world including 325 loving students and their families, dedicated instructional staff and a supportive administration and office staff. We work together to design differentiated learning opportunities that help students and families reach personal goals. Students participate in a comprehensive literacy program that includes shared reading and writing, guided reading, independent reading and phonics instruction. We also use a comprehensive math approach that includes whole group instruction fluency practice and guided and independent problem-solving practices.

Families and staff work together to provide a warm and caring environment where all cultures are honored and celebrated. This strong sense of community is evident in interactions among students, staff and families.

### **Other highlights include:**

- An energetic and dedicated PTA
- Family events such as Open House, STEAM Night, Movie Nights, Art Walk and Heritage Night
- After school enrichment classes and clubs
- On site before and after school care



## Priorities and Measurable Goals

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

#### **Priority Goal:**

For the 2020-21 school year, at least 41% 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, JRE students will demonstrate a Year-To-Date Attendance Rate of at least 95%.

## 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.

John Rogers staff utilize the MTSS (Multi-Tiered Systems of Support) structure. In Professional Learning Communities (PLCs), staff analyze student growth using the Data Wise Improvement Process (DWIP). Student appropriate interventions are identified and adjusted collaboratively. Monthly Data Team meetings



offer opportunities for staff to collaboratively analyze student progress and make recommendations for instructional and intervention strategies. Progress is recorded and shared electronically among appropriate staff. If students do not make prescribed growth within interventions, a help desk team is assembled. Help desk determines priority goals for individual students and appropriate growth. If those goals are not met, the Student Intervention Team process is implemented.

## 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.

### **Special Education**

The JRE community includes a resource team to help students who receive special education services. This team matches specially designed instruction in language arts, mathematics and social emotional learning with individual student learning needs.

Families come to JRE from all over Seattle to participate in one of our Access programs. Supports in this program help students access general education instruction through specially designed instruction in language arts, mathematics. In addition to providing specially designed instruction, this team helps students learn emotional regulation and conflict resolution through access and use of specific accommodations within the general education setting as well as in the special education setting.

In addition to the Access and Resource programs, JRE offers specially designed instruction in Speech, Occupational Therapy and Physical Therapy for students who qualify.

### **English Language Learners**

The JRE community includes families who have lived all over the world. Approximately 20% of our students are learning the English language while learning our academic subjects. These students and families are supported by an English Language Teacher and English Language Instructional Assistants. This team provides differentiated instruction to meet individual student needs. English language



proficiency is identified for each student and shared amongst school staff who work with that student. We lean on programs, curriculum and teaching strategies such as:

- The Bridges Mathematics Curriculum
- Leveled Literacy Intervention (LLI)
- Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS)
- Sheltered instruction practices
- Questioning and conversation strategies like
- Turning and talk
- Asking open ended questions and providing adequate time for a response
- Asking questions once and giving students adequate time to process
- Asking facilitative questions
- Pacing Class discussions appropriately
- In the general education setting, staff, students and families celebrate and learn from the unique experiences of students who are learning English.

## **Advanced Learners**

At John Rogers, approximately 10% of students qualify for the Highly Capable or Advanced Learner programs. The John Rogers AL program stems from the belief that educational experiences must target the unique academic and learning needs of every child. AL practices are designed with the intention to provide experiences tailored to the unique needs of the advanced learner while supporting the integrity and consistency of the classroom experience.

Teachers and families participate in the process for identification of HC or AL. Children who are identified as Highly Capable or Advanced Learners may require individualized classroom-based instruction that provides enrichment or acceleration, as determined by assessment data and in-class observations. Students and teachers also utilize:

- Differentiation
- Flexible grouping
- Independent study opportunities
- Pacing adjustments
- Supplemental instruction and materials in areas of interest
- Independent projects

In addition, children who have not qualified for the SPS designation of Highly Capable or Advanced Learner are provided classroom-based acceleration or enrichment, as determined by assessment data and in-class observation. We monitor the progress and adjust academic programming of our advanced learners through our MTSS process.

## **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 provide strategic and targeted instruction in foundational skills in Tier 1 and Tier 2 environments (K-2) by:

- creating a schedule for differentiated small group instruction for all students at least three times per week for at least 20 minutes per session.
- Scheduling small group instruction using a research based intervention program that supplements and does not supplant core reading instruction for students at risk of not meeting grade level standards 3 times per week for 25-30 minutes.
- continuing to teach and guide students at independent work-stations as needed to ensure they are practicing and applying addressed or learned skills.
- administering Being a Reader small group Mastery Assessments every six weeks.
- providing resources to support at-home learning with connected texts.

## 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.

John Rogers will continue our work around upsetting systemic racism that leads to disproportionate discipline for African American children. We will do this by:

- Expanding our work around common expectations in school areas to included input from families.
- Continuing our weekly student supports meeting with counselor, principal, family support worker, ACCESS teachers and others



- We will continue to develop and monitor our student behavioral support system.
- If a student is struggling to meet community commitments, the adult working with that teacher calls the office.
- A member of the student support team, with whom the student has a relationship will then respond to the call.
- Classroom teachers have the option to 1.) meet with the student individually while the support person leads the class 2.) ask the support person to triage at which point the support person either 1.) meets with the student discretely in the classroom or 2.) meets with the student near the classroom that is agreeable to the student and the support person. Support staff utilize the blueprint process of RULER.
- After supporting the student, an informal report is created that lists student actions, staff actions and next steps.
- If a student support call is made, parents will be notified unless other agreements have been made.

## 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:**

For the 2020-21 school year, JRE will demonstrate an average daily platform rate of at least 95%

### **Plans for Family Engagement**

We will develop a (3) year family engagement plan impacting core instruction at Tier 1 (all school staff). We will do this by:

- Developing a family engagement compact with families
- Establishing a school-based parent advisory group
- Embedding family engagement strategy outcomes into professional development for staff.

We will engage in intentional assessment and data practices that engage a racial equity-based approach to analyzing and responding to varied data by:

- Knowing all students by name, face and two personal facts
- Teachers will plan for annual family engagement experience in every classroom.
- Creating specific and measurable targets for goals



## 20-21 COVID-19 CSIP Addendum

### John Rogers 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:

**John Rogers Elementary will create monthly opportunities for feedback via virtual focus groups with language translation using Microsoft Teams as the main method of communication. Additionally, John Rogers Elementary will hold a weekly Library curbside pickup organized by the school Librarian.**

## 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:

**Classrooms at John Rogers Elementary will utilize a morning meeting routine with structures that incorporate the three signature student social-emotional learning practices into the remote learning context: welcoming routines, engaging practices and an optimistic closure. Additionally, morning meetings will aim to elevate student ownership of classroom culture where students: initiate higher-order questions, extend and enrich the discussion and invite comments that challenge one another's thinking from their classmates.**

## 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:**

**The John Rogers Elementary Racial Equity Team will lead a professional development series focused on the 4 Pillars of Family Engagement, SPS Foundational Beliefs and the text Culturally Responsive Teaching and the Brain by Zaretta Hammond.**

**John Rogers Elementary Family Connections team will meet weekly to examine student participation, develop interventions that seek to improve participation for individual families and discuss progress on participation after the implementation of developed interventions.**