

Seattle Excellence Continuous School Improvement Plan (CSIP)

Kimball 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

Kimball Elementary is a community-centered school in the Beacon Hill neighborhood and serves a highly diverse student body of 440 students from kindergarten through fifth grade, including many immigrants and newcomers to Seattle. Of the current student body, 24% identify as of Asian descent, 23% identify as Black, 27% identify as White, 13% identify as Hispanic, and 13% identify as multi-race. 27% of students qualify as English language learners. 19 different languages are spoken by our families, and we offer support in four languages in addition to English—Chinese, Vietnamese, Spanish and Somali. 13% of our students receive special education services, and 40% of our students receive free or reduced-price lunch.

The mission of Kimball Elementary is to create a safe, empowering learning environment where children celebrate continued academic growth and achievement. Kimball fosters lifelong learners and problem solvers within a community of cultural diversity and acceptance. Everyone a learner every day!

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Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 50% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

Target Goal #1:

We will increase the percentage of African and African American males (3rd-5th grades) reaching proficiency on the ELA Smarter Balanced Assessment from 27% in June 2019 to at least 50% in June 2021]

Target Goal #2:

We will increase the percentage of the third graders reaching proficiency on the ELA Smarter Balanced Assessment from 46% in June 2019 to at least 60% in June 2021.

Safe and Welcoming Environment Goal

Priority Goal:

We will increase the percentage of students in grades 3-5 responding favorably to the classroom environment questions on the student climate survey from an overall percentage of 41% in May 2019 to at least an overall percentage of 55% in May 2021

We will increase the attendance of our students in special education from 70% in October 2020 to at least 95% by June 2021, indicating that we have improved relationships and a safe and welcoming environment for some of our most impacted students.]

Supplementary Goals

We will increase the percentage of fifth grade students reaching proficiency on the Math Smarter Balanced Assessment from 42% in June 2019 to at least 60% in June 2021.

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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.

We address the needs of all children through our Multi-Tiered Systems of Support (MTSS) framework. An MTSS Leadership Team meets monthly to analyze trends across grade levels. This team also supports teachers by recommending specific interventions. At Grade Level MTSS meetings, teachers engage in a data analysis process, identify research-based interventions, share progress monitoring data, and make collaborative decisions about next steps. The strategies in the student intervention plans are research-based. For example, our reading interventions include one-on-one or small group tutoring during the school day, SIPPS and/or computer-based programs, and Fountas & Pinnell Leveled Literacy Intervention (LLI).

With Levy support beginning in the 2020-21 school year, we are excited to be able to provide two full time intervention teachers in reading and math, one to serve K-2nd grade students, and one to serve 3rd-5th grade students.

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.

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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.

Students of Color Furthest from Educational Justice: For all of the above groups, we strive to make decisions based on racial equity. We have a strong Racial Equity Team at Kimball, and we utilize the Seattle Public Schools Racial Equity Analysis Tool to make decisions. Here are a few examples. For Advanced Learners, we screen all second graders with the NNAT in the hopes that we do not miss eligible students of color. For our SIT and IEP process, our special education team tracks data by race on who is being referred and whether or not the referrals are coming from parents or teachers. Particularly with language, we strive not to refer English language learners for special education if the need is really around English language acquisition. All of our staff in all departments are engaged in professional development around racial equity and culturally responsive teaching.

- **Advanced Learners:**

We address the needs of Advanced Learners with flexible grouping strategies. Alternative instructional techniques and services for our Advanced Learners include using a Math Workshop model in order to differentiate instruction for groups of students. In addition, teachers use formative assessment practices such as exit slips and pre-tests to inform instruction and group students flexibly. Reading and writing expectations for students are highly individualized, math standards are expanded for students who need additional challenge, and Kimball offers enrichment opportunities in science, social studies, and the arts.

- **Students with Disabilities:**

Services for Students with Disabilities are highly individualized through the special education IEP process. Kimball offers a continuum model which includes a Resource Room, two Access programs, and two Focus classrooms. Speech, occupational therapy, and physical therapy are also available. At Kimball, we believe in inclusion and always strive for the least restrictive environment. Examples of instructional strategies include specially designed direct instruction, flexible grouping strategies, "Super-flex and Social Thinking" for social skills lessons, Wired for Reading, positive behavior support plans, and others.

- **English Language Learners:**

Alternative instructional techniques and services that are implemented for English Language Learners include language acquisition aligned to literacy and communication standards, an aligned sheltered instructional model at all grades, and Guided Language Acquisition Design (GLAD)

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strategies for all English Language Learners. In addition, at designated grade levels, ELL teachers and instructional assistants work with students on reading, writing, speaking and listening skills through the CCC Being A Reader curriculum.

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 Kimball, we believe there are three key high leverage actions that will strengthen our community and improve student achievement.

Key High Leverage Actions

- Focus on racial equity and welcoming environment to ensure that students are socio-emotionally healthy and feel safe and connected at school. Our staff professional development is entirely focused on racial equity and culturally responsive teaching. We also have a strong Racial Equity Team that includes staff members and parents.
- Insist on appropriate level of rigor in every classroom, every day, for every child. Observations and feedback cycles are focused on rigor and adherence to appropriate curriculum. In addition, every teacher has a list of African and African American students that they are focused on to ensure that they are holding those students to high expectations.
- Strengthen MTSS supports and processes. We have a strong MTSS Team at Kimball. With Levy support, we are now able to provide the staffing to meet intervention needs. The following are examples of our intervention plans:
 - Provide a program with a full-time reading/math intervention teacher for K-2 grades.
 - Provide a program with a full-time reading/math intervention teacher for 3-5 grades.
 - Provide students with a summer program that includes reading and math academics in the

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- morning and leadership skills and college and career readiness in the afternoon.
- Provide after school one-on-one tutoring in reading for 2nd and 3rd grade students through Team Read.
- Provide after school one-on-one tutoring in reading/math for students who speak Spanish or Somali through Refugee Women's Alliance.

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.

Research shows that students who feel welcome and included in their classrooms and school communities perform better academically and are also more confident and successful socially. We believe in culturally responsive practices, and we want every child in our school to see themselves reflected in what we teach and what we celebrate as a school community. We insist that staff members examine their own implicit biases, engage in racial equity professional development, and work to foster positive relationship with students. We also seek to diversity our staff whenever possible. We have a PBIS Team and are working toward enacting PBIS practices school-wide. For the 2020-21 school year, we are also adding a school-wide social emotional block to our schedule. Every class will engage in Ruler lessons and class meetings to promote a sense of belonging and a positive school climate.

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.

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Family and Community Goals

Priority Goal:

Teachers will have conversations with individual families monthly throughout the year with a minimum of three key meetings—one at the beginning of the year, one at conferences, and one in the spring. These conversations will be designed to open dialogue and to deepen relationships. After those conversations, at least 75% families will respond positively to the following survey questions: 1) Do you feel welcome? 2) Do you feel supported? 3) What could we do better?

75% of families of African and African American boys will respond positively to the following survey questions: 1) Do you feel welcome? 2) Do you feel supported? 3) What could we do better?

Plans for Family Engagement

We are committed to forming strong partnerships with our families. One way we will do this is through beginning of the year meetings between teachers and families that are modeled on the kindergarten family visits. Rather than inundate parents with all our policies and procedures, we will ask, *What are your hopes and dreams for your child? What makes your child happiest? When are you most proud of your child? How does your child learn best? Etc.* Then we will follow up those meetings with ongoing, authentic conversation around our educational program and individual student progress.

We also recruit and encourage families from diverse backgrounds to be a part of our teams and committees. Parents serve on the Racial Equity Team to facilitate two-way communication between parents and the school. Kimball also has a School Design Advisory Team that is made up of teachers and parents that represent different parts of the school community and is helping to plan for the new school building. Parents serve on our hiring teams for new staff. We are recruiting parents to serve on the Building Leadership Team.

At Kimball, we have events throughout the year which include academic events, social events, performances, and educational nights. Many of these, such as NAAPID (National African American Parent Involvement Day) are co-designed with our families. Other examples include our community BBQ and potlucks, Lunar New Year, racial equity education nights, math night, music celebrations and many more. We have interpreters at all these events, and we also hold specific bilingual family nights to provide opportunities for different language groups to partner with us. There is also a principal coffee once a month for families to ask questions and give feedback. In November, Kimball holds individual Parent/Teacher conferences to review student progress. Parents also participate in Student Intervention Team (SIT) meetings to help determine interventions for their children and IEP meetings when appropriate.

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SEATTLE EXCELLENCE
Educate. Engage. Empower.

Most importantly, teachers and administrators are available by phone, email and in person. Communication happens in multiple formats and languages, and what is always most important is that families feel safe and welcome in our school community.

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20-21 COVID-19 CSIP Addendum

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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.

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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:**
Kimball Elementary will conduct listening sessions every other month, including language specific sessions for our multilingual 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.
4. **Recommended School Specific Strategy as outlined in the Playbook:**
Every class will start the day with a morning meeting. All staff will be involved during this block of time, and the three signature strategies for Social Emotional Learning will be a part of every class meeting—welcoming routines, engaging practices, and optimistic closure.

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.

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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:**

Kimball Elementary will incorporate the 5 essential foundational Culturally Responsive Teaching work in remote lessons. Kimball Elementary will also adopt the essential strategies for remote learning in the areas of synchronous instruction, asynchronous instruction, small groups, ELL support and collaboration and Special Education support and collaboration.