

Seattle Excellence Continuous School Improvement Plan (CSIP)

Laurelhurst 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

Laurelhurst Elementary School is a neighborhood school that has a student population of about 300 students, grades K-5. Laurelhurst is an ALO school where students are challenged in the classroom. We have three special education programs (Resource, Access and Social/Emotional Learning). Laurelhurst is 28% Free and Reduced Lunch. We work to create an inclusive environment for all students and strive to meet student learning needs and challenges by knowing our students and understanding the supports they need.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-2021 school year at least 80% of 3rd grade students of color furthest from educational justice will meet or exceed standard as measured by the ELA screeners, standards aligned assessments and SBA.

Safe and Welcoming Environment Goal

Target Goal:

Students of color furthest from educational justice will have the same or higher daily rate of participation when compared to the school as a whole in Teams and Seesaw.

Supplementary Goals

By June 30, 2021, we will have 90% or more daily student participation on Teams and Seesaw.

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

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integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

At Laurelhurst we will implement regularly scheduled MTSS meetings with each grade level
A tiered approach to supporting students academically and behaviorally and a menu of interventions for supporting students in the classroom.

- Equitable Access: Emphasis on Establishing Consensus and Building Infrastructure and Gaining Consistency.
- Targeted Professional Development: Tiered Instruction and Supports: Emphasis on Establishing Consensus and Building Infrastructure and Gaining Consistency.

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.

African American students:

- Through the Race and Equity committee we will prepare an application for a district recognized Race and Equity Team.
- We increased the inclusion of African American perspectives in curriculum and content this year. Next year we will do more to ensure culturally responsive pedagogy in addition to the content.
- We will continue to increase images of students that represent our student population – PAWS posters with pictures of our students as models.
- We will continue to create a schoolwide plan for using and creating culturally relevant curriculum to ensure that all voices are included.
- We will continue to seek to diversify our parent voices, including on committees, to include more perspectives of African American Parents (ask for resources from PTA, hold meetings in accessible locations and at varied times of day)
- We will seek feedback from African American students and families about racial inclusivity at Laurelhurst.
- Continue to refine our PBIS systems and alternatives to suspension (keep suspensions at zero).

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Highly Capable Cohort

- Intervention blocks reaches Highly Capable students by providing them with an intervention in levelled groups using high level texts and questions as a lift off for conversation
- This opportunity happens in small groups, and it happens outside of grade level curriculum.
- Flexible groupings for Math and Literacy.

Students with Disabilities

- We will purchase Leveled Literacy Intervention curriculum units for small group classes.
- The PTA provides Raz Kids and Reflex Math for all students to practice fluency at their reading level.
- Special Educators will each participate in a grade level PLC once a month, focusing on integrating and responding to Center for Collaborative Classroom instruction in small group instruction.
- Instructional Assistants use Sound Partners pedagogy in 1:1 instruction with students who benefit from phonics work.
- SIPPS intervention 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.

Essential Practice 1: Implement Foundational Systems for Mathematical Instruction

- Master Schedule which standardizes 80 minutes of math instruction per day.
- Regular grade level PLC meetings supported through master schedule through master scheduling.
- Instruction incorporates the Equity-Based Math Teaching Practices.

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Essential Practice 2: Implement consistent and high-quality core mathematical instruction for all students

- Delivery of differentiated of instruction through the SPS Balanced Math Framework including use of whole-group routines, small group differentiation and flexible grouping.
- Instruction incorporates the Equity-Based Teaching Practices.
 - a. Going deep with mathematics
 - b. Leveraging multiple mathematical competencies
 - c. Affirming mathematics learners' identities
 - d. Drawing on multiple resources of knowledge
- Increase effective use of differentiation strategies through job embedded and coached professional development

ESSENTIAL PRACTICE 4: Regular and ongoing individual reading and writing conferences

- Provide daily opportunities for students to engage in IDR and independent writing.
- Confer with students at least twice per instructional unit (Making Meaning and Being a Writer).
- Use the CCC recommended structures and routines for IDR and independent writing.
- Schedule consistent times for conferring in Making Meaning and Being a Writer.
- Provide immediate feedback and support to students for engaging with text at their independent reading and writing level.
- Adjust the frequency of student conferences based on need
- Offer strength-based feedback and support during conferences.
- Provide mini-lessons with a direct instruction focus.

Essential Practice 5: Researched based standards-aligned writing instruction

- Prioritize adequate blocks of time in the master schedule for implementation of all of Making Meaning and Being a Writer.
- Utilize the Making Meaning and Being a Writer Writing about Reading optional opportunities (1-2x/unit).
- Provide Being a Writer Skills Practice instruction.
- Utilize CCC performance writing tasks, grades 3-5.
- Use independent work-station time (K-3) for completion of Writing about Reading tasks.
- Confer with students about Writing about Reading work (1x/month/student).
- Engage in grade-level PLCs to calibrate student writing responses.

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.

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Laurelhurst will focus conferences and 1:1 family check ins on reading levels and academic standards. We will also include a social emotional check in to ensure that families and students have access to other supports if necessary. Laurelhurst will include information about student’s current reading level at parent conferences and tips for reading at home. Teachers will provide scaffolds as needed to support engagement with and understanding of grade level texts.

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:

90% of Laurelhurst Families will participate in conferences in November and with our scheduled 1:1 monthly family check ins.

Target Goal:

100% of students/families furthest from educational justice will participate in all scheduled monthly 1:1 conferences.

Plans for Family Engagement

Laurelhurst will continuously work toward full family participation in the use of Seesaw as a way to communicate academic and attendance expectations with families. Laurelhurst Elementary School will continuously work to: Increase family use of seesaw, regularly check in with all families, seek 100% attendance at the November conferences, hold quarterly “principal chats” to engage families in discussions about school, weekly email communication to families from all teachers and principal, Counselor newsletter and communication with families. The homeroom teachers, counselor, principal and MTSS team will assist with ensuring that families are accessing to conferences and use of the online platforms as well as non-academic resources.

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:**

Laurelhurst Elementary School will continuously work to: Increase family use of seesaw, regularly check in with all families, seek 100% attendance at the November conferences, hold quarterly “principal chats” to engage families in discussions about school, weekly email communication to families from all teachers and principal, Counselor newsletter and 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.

4. **Recommended School Specific Strategy as outlined in the Playbook:**

Laurelhurst will prioritize implementing RULER Approach to Social Emotional Learning in each classroom through lessons and whole group activities. Laurelhurst will use SEL lessons provided by SPS including the conversation stems embedded in lessons and reflections. Teachers will also conduct classroom meetings, community building activities and circle talks. Students are provided SEL time at the beginning of each school day

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.

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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:**

Synchronous lesson will be planned and designed to show student mastery of priority standards. Teachers will create classwork that supports guided/ independent practice, and upload to Seesaw.

Asynchronous lessons will utilize Seesaw and will include classwork that supports guided/ independent practice.

Small group instruction will Inform families of their students' requested attendance and follow up for any students that do not attend. Support staff will support an inclusion model and run small groups.

Special Education teachers and General Education teachers will collaborate to differentiate lesson plans (implement modifications, accommodations, and supports) as required by IEPs

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and 504 plans based on data gathered regarding student progress. Special education instructional assistants will support an inclusion model and run small groups.]