

Seattle Excellence Continuous School Improvement Plan (CSIP)

Leschi 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

Leschi Elementary serves 337 students in grades Kindergarten through 5th grade. The student population consists of approximately 36% Black and African American students, 36% White/Caucasian students, 12% Hispanic/LatinX students, 14% multi-racial students, 2% Asian students, and less than 1% of American Indian/Alaskan Native/Native Hawaiian/Pacific Islander students. 11% of Leschi students receive ELL services, 13% of students receive special education services, 47% of students receive free and reduced lunch, and 14% of Leschi students experience homelessness. Leschi's core beliefs are that learning is built on quality instruction and active participation of learners, that children are complex human beings with varying learning strengths, that children learn best when their basic human needs are fulfilled, and that successful schools build strong, collaborative community partnerships.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

At least 37% of 3rd grade students of color furthest from educational justice will meet or exceed standards through Tier 1 and Tier 2 supports for students as measured by CCC assessments, classroom-based assessments, and the English Language Arts Smarter Balanced Assessment by June 2021.

Target Goal #1:

3rd grade students of color furthest from educational justice will meet standards or higher through CCC whole group and small group instruction, SIPPS intervention support for students below standard in reading, additional support and tutoring in literacy from school partners, and through monthly data team meetings and analysis to monitor the progress of students as measured by CCC assessments, classroom-based assessments, and the English Language Arts Smarter Balanced Assessment by June 2021.

Safe and Welcoming Environment Goal

Priority Goal:

Leschi Elementary will increase the percentage of students with fewer than 5 days absent in the first semester (September 4, 2020 until January 31, 2021) from 60.7% to 80%, and will increase the percentage of students with fewer than 5 days absent in the second semester (February 2, 2021 until June 18, 2021) from 84.1% to 90% through the creation of positive relationships between students and staff, regular school communications with families, holding attendance meetings with families, providing lessons to all students that include Signature Practices for social-emotional well-being, and progress monitoring of attendance by June 2021.

Supplementary Goals

Leschi will increase the percentage of students meeting standard in SBA/MAP for ELA in grades K-5 to at least 60% through small group targeted instruction for students below standard in literacy, PLC's aligning curriculum and evaluating student work for follow-up instructional support, and through monitoring student literacy growth using F&P, MAP, CBA's and interim assessments by June 2021.

Leschi Elementary will increase the percentage of students responding favorably to the questions on classroom environment components by at least 10% through continued implementation of PBIS practices, professional development for staff on trauma-informed practices, student check-ins, Student Equity Team (K-5) work and collaboration, leadership work with the Rising Sons and Daughters African American students' group as measured by the 2021 Spring Student Climate Survey by June 2021.

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 are fortunate to be a Levy school, so we have gone through extensive analysis of our academic and social emotional data in this last year. We have set targets for school year 2020-21 based on this analysis:

- ELA 3rd-5th Grade: At least 60% of students will meet ELA Standards
- Math 3rd-5th Grade: At least 50% of students will meet Math Standards
- Math 1st and 2nd Grade: At least 80% of first and second graders will meet Math projected growth
- ELL 1st-5th: At least 80% of ELL Program students will make gains on ELPA 21
- Attendance (Excused and Unexcused): 80% of K-5 Students will have fewer than 5 absences in the first semester and 90% of students will have fewer than 5 absences in the second semester

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.

With support from our Levy funding and professional development, we are working together to identify our students who need support in Tier 1, 2 or 3 strategies and to share data systematically checking on their progress at monthly intervals. Our Intervention Teachers and tutors focus on students receiving Tier

Leschi Elementary



2 supports, and Classroom, Special Education, and ELL teachers focus on students receiving Tier 3 supports. We have an MTSS team that meets to coordinate academic, social-emotional/behavioral, and health supports for students. We also have a Coordinated Care Team that works to coordinate social and health services.

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 use the Center for the Collaborative Classroom (CCC) curriculum for whole class and small group instruction in literacy. For our Tier 2 (slightly below grade level) and Tier 3 (well-below grade level) services, we supplement with CCC materials (Being a Reader curriculum), Fountas and Pinnell's Leveled Language Intervention, and Systematic Instruction in Phonological Awareness-Phonics-and-Sight Words (SIPPS).

In math, we use a curriculum with both in-person and online resources, while our math intervention team uses curricular materials and strategies in math fluency to support students who are below grade-level standard. Our teachers collaborate with bilingual, tutors, special education, and other intervention staff who push into the classroom to support ELL students with math understanding.

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.

Our students and families are welcomed to our school by our staff in the front office, other school staff, and most importantly, by our classroom teachers and other school staff. Our staff also make home visits, communicate with all families, and have a parent/family handbook that gives information about procedures and systems at the school. For social-emotional learning, we are using RULER, Positive Behavioral Interventions and Supports (PBIS) and supplementing with Mind-Up, Kelso's Choices, peer mediations, and mindfulness. Additionally, Leschi has a Student Equity Team so students can be a part of important school decisions and to provide input and feedback to the staff and community.

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:

Leschi Elementary will have 100% participation in our family conferences and our teachers will connect with families before the school year begins through multiple forms of communication, offering virtual and in-person meetings, and offering a second family conference for our students furthest from educational justice prior to the second trimester progress reports are sent out. The goal will be measured by communication logs for tracking family communication and participation in conferences and also through increased metrics on the 2021 Spring Family Climate Survey by June 2021.

We will engage families of color, especially our families of African American boys and girls through the Rising Sons and Daughters program, affinity groups, and African American family groups that will offer listening sessions and training for families of African American boys and girls. Feedback forms, surveys, and participation numbers in the affinity groups and programs will be used to measure this goal by June 2021.

Leschi Elementary will increase the percentage of students with fewer than 5 days absent in the first semester (September 4, 2020 until January 31, 2021) from 60.7% to 80%, and will increase the percentage of students with fewer than 5 days absent in the second semester (February 2, 2021 until June 18, 2021)

Leschi Elementary



from 84.1% to 90% through the creation of positive relationships between students and staff, regular school communications with families, holding attendance meetings with families, providing lessons to all students that include Signature Practices for social-emotional well-being, and progress monitoring of attendance by June 2021.

Plans for Family Engagement

We rely on several modes to encourage and nurture family engagement: school events for families (Jump Start, Family Fall Festival, Curriculum Night, Taste of Leschi, Black History Night, All School Family Dance, Jogathon, and Field Day), school communication (print and email school newsletters, the school website, robo-calls, classroom newsletters and communications), and daily outreach calls and connections via text messages and verbally when we see parents at pick up and drop off, or in the remote environment.

Additionally, we have an active PTA, Parent Equity Team, and have parent representation on our BLT. We have created a diverse parent group that the BLT parent representative reports to and seeks out input as we made decisions, while we are exploring other strategies to listen and partner with families that are furthest from educational justice and have not engaged with the school for many valid reasons. We survey our families after events to ensure that we are meeting the needs of our diverse community, and we send out information regarding school systems, information, and procedures via our electronic handbook.

2020-2021 COVID-19 CSIP Addendum

Leschi 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: Weekly food support, school supply, and technology support event every Friday from 11 am to 1 pm with one late afternoon event from 4-6 pm and monthly virtual town hall meetings that are recorded and sent to families with translations.

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 Leschi classroom has established the 3 signature social-emotional learning practices for remote learning (warm welcome, engaging practices, and optimistic closure) as observed by Leschi school leaders. Leschi school leaders are checking in with staff to support their well-being during remote learning and the dual pandemics.

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:**

As observed by school leaders during remote learning, Leschi classrooms have incorporated the 5 essential practices that have been the foundations of culturally responsive teaching (CRT) work in the district:

- Fostering student voice through shared inquiry and dialogue
- Creating equitable classroom environments through values-based behavior management
- Establishing social, emotional and identity safety
- Creating collectivist classroom culture through cooperative and collaborative learning
- Honoring student experience in curriculum, instruction, and relationships

AND has administered screeners and assessments in literacy and math to build intervention schedules to support students below standard in literacy and math through small group instruction and breakout room support during independent and small group work time.