

Seattle Excellence Continuous School Improvement Plan (CSIP)

Licton Springs K-8

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

We serve a diverse population that includes students who are particularly vulnerable and not well served in other schools. More than fifty-five percent of our students qualify for the Federal Free and Reduced Lunch program; 24% receive Special Education services; 23% receive English Language Learning services; and a number of students are supported via 504 plans, often for anxiety-related issues. We have a long history of being a safe haven for students and families of color, with more than 65% of students identifying as a race other than Caucasian and also regularly enroll the district's highest percentage of Native American students. Additionally, we have a percentage of Middle Eastern and North African students categorized as Caucasian who do not identify or present that way. We also serve a significant population of LGBTQIA2S+ students and families.

We specialize in addressing the needs of students who have emotional and/or learning difficulties or non-traditional learning styles that may have caused them to slip through the cracks or experience bullying and social stigma. Because of our staff's deep commitment and special approach to serving our unique population and our partnership with families and support providers, highly at-risk students who have experienced severe trauma, social isolation, behavioral challenges, ableism, racism, classism, sexism, or heterosexism are supported in an inclusive classroom setting in our school community. We are able to meet the needs of these students because of an inclusive environment where students of varying abilities and backgrounds work side-by-side in a collaborative learning community with a caring, culturally competent educator who is trained to develop a positive, inclusive, and supportive classroom environment. Our staff are determined to unlock the door to learning for every student.

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Our team's primary concerns are with student belonging and growth--both academic and personal. Everything we do is strategically in place to support students in these two foundational pillars of our school.

We are a school that prioritizes ensuring every single child ultimately meets grade-level standards. This is the true measure of a staff and school committed to social justice.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

60% of all 3rd grade students not meeting grade-level standard at the beginning of the year will advance a level on the end-of-year F&P.

Target Goal #1:

More than 65% of our 20-21 3rd grade students are categorized as SOCFFEJ, receive Special Education or English Language Learning services, or are homeless. Of the remaining students, several identify as North African or Middle Eastern rather than Caucasian, and a majority receive free or reduced meals. For this reason, our goal is for all 3rd grade students.

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Safe and Welcoming Environment Goal

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Target Goal:

80% of each student race/ethnicity subgroup will have 80% or better virtual engagement in on-line learning in SY20-21.

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.

Priority Area 1: Culturally Responsive Workforce Essential Practices: (SPS Practice 2)

- Implement Foundational Culturally Responsive Practices across classrooms
- Intentionally use classroom routines to foster a culture of collectivism, inclusion and identity safety
- Create regular structures and opportunities for student voice and agency (in the course of instruction, to inform instruction, and to assess instruction)
- Deliver instruction with high expectations for every students’ intellectual engagement and to support their development as independent learners

Priority Area 2: Culturally Responsive Workforce Essential Practices: (SPS Practice 1)

School based hiring teams will implement hiring practices that result in the contracting of teachers who have demonstrated values and beliefs in the aptitude and abilities of black boys through clear commitment in action, interruption and flagging for implicit and explicit and racial bias, et.al.

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

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“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.

Access to Strong Tier 1 Curricula: We will follow the district curricula with fidelity. This includes CCC and district adopted math and science curricula. We will especially ensure that all students have access to differentiated instruction in the Being A Reader portion of CCC. Because there is no middle school ELA adoption yet, we will explore the use of Oakland Unified’s curriculum written by Expeditionary Learning, which is available for free on-line.

Teach SIPPS as Intended and within the first three weeks of school. SIPPS is the adopted district, Tier 2 curricula for ELA. It is research-based and, when taught as intended and with fidelity, it is engaging for students. Additionally, ELL and Special Education teachers and assistants are trained in the use of SIPPS so that Students With Disabilities and English Language Learners have access to research-based, district adopted interventions.

MTSS Process: MTSS meetings will be held on a recurring basis including the general education teacher(s) serving the student population involved (i.e. grade level) and will include the principal or their designee (i.e. Head Teacher), the social worker, special services staff (i.e. special education and ELL), and the relevant interventionist for the group of students being discussed. MTSS referrals will be made by teachers online to school leadership, and the process will be tracked and monitored using district online tools.

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.

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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.

Implementation of SEL Curriculum: We will explicitly teach students social emotional skills. This may include lessons from RULER, Kelso’s Choice, DBT STEPS A, Random Acts of Kindness, or any other curricula the school determines would benefit students in their social emotional learning. We will implement these curricula while also acknowledging the impacts of systemic racism.

Culturally Relevant Book Swapping in CCC: We will do an in depth study of CCC books and substitute more appropriate texts by authors of color. This will build upon work already started in Grades 3 and 4.

Criterion 1 Walk Throughs: Our RET initiative classroom walkthroughs focused on Washington State teacher evaluation Criterion 1, which focuses on teachers setting high expectations for all students and that those expectations are reflected in specific teaching practices. We will continue these walkthroughs next school year, but will administer them at least three times. This will inform the work of the RET and school professional development.

Partnership with UW School Psychologist Doctoral Program and District Behavioral Health Team: Students with more intensive needs will receive additional supports from doctoral students at the UW School Psychology program and their program supervisor who is a licensed school psychologist. As a byproduct of this new partnership from SY19-20, LSK8 was also chosen to be added to school receiving intensive behavioral health support. A therapist specializing in student trauma and behavioral issues will join LSK8 MTSS meetings and will provide weekly Cognitive Behavioral Intervention for Trauma in Schools groups for students with intensive trauma, experiencing suicide ideation, or other psychiatric needs beyond what school staff can provide. This partnership is in addition to additional partnerships we have with Cowlitz Tribal Health and Sound Mental Health, which provides students with on-site therapy during school hours.

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.

Development of Schoolwide Instructional and Classroom Culture Practices: Staff unanimously approved a professional development plan that includes the development of and training in schoolwide instructional and cultural practices.

School Pillars focused on Belonging and Growth: All staff will experience professional development that promotes a significant increase in student belonging at school, in part as measured by the school climate survey, which we administer three times per year, also as a part of our RET's work. While acknowledging the impacts of systemic racism, students will also receive explicit lessons and routines related to neuroplasticity and growth mindset. Staff studied Dweck's Mindset at the end of the 19-20 school year. We believe this, along with other strategies, will be more inclusive of and engaging to our students who are not presently meeting grade-level standards.

Administering School Climate Surveys Three Times Annually: The RET made the administration of a school climate/pulse survey three times per year a part of its action plan in SY19-20. We will continue that practice in 20-21 and our RET will continue to analyze the data and support staff in improvement in this area.

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:

Teachers will make individual contact with families at least twice per month discussing student positives, academic progress, and ways to partner together in SY20-21.

Target Goal:

We will hold three subgroup focus group meetings this school year, including groups for Black/African, Latinx, Native American, and LGBTQIA2S students and families.

Plans for Family Engagement

Development of Tier 1 Practices Related to Family Contact (Essential Practice 4): Staff will develop minimum expectations for family communication that will include frequency of whole-group communication and minimum expectations for individual family contact.

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.
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:

Incorporate Talking Points in school communications. Many of our families do not answer calls from numbers they don't know, so calling via teams or personal numbers when remote isn't helpful in making contact. Many do respond to text, however, so we will make a concerted effort to use this new district tool.

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:**

All students have a morning and afternoon meeting/advisory with an extended, 30min AM block on Wednesdays. School leadership will survey staff regarding engagement and stress levels three times per year and find/create adult programming to address areas of concern in the surveys.

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:**

We will engage in weekly reviews of our Seesaw and Schoology activity data as a means to monitor student engagement and work with families and students that need additional supports.