

# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Magnolia 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

Magnolia Elementary reopened in the fall of 2019 with a commitment to aligning our systems and structures to the SPS Strategic Plan. We opened as a neighborhood school serving about 270 kindergarten thru 5<sup>th</sup> grade students living on the east side of the Magnolia neighborhood.

### **Mission**

Magnolia Elementary is committed to developing ALL of our students to become leaders empowered to advocate for a more just and humane world.

**At Magnolia Elementary, we:**

- Welcome and encourage perspectives other than our own
- Seek to understand our world and the lens(es) through which we see it
- Think critically with room for mistakes and repair
- Decide what is right for ourselves and stand up for what we believe in

### **Vision**

We are committed to cultivating a school culture of belonging, inclusivity and perspective validation. We will create a space for academic and social and emotional learning where:

- Kids and adults feel safe, seen, heard and respected
- Connection and compassion are prioritized
- Differences are celebrated as superpowers

## **Learning Approach**

Our intent is to open Magnolia Elementary as a learning community grounded in a culture of belonging, inclusivity and perspective validation. Our goal will be to:

- Intentionally teach the social and emotional competencies our students need to be significant, contributing members of their communities using positive discipline curriculum and classroom leadership strategies
- Deliver strong, standards aligned academic instruction through an engaging real-world lens
- Expect and support collaboration that allows learners to work with students and teachers from other classes and grade levels to build a school-wide learning community
- Provide learning opportunities where students apply their learning through engaging and meaningful projects, making positive contributions toward a more just and humane world

## Priorities and Measurable Goals

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

#### **ELA Target Goal #1:**

At least 90% our 3rd grade students of color furthest from educational justice will be reading at grade level by 2022 based on district and state assessments.

### Safe and Welcoming Environment Goal

#### **Priority Goal:**

- All students will feel safe and welcome in school.
- Students who are furthest from educational justice will be given opportunities to have meaningful voice and leadership in our school.

#### **Target Goal:**

To maintain our October Average Daily Attendance rate of 97% for our students of color furthest from educational justice.

## 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.

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*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.

Our Tier 1 learning framework and grade-level curriculum maps drive the collaborative academic and SEL/World Awareness instruction and assessment at each grade level. Our priority focus as a new school will be on implementing this tier 1 instruction in all classrooms.

Student progress is monitored by the MTSS Team (which includes our .6 ELL, SpEd and .4 Intervention teachers) in collaboration with grade-level PLCs. The team meets with a PLC each week to review math, literacy, SEL and behavior data and identify intervention strategies to address specific unfinished learning and coach teachers in implementing and progress monitoring these interventions.

## 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.

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We will work to:

- Ensure inclusion of all students in Tier 1 (core content) MTSS model
- Provide on-going progress monitoring
- Implement evidence-based practices designed to promote academic growth for all students, including: differentiation, flexible grouping, pacing adjustments and project-based learning.
- Provide on-going professional development to ensure a Culturally Responsive Workforce
  - Implement school-wide Positive Discipline Strategies to create 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
- Ensure Building Leadership Team routinely uses the Racial Equity Analysis Tool and Action Plan to drive school improvement and planning processes.
  - Align school CSIP's, Budget, and Professional Development Plans to reflect priorities that center the needs of families and students of color furthest from educational justice and foster foundational culturally responsive practices across the school environment.

## 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.

[Magnolia is committed to meeting the needs of all students. We will accomplish this through several avenues including identifying school-wide needs as well as the needs of individual students. As a school, we will complete a thorough data analysis of summative and formative assessments including but not limited to:

- Student, Staff and Family climate surveys
- WA Kids Kindergarten Readiness assessment

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- Missed Instruction Log Data
- Phonics/phonemic awareness data
- Fountas and Pinnell reading levels
- ADA compliance
- Measures of Academic Progress – MAP
- Math & ELA Washington State Smarter Balanced Assessments- SBA
- Attendance Reports

These assessments will be analyzed by teachers to identify students not meeting grade level standards, identifying areas of strength and unfinished student learning which will be used to create goals for supporting student learning.

We will implement an MTSS structure to identify students not meeting grade level standards. During Grade Level PLC's, student data will be analyzed, and interventions will be identified and adjusted as needed to support students not yet meeting grade level standards. Student data and progress are will be recorded on the staff shared drive and can be accessed by classroom teachers and specialists. The Student Intervention Team process is implemented only when previously identified interventions have been inadequate.

We use research-based strategies at Tier 1, 2, 3 of the Multi-Tiered Systems of Support Framework. Student progress is monitored at all 3 tiers by the MTSS Leadership Team in collaboration with Grade Level Professional Learning Communities.

## 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 goal is to continue the work we started our first year to develop an environment that is intellectually and emotionally safe for learning with a strong positive climate of belonging engineered to interrupt implicit bias. Our intentional work in this area will include:

- School-wide behavior expectations that are explicitly and routinely taught.
- Explicit social skills instruction is taught, rehearsed and generalized across learning environments
- Classroom social routines are explicitly taught and practiced throughout the year.
- Implementation of school-wide Positive Discipline strategies.



- Classroom agreements/charters are co-developed and re-visited as needed
- Regularly scheduled classroom meetings/circles are used for complimenting/ connecting, delivering SEL instruction and problem solving
- Adults and students use encouraging language (growth-mindset /not praise)
- Self-regulation space, tools and support are available in all classrooms
- School-wide Adult Response to Behaviors and Regulation, Repair and Re-entry Procedures
- Implementation of school-wide year-long awareness campaign. K-5 advisory cohorts (Orca Pods) learn about monthly social justice focus through school-wide read aloud and personalized art extension.

As we enter our second year as a new school in this unique time, we will conduct a climate survey at the beginning of the year to assess our implementation work last year and determine how to move this work forward in a remote or hybrid learning setting

## 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:**

We will use the first of the three pulse surveys this year to identify our area of growth. We will then work to achieve 20% growth in our target area on our third pulse survey.

### **Plans for Family Engagement**

Parents and adult family members are experts in their children, and therefore our best partners to co-create educational justice for their students. We will do whatever it takes to team with our adult family members to develop every single one of our students to high levels of academic proficiency and strong character.

Our target goal is to partner with students, families and communities who are furthest from educational justice by conducting inclusive and authentic engagement, ensuring they have a meaningful voice and leadership in our school. To accomplish this goal, we have created an Educational Justice Advisory Team to identify and create:

- structures that will allow us to authentically engage with our families, especially those furthest from educational justice
- ways to gather and use feedback about this engagement

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**SEATTLE EXCELLENCE**  
Educate. Engage. Empower.

We will gather input in the following areas to help us identify and implement structures that meet best practice criteria indicated on the SPS Family Engagement rubric :

- Communications
- Culturally Responsive
- Linked to Learning
- Welcoming Environments
- Decision Making/Sharing Power
- Deliverables

## 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:**

Our target goal is to partner with students, families and communities who are furthest from educational justice by conducting inclusive and authentic engagement, ensuring they have a meaningful voice and leadership in our school. To accomplish this goal, we have created an Educational Justice Advisory Team to identify and create: structures that will allow us to authentically engage with our families, especially those furthest from educational justice, ways to gather and use feedback about this engagement.)

## 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:**

This fall, our staff has decided to engage in a collective learning journey centered on an Anti-Bias Education Workshop. This opportunity will allow us to deepen our collective commitment to our mission and vision while also allowing each of us to strengthen our own understanding of our racial identities and biases and how they impact our work at MES.

In our classrooms, we are using the following resources to guide our student SEL work: Sound Discipline Pacing Guide for Community Building and Positive Discipline Class Meetings (used during in-person learning), Sound Discipline's Virtual Pacing Guide Booster and the ATN's Racial Justice and Abolitionist SEL Guide. Our classroom teachers are using these resources to implement culturally responsive, equity focused and trauma informed practices that provide meaningful opportunities for student voice and leadership: classroom agreements, daily class meetings, routines and rituals supported by student held class jobs, brain breaks, self-regulation strategies and support.



## 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:**

In this remote setting it is challenging to provide authentic opportunities for student voice. Our staff will prioritize fostering student voice opportunities for all of our students as they work collaboratively to implement our SEL positive discipline practices: classroom agreements, daily class meetings, routines and rituals supported by student held class jobs.