

Seattle Excellence Continuous School Improvement Plan (CSIP)

Maple 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.

Maple Elementary



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

Maple Elementary is a diverse K-5, Title I elementary school located in the Southeast Seattle. Maple is known for our caring community and our high expectations for our students. Nearly 50% of Maple students receive free or reduced lunch and 35% are bilingual English language learners. The most common languages spoken by Maple students are Chinese, English, Somali, Spanish, Tagalog and Vietnamese. Our unique open concept layout provides open and visible spaces that foster teacher collaboration and teamwork. We believe every student will attain their highest potential and be empowered to become a life-long learner. We accomplish our mission by engaging in culturally responsive teaching, and creating a positive and safe learning environment for all students with a specific focus on our students furthest from educational justice.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 49% of 3rd grade students of color furthest from educational justice will meet or exceed standard on the ELA Smarter Balanced Assessment.

Maple Elementary



Target Goals:

- By the end of June, 2021, 3rd grade students furthest from educational justice will increase their reading achievement by one or more performance levels as measured by grade level developed/determined reading assessments.
- By the end of June 2021, 2nd grade students furthest from educational justice will increase their reading achievement by one or more performance levels as measured by grade level developed/determined reading assessments.
- By the end of June 2021, 1st grade students furthest from educational justice will increase their reading achievement by one or more performance levels as measured by grade level developed/determined reading assessments.
- By the end of June 2021, Kindergarten grade students furthest from educational justice will increase their reading achievement by one or more performance levels as measured by grade level developed/determined reading assessments.

Safe and Welcoming Environment Goal

Priority Goal:

By June, 2021 attendance rates for ELL students will increase from 95.51% in March 2020 to 98%, indicating effectiveness of safe and welcoming systems, routines and practices.

By June, 2021 attendance rates for SFPEJ students will increase from 94.44% in March 2020 to 98%, indicating effectiveness of safe and welcoming systems, routines and practices.

Target Goal:

By June, 2021 attendance rates for African American students will increase from 92.46% in March 2020 to 98%, indicating effectiveness of safe and welcoming systems, routines and practices.

Supplementary Goals

By the end of June 2021, 4th and 5th grade students furthest from educational justice will increase their math achievement by one or more performance levels as measured by grade level developed/determined math assessments.

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.

Our Maple Multi-tiered System of Support (MTSS) team has identified areas for priority in Leadership, Systems & Structures of MTSS.

- Staff commitment to MTSS through regular review of data to support MTSS implementation and student outcomes.
- Equitable access through formative assessments to ensure students are benefiting and partnering with families to support learning goals.
- Team meets monthly to continue multi tiered system of support for remote learning including reviewing and responding remote student engagement.

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.

Maple Elementary



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.

Maple has created systems and structures using the priority standards by grade level and content areas that allow us to differentiate and meet the needs of all our students. Our master schedule includes a daily block of time called Monarch migration, a 25-minute enrichment and intervention block in which staff can provide additional support to English Language Learners, students receiving Special Education services and/or advanced learning, and Students of Color Furthest from Educational Justice. During this time, including remote learning, students engage in differentiated work at their level with their homeroom teacher and/or support teacher. Groupings are flexible because we expect growth from all our students, and they are constantly changing to address the needs of the students.

Our MTSS intervention entry criteria, allows us to identify students who need additional Tier 2 support that we will track progress for throughout the year. African American males and Students of Color Furthest from Educational Justice will be prioritized when planning Tier 2 support and utilizing school resources. Our English Language Learner (ELL) plan identifies the needs of our ELL students and include strategies that staff can use in the classroom to scaffold learning which benefits the language acquisition of all our students including students Students of Color Furthest from Educational Justice. This includes the use of language objectives, Center for the Collaborative Classroom (CCC) vocabulary, incorporating sentence stems provided in the CCC curriculum, and using a graphic organizer when teaching CCC writing units.

At Maple, our continuum model allows for flexibility with the placement of our students receiving Special Education services. We can track our student's growth and move them between programs dictated by their needs. The continuum model also creates flexibility with staffing resulting in students participating in the general education setting through the school day. Maple staff attended summer and fall PD to support digital synchronous and asynchronous instruction on our remote platforms Schoology/Seesaw.

In addition, staff attended Doug Fisher's training with a focus on high level student engagement and high degree of impact in the learning process. Staff have also participated in summer and fall feedback and learning about remote engagement in order to develop a common understanding of what remote learning looks and sounds like at Maple.

Yellow and red Wednesdays are used for grade-level teams to collaborate around eliminating the opportunity gap in reading K-3 and math 4-5. Teacher and administrator goal-setting will be aligned across grade levels and focused knowing and empowering our students furthest from educational justice.

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-

Maple Elementary



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.

Maple has adopted several essential practices and strategies to meet the academic priority of our African American males and students of color furthest from educational justice.

Student growth goals will be aligned across grade levels to focus on these priority students. During parent teacher conferences, teachers, parents, and students will engage in growth goal setting resulting in the understanding of learning expectations and supports available to the student. Frequent communication between school and home during remote learning will facilitate relationship building, connection and progress monitoring. To support student learning, we will solidify our Tier 1 core instruction, communicate learning targets and language objectives to our students and provide them with an opportunity to self-assess. During Professional Learning Community (PLC) work, teachers will analyze student data to progress monitor, identify interventions at the student level and provide those interventions in the classroom and remote setting. We will also utilize our intervention staff to provide Tier 2 instruction for those students who need additional support. Professional development will be focused on culturally responsive instruction and anti-racist practices, and additional professional development to grow in our knowledge and use of our Tier 1 literacy curriculum: Center for the Collaborative Classroom (CCC). Administration will provide teachers with feedback around teacher practice during the coaching feedback cycles and walkthroughs throughout the school year. Maple will use our Student Intervention Team process to identify and address student needs.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves.

Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

Maple Elementary



Maple staff participated in PD around the 3 signature practices: Welcoming Routines, Engaging Practices and Optimistic Closure. Maple has a plan for positive behavior support. This includes common school-wide expectations which are taught, practiced and reinforced. We also prioritize classroom charters or agreements, classroom meetings and 25 minute block of Social Emotional instruction. Our school counselor pushes in to Tier 1 SEL instruction to teach, collect data and provide Tier 2 supports as needed. Additionally, we strive to clearly communicate classroom expectations, consistently intervene with behavior in the classroom, and reinforce our Maple Way through rituals and celebrations throughout the week and year. Each week, our Maple Main Office Support Team reviews urgent needs and attendance or engagement concerns and develops plans to meet student needs. This includes, basic needs, technology support, counseling, and family partnerships. To support technology needs, we share weekly family communication with the procedures for SPS tech support, we provide individual family support as needed, and we encouraged each staff member to take home their computer monitor as a second screen for remote learning. In addition, our Maple educational technologist survey the staff to learn the technology needs and provide training to support them.

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:

By June, 2021 Maple will improve relational trust with our African American families resulting in an increase of engagement to 70% attendance during teacher parent conferences and at our African American family listening sessions. (Listening session up from 10%)

Plans for Family Engagement

Family Engagement and creating a strong home-school partnership are essential components to student learning. At Maple, families, volunteers, and community partners are welcomed to be supporters, advocates, decision makers and collaborators in the learning of our students.

Our families are welcomed to volunteer in our classrooms, chaperon fieldtrips, teach/share their cultures, and join our school wide decision-making committees- Building Leadership Team (BLT), Positive Behavior Interventions and Supports (PBIS) Tier 1 Committee, Family Engagement Action Team (FEAT), Racial

Maple Elementary



Equity Team (RET), Family Race and Equity Engagement Team (FREE), and Parent, Teacher, Student Association (PTSA). We will engage our families of children of color furthest from educational justice connecting them to student learning through student growth goal setting, progress monitoring during teacher parent conferences, curriculum night, and weekly communication including learning objectives for the week.

We will also monitor success by the number of families participating in our events and committees. We will provide embedded professional development on building relational trust with families for all staff, in partnership with our SPS Family Partnership manager. Our efforts to engage families continues through remote learning including weekly communication, family connection conferences, and tiered supports for families needing more flexibility of access.

Maple will hold a total of 5 evening listening sessions this year for our Vietnamese, Filipino, Chinese, Somali, and Spanish speaking families. Maple will hold 2 evening listening sessions for our African American families. Maple will work with our Family Engagement Action Team (FEAT) to analyze our listening session feedback, provide two way communication, and make adjustments and improvements to support our families based on their feedback.

20-21 COVID-19 CSIP Addendum

Maple 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:

Listening sessions by language groups, Parent Teacher Conferences, Weekly translated communication, Monthly meetings in committees with family representation (Racial Equity Team, Building Leadership Team, and Family Engagement Action Team), Professional Development for staff on building relational trust 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:
 - Daily 25 min. classroom meetings focused on SEL content.
 - Our counselor pushes to Tier 1 SEL instruction to teach, collect data, and provide additional Tier 2 supports as need.
 - Development of a classroom charter, Staff PD on the 3 signature SEL practices: Welcoming Routines, Engaging Practices, and Optimistic Closure.

Curriculum, Instruction, and Assessment:

Required Practices:

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
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.

Maple Elementary



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7. Implement a school-wide, multi-tiered system of support: Tier 1/2
 - A systemic plan to track and monitor learner experience data
 - Collection and review of meaningful and purposeful data
 - Adult collaboration between educators and families
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:

Maple staff attended Summer and fall PD on synchronous and asynchronous instruction from the Remote Learning Playbook and our remote learning platforms Schoology and Seesaw. Staff have also participated in summer and fall feedback and learning around remote engagement in order to develop a common understanding of what remote engagement looks and sounds like at Maple.