

Martin Luther King Jr. Elementary



Seattle Excellence Continuous School Improvement Plan (CSIP)

Martin Luther King Jr. 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.

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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

Martin Luther King Jr (MLK) Elementary is a vibrant neighborhood school located in the southeast corner of Seattle. MLK provides a holistic educational experience for students focusing not only on their academic growth, but also the emotional and social development of each child. We are One School and One Community. We value our partnership with our Head Start Preschool and "Seed of Life" Center for Early Learning before and after school programs. We also share professional development activities so that all staff are working toward a common goal: to prepare children for college, trade schools, professional careers and life.

Our Mission Statement is "Every child achieving at high levels and every adult accountable for every child's success". Our Vision statement is "At Martin Luther King Jr. Elementary School, we believe that all things are possible when every adult is responsible for every child".

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Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, 39% of 3rd grade students of color furthest from educational justice will meet standard or higher on the ELA Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

Priority Goal:

By June 2021, attendance rates for MLK students will increase from 90% in March 2020 to 95%, indicating effectiveness of safe and welcoming systems, routines and practices.

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.

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We have conducted a needs assessment to determine goals to help targeted students meet grade level standards. We examined our 2019-20 data that we collected as part of Multi-tiered Systems of Support (MTSS) work. We analyzed the data to determine strengths and areas to improve our supports for targeted students. This year our attendance rate 93.5%. While we were close to our goal, we will continue to hold attendance as a core area of our focus and strive for a 95% student attendance rate. Based on early projections, we had a little over 10% of our students who took the ELPA 21 assessment achieve the proficient level and qualify to exit ELL services. We have continued to improve our identification of advanced learners at MLK and have been highlighted by the Advanced Learning Department for our work.

Our overall 2019 SBA ELA data increased by 4% in Grades 3-5. In grade level to grade level comparisons we demonstrated growth in Grade 5 (increase of 22%). We had a decrease in Grade 3 (3%) and Grade 4 (8%). When looking at SBA cohort data we had a 1% growth for our 4th Grade students and had 6% growth for our 5th Graders. Our overall average scores for 2019 SBA Math 3-5 decreased by 2%. In grade level to grade level comparison we had 3% growth in Grade 3 and decreases in Grades 4 (3%) and 5 (5%). When looking at SBA cohort data we had a 2% decrease for our 4th Grade students and had a 17% decrease for our current 5th Graders.

We invested a large amount of our effort during the 2019-20 school year developing our data systems and implementing small group reading instruction K-5. We trained all teachers and administered the Fountas and Pinnell (F&P) assessment to measure reading growth 3 times this year. We built an acceleration block K-2 to ensure small group reading intervention 4 days a week for all targeted students and set up structures to support small group reading instruction in all classrooms, connected to the CCC (Center for Collaborative Classrooms) curriculum. Our data demonstrates that this was a successful strategy. 60% of our students were at or above their reading this year as measured by the F&P assessment. We believe this means that our focus on small group instruction and progress monitoring is reading yielded consistent growth. Our plan is to continue to build on this success and find tune the system so that we can move more students toward grade level or above in reading. We believe that over time this work will increase future SBA scores.

We are working to align with district initiatives in literacy (CCC curriculum, F&P Assessment, Satterberg Literacy Pathway Grant, all 3rd Graders on grade level) we will continue to focus on our Tier 1 reading and intervention systems next year. We have made growth, but we need to continue focus on this work until we see more substantial growth. We will be implementing a new math program in the Fall that will require on-going training and support but will not be our main academic focus.

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.

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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.

We have instituted a school-wide Dream Block so that targeted students are able to receive intervention at specific times during the day. In our Dream Block we utilize classroom teachers, interventionists, ELL certificated staff, and our City Year team to provide small group reading instruction to students. We work to ensure that targeted K-2 students receive a second dose of instructional support. We used Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) for this additional support. At grades 3-5 we worked to ensure that students received targeted instruction utilizing leveled cycles. We also utilize SIPPS for some 3-5 small group reading instruction. We also incorporate a variety of ELL strategies envision Math K-5 next Fall as our current practices have not been successful enough. We are working to strengthen our practice around the SBA interims, so that we can provide additional targeted supports for students based on the outcomes of the interims.

We have developed several after school supports for our targeted students. Our students who have recently exited ELL services can use the Imagine Learning program. Identified students in 2nd -4th grade who need additional support in reading have access to our Team Read Plus program that runs from 2:30 pm – 5:30 pm two days a week. We created an afterschool intervention program for ELL students who needed intensive reading and language support. City Year provides after school math and Social Emotional Learning support to students identified for their program. We also offer a Summer Staircase/Team Read program that provides identified students in K-4 additional support from 9-3 each day in the summer. Our partnership with East African Community Services (EACS) provides homework and tutoring support 4 days a week for small group of students. We also provide Jumpstart to all our incoming kindergartners.

We have created several extended learning opportunities for students during the day and afterschool. These extension opportunities include the following: Seattle Symphony Link Up Program, Seattle Theater Group (Dance and Theater classes), Disney in Schools, Choir, Arts Corp (artist in residence), robotics, the Global Reading Challenge, and afterschool sports (e.g. soccer, basketball).

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."

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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.

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High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

We will provide daily opportunities for students to engage in IDR (Independent Daily Reading) and Independent Writing.

We will confer with students at least twice per instructional unit (Making Meaning and Being a Writer).

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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.

Essential Practice 1: Positive Climate: Relationships and Connections

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We will develop caring and supportive relationships- Learn, use and correctly pronounce student names by the end of week 2, use explicit activities to learn about students and their cultural backgrounds, communicate with students/families before school starts and continue frequent contact, & speak to students with dignity and respect—even when providing correction.

We will teach about responsibility and provide opportunities for students to contribute to the functioning of the classroom. Use general classroom procedures and student jobs to enhance student responsibility, provide students with self-control and self-monitoring strategies, provide social skills instruction and problem-solving strategies, & provide specific activities for students to get to know one another and solve problems collaboratively.

We will maximize positive interactions Maintain a ratio of 5:1 or greater positive to negative interactions, positively interact with every student at least 2-3 times per hour on average, after correcting rule violations, & use acknowledgement and positive reinforcement for rule following.

Essential Practice 2: Social Emotional Learning Skills and Practices

We will implement welcoming routines that are inclusive and utilize Brain Breaks and transition techniques, so learning is anchored, focus is maintained and creativity blossoms.

Essential Practice 6: Track data at the school, classroom, and student levels

We will utilize the Behavior/Missed Instruction Log to track and analyze behavior trends to gain insight to behaviors and needs that are occurring across the school environment to inform decision making.

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:

50% of parents, guardians and family members will attend school events and visit our classrooms on a regular basis.

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Plans for Family Engagement

Martin Luther King Jr Elementary will continue to build on the family/engagement work that we are already doing. We are always striving to provide more opportunities for families to be active participants/leaders in the school. We have routine communication structures in place to ensure that families are being communicated with each week. We utilize family listening sessions with different affinity groups (e.g. Somali listening session) in the school to make sure meeting all families/students' needs. We also have a bi-monthly meeting with families hosted by our Home School Coordinator as part of morning assembly and our Home School Coordinator also produces a monthly family newsletter. We have begun partnering with the Seattle Housing Authority (SHA) to conduct listening sessions in the housing complexes in which our families live. We also have a Friday robocall and email that goes out to all families in 7 major languages each week. Our teachers hold parent teacher conferences as well as have their own classroom communication system to families. We have a differentiated homework policy based on each grade band, which is outlined in our student/family handbook. Reading independently or with a family member each night is an expectation across all grade levels.

We have created a variety of family events that link together families and staff around academics, attendance and social and emotional learning. The major events that we will continue to provide to families are the following: Ice Cream Social (prior to start of school), Curriculum Night, ELL Family Night, Wellness (attendance focus) Night, Literacy Night, STEM Night, and our Multicultural Family Night. Our Family Engagement Action Team (FEAT) in partnership with our PTA, City Year, Seattle Housing Authority (SHA), and staff organizes many of these events.

We are also very fortunate to have a Home School Coordinator and Family Support Worker as part of the MLK team. The Home School Coordinator is responsible for supporting the coordination of all family activities along with parent volunteers and tutoring. We have dramatically increased our afterschool opportunities based on feedback from families. We are working to strengthen our coordination of these programs with our City Year team and Home School Coordinator to so that students do not miss opportunities in which they are interested. Our Family Support Worker (FSW) works closely with students and families on her caseload linking students to needed resources in the community and strategies for improving attendance. The FSW assists in meeting the needs of families through home visits with teachers, securing the necessary goods and services, participating in school activities on and off campus and providing general support with families.

We implement "The Family Connection" component of WaKIDS to provide an opportunity for our families to meet individually with their child's kindergarten teacher at the beginning of the school year. This is done after the students have participated in our Jump Start program (week in August when children come to school, meet staff and peers, and "practice" kindergarten routines.) These one-on-one meetings are intended to welcome families to school and provide a safe environment for families to speak freely with the teacher. They help families and teachers begin to build relationships so that they can work together to help children be successful in school.

We have also conducted listening sessions with our 3rd-5th grade students to understand what they hope for in terms of MLK. These listening sessions have led to many changes in the school but have also led to projects that include families and culture. We want students/families to be able to walk into MLK and be able to visually see images that are representative of them. Our goal at MLK is to engage with families/community in ways that are meaningful and provide voice to students, families, and staff.

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2020-2021 COVID-19 CSIP Addendum

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The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

Required Practices:

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.

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7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.
8. **Recommended School Specific Strategy as outlined in the playbook:**
 - Communicate regularly using Seesaw, Teams, and phone regarding weekly learning plans for students.
 - Collect and regularly assess students' social-emotional, academic, technological, and family needs in order to provide support.
 - Communicate regularly school and district updates (principal).
 - Conduct virtual family-educator conferences three times during the school year.
 - Conduct virtual family engagement events (Open House & Curriculum Night, Literacy Night, Wellness Night, S.T.E.A.M.)
 - Conduct virtual assemblies to support community engagement (Veterans Day, Holiday Extravaganza Assembly, Martin Luther King Jr., Black History Month)
 - Parent Teacher Conferences will be scheduled virtually for November 23, 24, and 25.
 - PTA meetings will be held monthly to engage parents/families in our school community and an opportunity to share their ideas, input, feedback and voice.

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:**
 - MLK teachers/staff will have Morning Meetings at the beginning of the school day. This time will be used to check in with staff and students to foster relationships and support their well-being.
 - MLK will implement Caring Schools curriculum to develop the whole child and ensure warm and welcoming school environments for all students.
 - MLK's Social Worker will provide a Weekly Social Emotional Learning Newsletter. It will be shared in Seesaw with families at all grade levels.

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- MLK will have “Wellness Wednesdays” for all staff. Staff will explore activities and strategies around mental well-being that can be used in the virtual classroom, as well as providing tips for educator self-care
- MLK Staff will participate in the PD- *Equity and Relationships in Remote Learning*-Keynote Dr.Nicole Law and PD-*Chapter 3 in The Distance Learning Playbook*: Teacher-Student Relationships from a Distance. Focused on building systems, routines and rituals to build relationships with students and families at the beginning of the year. PD-*Teaching for Engagement and Impact in Distance Learning* with Doug Fisher, co-author of *The Distance Learning Playbook*.
- MLK will participate in the pD-3 Part Satterberg PD series on student voice and engagement in remote learning by Cornelius Minor.
- MLK will incorporate 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

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

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- 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:**
- MLK will do universal screening of all students followed by formative, benchmark and summative assessments throughout the year. Students will be assessed to identify whether they may benefit from additional supports or advanced work. Throughout the year, students will be provided multiple opportunities and formats to demonstrate learning.
 - MLK staff will monitor which students are attending, participating in, and engaging in meaningful core instruction activities. We will determine level of engagement to inform supportive practices.
 - MLK will implement a school-wide, multi-tiered system of supports. We have developed the “Dreamblock” within our schedule that provides all student opportunities to participate in small group instruction for additional supports
 - MLK students receiving Tier 2 or 3 supports will experience two touch points four times a week. This includes 1:1 and/or small group live check-ins with an educator or other adult.
 - MLK families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators/counselor, or designated adult weekly.
 - McKinney-Vento and Foster Care students/families will receive information about programming, services, and activities required by federal and state laws.