

# Seattle Excellence Continuous School Improvement Plan (CSIP)

## McDonald International School

### 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

McDonald International School is a language immersion school offering a curriculum infused with global awareness and cultural competence at every grade level. This means students receive instruction for half the day in English and half the day in either Spanish or Japanese.

At McDonald International School, we engage in anti-racist and trauma-informed education in our daily practices with students.

The mission of McDonald International school is: Through teaching and practicing our core values, our school community will challenge stereotypes and promote social justice in a diverse world. We will foster outstanding academic achievement through integrated, collaborative learning. In our international education program, students will celebrate their own identity as they investigate the world, recognize different perspectives and communicate effectively across cultures so they are empowered to take action.

# McDonald International School



In order to meet the goals stated in our school improvement plan we identify our strengths, prioritize our needs, and then establish our goals. During this process we examine how our instructional practices and school-wide routines and procedures are impacting student achievement.

## Priorities and Measurable Goals

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

#### **Priority Goal:**

For the 2020-21 school year, at least 84% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

### Safe and Welcoming Environment Goal

#### **Priority Goal:**

By Spring 2021, 80% of students will feel a sense of belonging according to the 2020-2021 SPS Student Survey.

#### **Target Goal:**

By Spring 2021 attendance rates for students will increase from 96.1% (in March 2020) to 97% 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.

# McDonald International School



## 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.

The instructional techniques/services we implement for our English language learning (ELL) students are a mixed approach model with push-in and pull-out services depending on student need. Students who are pulled out work with the ELL teacher using the "Being a Reader" component of the Center for the Collaborative Classroom and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS).

The instructional techniques/services we implement for our Students with Disabilities include Wired for Reading, Reading Mastery, touch math, Social Thinking Curriculum, Zones of Regulation Curriculum, one-on-one support, small group pull-out and push-in support, scaffold support, modification of assignments, visual supports, sentence starters, hundreds chart, manipulatives, fidgets, and sensory breaks.

## 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.

# McDonald International School



At McDonald International, we use research-based strategies that help targeted students. We address the needs of all children in the school, through Multi-Tiered Systems of Support (MTSS). The MTSS team meets with each teacher 4x per year to discuss student progress, to determine the effectiveness of interventions, and to develop new interventions. We progress monitor student learning on a regular basis in ELA through our F&P assessments (or the SPS ELA screener when in remote learning), running records, Common Formative Assessments, and assessment provided by the CCC curriculum. Teachers take baseline data in late September/early October, then progress monitor in January/February and take end of year growth data in May/June. In math, teachers administered the Beginning of the Year (BOY) assessment provided by SPS (of the SPS Math screener when in remote learning) and continue to create Common Formative Assessments, to monitor student progress. In the area of Language Acquisition, teachers in grades 3-5 administer several oral fluency assessments throughout the year. Based off how students do on assessments, we determine the instructional steps the teacher and/or school take with each student.

In the area of social emotional learning, students in grades K & 1 receive explicit instruction using the Second Step Curriculum, students in K-5 work with tools from the RULER curriculum and from the CCC curriculum, and students in K-5 receive classroom guidance lessons delivered by our school counselor.

The alternative instructional techniques and services we implement for our English Language Development students are a mixed approach model with push-in and pull-out services depending on student need. Students who are pulled out work with the ELL teacher using the “Being a Reader” component of the Center for Collaborative Classroom (CCC) and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS).

The alternative instructional techniques and services we implement for our Advanced Learners (AL) include flexible (and/or cluster) grouping, project-based learning, small group instruction, moderate acceleration, independent projects, and extension activities. These students, who are achieving well above grade level standards, are targeted under MTSS for these tier 2 interventions. HC eligible students who choose not to attend their HCC pathway site also receive these tier 2 interventions.

The alternative instructional techniques and services we implement for our Students with Disabilities include Wired for Reading, Reading Mastery, Reading A to Z, touch math, Social Thinking Curriculum, Zones of Regulation Curriculum, one-on-one support, small group pull-out and push-in support, scaffold support, modification of assignments, visual supports, sentence starters, hundreds chart, manipulatives, fidgets, and sensory breaks when appropriate.

The alternative instructional techniques and services we provide for our students who are below grade level include receive intervention support from our interventionists. For ELA, the interventionists use the “Being a Reader” book sets from the CCC curriculum, CCC writing supports, and the SIPP curriculum. For math, the interventionist uses manipulative and math games. Students receiving intervention are progress monitored monthly and continue receiving research-based interventions until they are making adequate progress. In the classroom, the teacher also supports these students with strategies such as one-on-one and small group support, scaffold support, preferential seating (when in “in person” learning), and breaking down large tasks into steps.

# McDonald International School



## 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.

There are essential practices and strategies that we use at McDonald for meeting the goals of our student of color furthest from education justice. First, we use classroom routines that foster a culture of collectivism, inclusion and identity safety. Second, we create regular structures and opportunities for student voice and agency to inform instruction and to assess instruction. Most teachers at McDonald follow the Democratic Method of teaching. Third, we deliver instruction with high expectations for every students' intellectual engagement and to support their development as independent learners. Forth, we deliver core instructional strategies that are differentiated and culturally responsive.

## 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.

# McDonald International School



There are essential practices and strategies that we use at McDonald to create a safe and welcoming environment. At McDonald we build relationships with students and families by intentionally taking time to get to know them. During the week of Strong Start each teacher held a conference with the all the students/families in their class. The Principal and the Kindergarten team also held a virtual Welcome Orientation prior the start of school. Within the first month of school all teachers held a curriculum night for families. Teachers at McDonald also have daily Family Connection time and 1x per week have open office hours for families. Our ELL team held an additional Welcome night for ELL students and families. At McDonald we also follow the PBIS framework and establish, teach, and reinforces school wide and classroom behavior expectations. Additionally, we teach and practice skills with social emotional regulation, conflict resolution, de-escalation, restorative justice, and mindfulness. At McDonald we track data at the school, classroom and student level, and then reflect on that data and make adjustment to what we are doing accordingly. In order to ensure that we meet our attendance goals, all teachers take attendance 2x per day and we have a response protocol for reaching out families when a student is absent and we were not made aware of the absence.

## 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:**

In order to create a path toward effective family engagement efforts that are linked to student achievement and school improvement, the McDonald International staff will develop an understanding of the Dual Capacity-Building Framework for family-school partnerships.

### **Plans for Family Engagement**

At McDonald International we are intentional about engaging with families. Some of the ways we engage with families include: 2 parents serve on the Building Leadership team (1 from the Japanese Immersion Program and 1 from the Spanish Immersion Program), the principal attends a monthly parent coffee with the purpose of responding to family questions and concerns, the principal attends the monthly PTA board meeting and all PTA general meetings, a teacher representatives attends all PTA board meetings and serves as a liason between the PTA and the staff, the principal meets monthly with the President and Vice

# McDonald International School



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

President of the PTA, the principal sends out a weekly newsletter to the community in English, Spanish and Japanese, all teachers send out weekly or bi weekly newsletters to families about what students are learning at school and ways to continue the learning at home, families are encouraged to volunteer at school in both the classroom and on fieldtrips, families are invited to attend parent-teacher conferences. At McDonald we encourage families to reach out to us with concerns and are responsive when they do. Lastly, we reach out to families when decision important to them need to be made.

## 20-21 COVID-19 CSIP Addendum

### McDonald International

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.

# McDonald International School



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

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:**  
(During the week of Strong Start, all teachers met with each student/family in their class. Teachers hold virtual Office Hours via TEAMS for families each Wednesday, where families can “drop in” to ask questions. The principal also holds a monthly virtual “Coffee Chat” via TEAMS for families to ask questions, provide feedback, and connect. The principal sends a weekly Principal Newsletter to families that is translated into Japanese and Spanish. McDonald International held a virtual curriculum night for families via TEAMS, where teachers discussed what students would be learning this year. The English Language Learner (ELL) department held a virtual Welcome Back night for families via TEAMS. A virtual Kindergarten Orientation via TEAMS was held for Kindergarten families prior to the start of school. Our school counselor leads parent education nights for families related to engaging in remote learning. All teachers will hold parent-teacher conferences in late November. And lastly, this year McDonald will create listening sessions for families of color.)

## 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:**  
Teachers spent the first few days/weeks of school with students co-creating class norms and/or a class charter and getting to know one another. Students start their day with a morning meeting where they check-in with one another. During class meetings the students play games, participate in feelings check-ins, set learning intentions for the day and/or discuss or individually respond to prompts, images or quotes. During lessons teachers invite students to share their thinking and prearrange group/partners for efficiency and social emotional skill development. Teachers also build in brain breaks to stretch and refresh. Teachers close out lessons and/or the day with reflection time. Our school counselor sent out a wellness survey to families and is providing supports accordingly. Students are provided with an opportunity to engage in remote recess daily, where they can move and connect with

peers. Teachers connect with students individually via team messages, 1-on-1 meetings, sending post cards, etc. And, our school counselor offers daily drop-in connection sessions during lunch.

## 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:**

At McDonald teachers organize their learning management system to make it easy for students to navigate. Within grade bands and partner teachers (the ELA teacher and immersion teacher) there is a great deal of alignment with routines, expectations, norms, etc. Staff work to provide personalized support to students related to managing remote learning schedules and technology. Teachers model coping strategies when frustrated in order to create a space where students feel safe to show all emotions and support one another. The ELL team has "connection time" each week for

# McDonald International School



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

all ELL students. Teachers provide visuals during synchronous learning. Teachers make assignments and asynchronous learning clear by writing out directions, recording the directions orally, and discussing the directions with students. Teachers make accommodations based off student needs and allow students to demonstrate understanding via multiple methods. In Kindergarten students have the opportunity for share time/community time, daily. Teachers provide feedback to students on assignments and give students the opportunity to revise their work. Using the Seesaw platform, students are able to share their thinking and comment on classmates' work. And lastly, teachers provide opportunities for students to collaborate with partners and small groups.