

Seattle Excellence Continuous School Improvement Plan (CSIP)

McGilvra 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

At McGilvra Elementary, we believe that all students benefit from standards-based instruction in accordance with the Common Core State Standards. While the learning process is different for each student, the teachers and staff at McGilvra are committed to creating an environment that challenges, supports, and encourages creativity in students. We strive to ignite a passion for exploration and intellectual curiosity with all our students. The mission of McGilvra Elementary School is to engage students in a challenging curriculum that is enhanced with multi-arts experiences and builds a strong academic foundation for future success. McGilvra students shall thrive in a safe environment that promotes academic achievement, develops problem-solving skills, and fosters a sense of respect and appreciation for oneself and for others.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

In ELA (English Language Arts), not all students in grades 3, 4 and 5 are meeting grade-level standard as measured by the SBA. By June, 2021, we will increase the percentage of students proficient on the ELA portion of the SBA from:

3rd: 97% to 99%

4th: 83% to 90%

5th: 82% to 90%

Safe and Welcoming Environment Goal

Priority Goal:

By May 2021, attendance rates for students furthest away from educational justice will increase from 84.5% to 100%, indicating effectiveness of safe and welcome routines, systems and practices.

Supplementary Goals

In math, not all students in grades 3, 4 and 5 are meeting grade-level standard as measured by the SBA.

We will increase the percentage of students proficient on the Math portion of the SBA from:

3rd: 92% to 95%

4th: 83% to 90%

5th: 61% to 85%

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.

- MTSS system to monitor student growth and interventions
- Small-group instruction and 1:1 instruction (as necessary) for targeted students
- Alignment (horizontal and vertical) of ELA curriculum implementation across the school for best practice in instruction
- Parent education and support (Parent Teacher Association (PTA) meetings, 'SciPi' Night, newsletters, conferences, emails, home-to-school links, etc.)

- Professional development opportunities for teachers

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.

McGilvra Elementary uses a systematic way to monitor student learning and help support ALL students in meeting grade-level standards.

- All teachers collect aligned data around academic content areas to monitor student growth
 - Data Collection Calendar
 - Monthly Data Team meetings (PLCs, grade-level team meetings, staff meetings)
- All teachers participate in Professional Learning Communities (PLCs) to horizontally and vertically align our work for content areas and for social-emotional learning.
 - PLCs will focus their work around the following questions:
 - What should students be learning?
 - How do we know if they have learned it?
 - What do we do when they are not learning?
 - What do we do when they’ve got it?

The staff will teach the Common Core State Standards (CCSS) for reading, writing and math using a variety of resources including district-adopted programs aligned to the CCSS, common assessment tools and rubrics, common vocabulary and vertically aligned K-5 steps.

Intervention strategies for students not proficient on benchmark assessments and state tests will include flexible grouping, differentiated instruction and other instructional strategies to meet the needs of individual learners. Through the MTSS process, we will closely monitor student progress using a variety of data points and set of individual student improvement goals through the goal-setting process and ongoing collaboration meetings.

Individual teachers and grade-levels will meet to review a variety of student assessments and student work to determine student progress and next steps for planning. We will use common grade-level assessments that will be tracked monthly for progress. These assessments are aligned to the CCSS.

Reflection meetings will take place between the principal and teacher to review progress towards student learning goals. This information will be reviewed at each formal observation, as well as the fall and mid-winter goal-setting and reflection conferences. Ongoing grade-level collaboration meetings will also focus on student progress monitoring.

Grade-levels and MTSS team will meet monthly to review data and determine next steps. Students will be assigned to a designated level of interventions and proactively monitored using a variety of benchmark tools and other assessments

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.

- Systematic data collection, progress monitoring and documentation of instruction and interventions across McGilvra
- SIT Referral Process (We will see a decrease in number of students referred for evaluation testing and fewer students of color being referred to the SIT team)

Our school offers professional development that is high quality and ongoing.

- We believe that all teachers should have access to high-quality professional development and to be a part of a teaching-and-learning community.
- We create a Professional Development Plan that supports the goals within this CSIP plan, goals for our
- Professional Learning Communities (PLCs) and individual teacher goals.

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- We utilize our weekly meeting time and early-release days to maximize our opportunities for professional development.

The McGilvra Teacher Leadership Cadre is made up of selected teacher leaders in the building. The TLC helps provide and coordinate Professional Development, as well as lead special projects as Project Coordinators at McGilvra. These projects will be selected through a collaboration between staff and BLT.

We will use research-based strategies that help targeted students.

We believe in having a systematic way to respond to the diversity of learners at McGilvra. Every child has strengths and every child has areas of growth. The way we respond to these needs is through research-based strategies that help targeted students through the Multi-Tiered System of Support (MTSS), which is a data-driven process to help us identify students that need Tier 2 intervention support:

Students who are achieving significantly below or significantly above grade level standards (including Advanced Learners) are targeted under MTSS for Tier 2 interventions. These can include:

- flexible grouping
- curriculum compacting
- tiered instruction
- project-based learning
- small group instruction
- moderate acceleration
- telescoping of curriculum

Students are identified as highly capable, either through the Advanced Learning identification process or teacher-identified. We believe that all students have the right to have access to high-quality learning opportunities in their General Education classroom.

Teachers utilize a variety of differentiated instructional strategies, including flexible grouping, project-based learning, research projects/presentations, web-based curricula, etc. Students also have access to extra-curricular activities for enrichment, including Math Olympiad, Global Reading Challenge, etc.

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.

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 believe parent and family engagement is so important for student success. We believe the partnership between school and home is one that is invaluable and provides opportunities for students to apply and transfer skills and strategies to all areas of their lives. We believe in authentically engaging our families, so we can provide instruction that is culturally responsive to the students we serve.

Plans for Family Engagement

- Continue to create a culture of collaboration and communication by ensuring the teachers, staff and parents are working together in service of students.
- Implement systems across the school and community that involve different groups to maintain open, two-way communication. (i.e. working with BLT and PTA to collaboratively find creative ways to continue academic and social-emotional programs at McGilvra.

Our school will increase parent/family engagement utilizing many different strategies and opportunities.

- Race & Equity team, including parent representatives
- Parent Education Series
- Parent groups (e.g. Families of Students who Receive SPED Services/504 Plans, Families of Color)
- Co-created Community Events calendar
- Teacher representative on PTA Board

Race & Equity Team

The Race & Equity Team is comprised of teachers, staff and parents. We will utilize a number of tools (e.g. Racial Equity Analysis Tool and Racial Equity Mapping Tool) to analyze our current work and make decisions in moving forward. The Race and Equity Team will submit an application to SPS to be identified as a R&E team with SPS, which would allow us to access more District resources. This team will partner with the PTA to also look at community events that are planned by McGilvra and planned by SPS in order to create opportunities for community events that are inclusive and welcoming to all of our families.

Parent Education Series

We will provide opportunities for parents to learn strategies to support their children at home.

Literacy

- Implementation of District-adopted curriculum (CCC—Center for Collaborative Conversations)
- Information to parents about CCSS for writing (including keyboarding expectations)
- List of activities that can be done at home (including websites) to support skills and concepts
- Provide opportunities for students who do not have computers at home to access computers at school

Math

- We will provide math information to parents at Curriculum Night so parents can understand what is being taught in the classroom and can support those strategies and skills at home.
- We will also have a school-wide math event which will focus on fun and challenging math activities children of all ages can engage in together.
- We will provide a Parent Education Series for math to help parents understand how to support their children at home. We will also make a point to invite parents of children that are struggling to meet the benchmark assessments or CCSS to this event.

Parent/teacher conferences provide sheltered time for teachers and parents to communicate about student progress, student goals and to provide support and strategies for school and at home.

Communication with parents and families comes in multiple forms:

- All-school emails
- Weekly newsletter to the community (*Paw Print*)
- Weekly newsletters from classroom teachers
- Parent/teacher conferences
- Supporting Parent Groups (Families of Color, Parents of Students Receiving Special Education Services/504 plans)
- Opportunities for family feedback (surveys)

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:**

Teachers will connect regularly with families through multiples forms of communication (email, SeeSaw, Family Connections meetings, Parent/Teacher conferences, home visits (as applicable), etc. We will provide monthly opportunities for families to engage in such events as Parent meetings, New Parent/Family Connections meetings, Parent Education Nights, affinity groups (Families of Color, Families of Students who Receive Special Education Services, etc.)

Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

Required Practices:

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.

4. **Recommended School Specific Strategy as outlined in the Playbook:**

All teachers and staff will connect with students in Daily Class meetings to provide social-emotional supports and to teach social-emotional learning skills and strategies. We will have Monday Morning assemblies as community-building events for the entire school, which will include monthly character traits, student-led information sessions (e.g. National Hispanic Heritage month, National Disability Awareness month, Native American Heritage Month, Indigenous Peoples' Day, etc.), McGilvra STAR behaviors, social-emotional check-ins, movement opportunities, etc. We will also integrate SEL lessons into our content blocks, while also providing social opportunities for students to practice and generalize skills and strategies. McGilvra teachers and staff will also participate in ongoing professional development about social-emotional learning and supports for students, especially in remote learning.

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. 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
7. 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.

8. Recommended School Specific Strategy as outlined in the Playbook:

McGilvra teachers and staff will provide multiple forms of instruction and assessment for students:

- Live, synchronous lessons during the day (three content blocks—Math, ELA, Science/SS, a Class Meeting for social-emotional supports and community-building)
- Asynchronous activities via SeeSaw to be aligned with the synchronous lessons during the day
- Lessons with Specialists (PE, Library, Music, Art)
- Opportunities for small-group work with classroom teachers, other specialists and Interventionists (Reading, math, counselor, SPED)
- Family Connections meetings with teachers
- Students will have opportunities to engage in additional activities for engagement, such as Global Reading Challenge, Student Council
- Students with IEPs will have full implementation of IEP programming.
- Students with 504-plans will have full implementation of plans.
- Teachers will have ongoing opportunities for Professional Development around Remote Learning strategies, technology support and assessment tools provided by SPS.