

# Seattle Excellence Continuous School Improvement Plan (CSIP)

## North Beach Elementary 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

North Beach is a strong community of teachers, parents and students who are dedicated to reaching our full potential as learners and citizens. North Beach provides rigorous and differentiated instruction that challenges each student to achieve to the best of their ability. Our inclusive classroom communities are intentionally balanced to provide complex, open-ended, thought provoking and challenging activities with peers who have a variety of strengths and interests. North Beach Educators are committed to learning and developing supportive practices to enhance opportunities at all levels of achievement.

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## Priorities and Measurable Goals

### **Priority Goal:**

In Spring of 2021, 70% of North Beach third graders will meet standard on the ELA SBA

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

In Spring of 2021, 70% of North Beach third graders will pass claim 4, Research and Inquiry on the ELA SBA.

### **Target Goal #2:**

In Spring of 2021, 50% of North Beach third graders will pass Claim 5, Summative Writing, on the ELA SBA.

## Safe and Welcoming Environment Goal

### **Priority Goal:**

1. Using the 3-5 Climate Survey as a measure, we will increase positive student responses to the statement, “I can calm myself down when I get frustrated or upset” to at least 80% by the end of the 2020-21 school year.
2. We will increase the positive student responses to the statement, “I usually feel calm and relaxed when I’m at school” to at least 80% by the end of the 2020-21 school year.
3. We will conduct our yearly Tiered Fidelity Inventory in June of 2021 with our Behavioral Health Coach and take note of areas of growth and need to plan for continued progress

### **Target Goal:**

The 2020-21 year-to-date attendance rate is 98.4%, an increase from 95.1% during the 2019-20 school year. By the end of 2020-21, the year-to-date attendance rate will remain higher than 96%.

### **Supplementary Goals**

70% of 3rd, 4th, and 5th grade students will be at, or above, standard as measured by the 2021 Math SBA (Spring of 2021.)

## High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that

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**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.

Consistent communication of expectations and instruction for social, emotional and behavioral learning, grounded in culturally responsive practices: Our Tiered Fidelity Index analysis indicated we needed to do additional work on our support of implementing schoolwide expectations and communicating these to families. We will provide professional development on communication tools to ensure schoolwide consistency in SEL supports and learning. Weekly SEL lessons provided, improved staff handbook, improved communication with parents.

Assessment of learning occurs routinely and consistently: With our newly adopted Assessment calendar being more aligned, our teaching teams will be focused on developing protocols for consistent use of assessment data.

## 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.

- EL and special education staff collaborate with general education staff to support needs of all students
- EL staff utilize CCC facilitation guide to increase oral discussion; GLAD strategies embedded in content, pre-teaching vocabulary/key concepts, differentiated instruction, visual supports, directions/examples provided orally and in writing with visual cues, scaffolded instructions and graphic organizers
- Push-in supports for EL and students with IEPs
- Data driven decision making to provide additional support from academic interventionist and tutors
- Small group instruction based on student needs for advanced learners
- Schoolwide practices implemented K-5 to support consistent expectations for students. SEL practices implemented schoolwide; schoolwide PBIS systems

## 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.

We will focus on using research-based standards-aligned writing instruction

- Scaffold grade level BaW lessons to support students below proficiency
- Check-in more frequently with students below proficiency
- Provide small-group writing instruction for students below proficiency
- Deliver direct writing instruction about topic sentences, supporting details, and using evidence from

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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.

All teachers will lead lessons on The North Beach Way behavior expectations and schedule time to practice these during the first two weeks of school.

Staff will continue to implement individual and classwide PBIS systems, with an emphasis on support for calming strategies

Continue teaching and supporting schoolwide implementation of RULER tools with an emphasis on the mindful-moment

Provide PD for staff to decrease lost instructional time; ensure every classroom has a system for students to be able to remain in class if they need a break; Missed Instruction Log will be tracked as a measure of success

## 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

### **Plans for Family Engagement**

Family outreach through interpreters arranged with our EL staff in coordination with teaching staff. PD will be provided to staff on collaboration and communication tools Talking Points and the Language Line that can support improved communication with families in need of translation services. Family technology

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support will be offered at different times to ensure students will be able to stay engaged in a remote environment during the 20-21 school year.

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## 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.

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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:**  
Family support training sessions were held prior to the start of school to provide information to families on accessing student accounts, Microsoft Teams and SeeSaw and to prepare families for utilizing new communication platforms when school began. Teachers conducted family conferences for all students to determine students' social-emotional, academic, technology and family needs. The school and PTA are partnering to host evening parent listening sessions to allow parents to come together and share concerns, get support from one another, and provide feedback to school staff. Our EL staff engage in 1:1 outreach for our EL families on an ongoing basis. All teachers communicate weekly to provide updated classroom information to parents. Teachers provide opportunities for families and students to meet 1:1 as needed every week. Our school counselor is also available for family support as needed.(e.g. **monthly virtual town halls, virtual focus groups, or other direct outreach methods**)

## 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:**  
Every day begins with a class community check-in. We are in our fifth year of RULER implementation and have continued implementation in the remote setting. Weekly SEL lessons focusing on different aspects of student health and wellness are provided for teachers to facilitate for students. The Schoolwide Book of the Month is shared in every classroom around a shared theme to support social emotional health. Schoolwide expectations, The North Beach Way (being Safe, Kind and Respectful), are explicitly taught and reinforced. The expectations were adapted for a remote setting by the school Climate Committee and implemented by all teachers. Schedules are consistent across classrooms and are posted in the same manner and location in SeeSaw.



## 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:**

North Beach has implemented schoolwide practices to provide consistency for students and families. Teachers are following district guidelines for focusing on power standards for a remote setting. A combination of synchronous and asynchronous learning opportunities is provided to meet students' needs. Teachers utilize family connections time to reach out to provide feedback, conference with families and provide support for students. Teachers meet regularly to analyze student work and share data with our academic interventionist to determine Tier 2 supports. EL and special education staff meet regularly and with general education teachers to ensure supports are in place for students receiving Tier 2 and 3 services.