



Seattle Excellence Continuous School Improvement Plan (CSIP)

Rainier View 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

Mission:

Our daily mission is to Capture. Teach. Inspire.

As a staff, we aim to capture students' interest and enthusiasm for learning, teach to the highest standards as outlined by common core standards, and inspire student ownership of their learning.

We provide an integrated academic program that prepares all students for advanced learning opportunities. Students who leave our school are equipped with core values as a measure to develop the "whole child." Rainier View core values are respect, hardwork, perseverance, achievement, leadership, enthusiasm, team work, responsibility, and safety.

Vision:

Our vision is to build a strong foundation for academic success for every student K-12, college and LIFE. Our focus is to equip student to engage in rigorous study with confidence in the areas of mathematics, science, literacy, and technology.



Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 schoolyear, at least 48% 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 of 2021, attendance rates for African American Males at Rainier View will increase from 78.2% to 90% indicating effectiveness of a safe and welcoming environment, routines, and practices.

School Closures due to Covid-19, in March 2020, Rainier View Elementary attendance data for Whole School Average was 78.6% as compared to district 87.4%. Specific target groups of students attendance included ELL 79.7%, African American Males 78.2%, FRL 77.2%, Special Education 88.8%, and FFEL 78.5%.

In support of Rainier View students and families, collectively we will focus on intentional practices providing a safe and welcoming environment during remote learning for students through engaging instruction that support students attendance.

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.

At Rainier View, we will focus on the follow to develop systems and structures for our Multi-tiered System of Support:

1. Equitable Access: (Foundational Systems and Structures Level 2)
 - a. Staff use screening and formative assessments to ensure all students are benefiting from comprehensive curriculum and positive behavioral expectations in all content and behavioral areas.
 - b. Data inquiry and decision-making process ensures equitable access and action aligned to individual need.

2. A strategic plan for MTSS Implementation is developed and aligned with the CSIP (Foundational Systems and Structures Level 1)

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.

Additional support for students. (as voted by staff in the 2020-21 budget vote): This includes funding for professional development, curricular lead, sub release, Reading/Math intervention via IXL, or Reading A to Z, supplies, family engagement via literacy night, fields trips, paying staff for after school extra time, student mentorship, testing coordinator stipends, office position at hourly rate, playground supervisor, MTSS team stipend, and professional developments. In addition, differentiation with flexible grouping and supplemental instruction with academic intervention specialists and Tier 2 Sheltered Instruction (ELL) to support core instructional.



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.

Rainier View Educators will deliver core instructional strategies that are effectively differentiated and culturally responsive by delivering instruction with high expectations for every students' intellectual engagement and to support their development as independent learners. Rainier View Educators will intentionally use classroom routines to foster a culture of collectivism and inclusion.

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 Rainier View students will be educated in a school where students are friendly and respectful of each other and staff. In addition, all students will report that teachers and students notice and care if they are absent. Rainier View school staff builds positive relationships and hold high expectations for behavior for all students in our classroom by using our daily SEL block to foster connections and reinforce expectations.

If we are successful with our goals, success will look like:

- The school staff build positive relationships and hold high expectations for behavior for all students in our classrooms.



- Rainier View gives all students opportunities to be responsible and/or take ownership of our school community. Also, the school reinforces a culture of teamwork where students acknowledge that we are stronger when we are all present in the learning environment of the school.
- The school staff makes intentional efforts to positively acknowledge all students returning after an absence.
- Rainier View will do a mid-year climate survey. We will analyze data to see if specific identity or grade level groups score similar or differently from Rainier View overall. If groups of students score low, the school will immediately explore the root cause by asking students and families why they feel this way and work with the students and community to increase their feelings of acceptance and belonging.
- Rainier View will reinforce the Positive Beliefs- Positive Learning, Positive Relationships- Positive Partnerships model as outlined by Seattle Public Schools. This model states that: School staff have a responsibility to:
 - Contribute to a safe and positive school climate;
 - Know, care for, and establish positive relationships with students;
 - Hold all students to high- expectations and provide quality and effective instruction;
 - Model courteous and respectful treatment;
 - Provide opportunities for student voice to be heard;
 - Encourage family participation in the resolution of ongoing problems;
 - Encourage the resolution of problems within the school setting; and seek consequences that are fair and natural to the situation.

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:

100% of Rainier View Families will feel and report a school environment is welcoming and safe. This goal will be monitored to attain progress through review of data we receive by family pulse survey with will be administered 3x this year.



Plans for Family Engagement

Rainier View Elementary will develop a Family Engagement Compact with Families (PTSA partnership) and have school based family council advisory group for students furthest away from educational justice, and embed family engagement strategy outcomes into Professional Development for all staff. In addition, Rainier View Elementary adults will know all students by name, face, and two personal facts (Fall Baseline, Spring Check In, End of the year follow up.) Educators also will have plan for family engagement experiences for every classroom connecting students to instructional plan (CCSS, Goal Setting, Academic Achievement Targets, etc.) Rainier Educators will also create specific and measurable targets for goals including 20% growth in family survey participation.



2020-2021 COVID-19 CSIP Addendum

Rainier View Elementary

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

Engaging Families:

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

Required Practices:

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



8. **Recommended School Specific Strategy as outlined in the Playbook:**
Rainier View Elementary will conduct monthly family meetings, Pulse Surveys 3x a year, Family Engagement Lunchtime Meetings, and SEL Family Connector Meetings.

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:**

Rainier View Elementary educators will intentionally work to radiate joy and positive energy with students, maintain 8:1 ratio of deposits, Build Rapport, call and text home to share praise, and warm and welcoming environment in classrooms, Weekly SEL Small Group lesson with counselor, Daily SEL Lessons with teachers for all students.

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:**

Rainier View educators will engage students with keeping pacing brisk with students working first 3 minutes, incorporate technology tools to lower barriers, review and provide feedback on individual student work, differentiate lessons, review IEP/504 goals and progress data and differentiate lesson plans to implement modifications, accommodations, and supports as required.