

Seattle Excellence Continuous School Improvement Plan (CSIP)

Rising Star 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

Rising Star is a creative, welcoming, and joyful community that values trusting relationships and respect. We strive to ensure that our teaching practices and decisions are rigorous and equitable. We are dedicated to promoting early literacy and elevating students furthest from educational justice through collaboration and multiple tiers of learning supports. Authentic family partnerships and culturally relevant, social-emotional learning are foundational to our work.

Rising Star scholars are inspiring, caring, problem-solvers, and critical thinkers. They are loved and known by multiple staff members by name, strength, need, and interest.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 31% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

Supplementary Goal #1:

By Spring 2022, 50% of 5th grade students furthest from educational justice will be proficient in math as measured by State Assessment.

Supplementary Goal #2:

The gap between the percentage of students furthest from educational justice and their peers will be no more than 5% by Spring 2022.

Safe and Welcoming Environment Goal

Priority Goal:

By June 2021, the chronically absent rate (10%+) for K-5th grade students furthest from educational justice will decrease by 15% as compared to baseline data from September 20 -October 20 2020.

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.

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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.

Rising Star MTSS team, led by math and reading interventionists, will meet bimonthly to assess ELA and math data, looking specifically at African American third graders.

K-5 teaching teams will participate in data days (review) and action planning every 6 weeks; led by instructional coach using data protocols from SPS.

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.

ELD and SPED will participate in K-5 PLCs and data days. Together, staff will conduct cycles of inquiry using current formative assessment data focused on students of color furthest from educational justice. Rising Star's comprehensive schedule will be designed to support this collaborative time.

Services will supplement, not supplant, Tier I instruction in Tier 2 and Tier 3.

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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.

Our core essential practices:

1. Strategic and targeted instruction in foundational reading skills.
2. Flexible, small group reading instruction target to students' assessed needs.
3. Intentional, research-based instruction using complex grade level texts and reading and writing tasks that build comprehension, knowledge, and strategic reading.

We will monitor progress with Tier 1 walkthrough tools and formative assessments. We will review progress toward goals every 6-8 weeks in PLCs, utilizing a cycle of inquiry to ensure students are on track for success. Literacy coaching is provided to teachers K-5.

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.

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Essential practices for improving culture and climate:

- Developing a positive climate using a common curriculum that includes Social-Emotional teaching, class meetings, and partner classrooms
- Establish, teach, and positively reinforce common school wide and classroom behavior expectations
- Track data at the school, classroom, and student levels

We will monitor progress toward goals by utilizing the Student Climate Survey, Missed Instruction Log data, and assessment tools within the common curriculum.

We will know we are on track for success with improved positive student responses on Student Climate Survey and reduced behavior incident referrals.

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 will increase participation in K-3 Academic Parent Teacher Teams from 20% to 50% percent by June 2021 by using various and consistent forms of culturally responsive communication to invite families and get feedback (translation, interpretation, scheduling, providing meals and childcare).

Plans for Family Engagement

- 4 Pillars of Family Engagement:
- Share power and responsibility
- Two-way communication
- Facilitating positive interactions
- Creating welcoming environments

All teachers will use a digital platform to promote frequent two-way communication with families.

Family engagement at Rising Star will include: family connection meetings (K), family engagement nights, 3x a year APTT meetings, new family tours, orientations, open houses, monthly Tea Time with the Principal,

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PTA events, ongoing two-way communication using Seesaw etc., involving families in committees, and November conferences. We will leverage the strengths and supports of our linguistically and culturally diverse bilingual Instructional Assistants and other staff, and community-based partnerships to provide responsive communication, especially for families of African American students and students furthest from educational justice. Rising Star also offers multiple wraparound health and social services for families.

We will progress monitor the success of these strategies by taking attendance and giving opportunities for families to provide feedback at these events. We will also measure family engagement through Seesaw analytics and other communication platforms.

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2020-2021 COVID-19 CSIP Addendum

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

Engaging Families:

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

Required Practices:

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

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7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.
8. **Recommended School Specific Strategy as outlined in the Playbook:** Monthly Tuesday Treat Time with the Principal events; Curriculum Night, Three Academic Parent-Teacher Team (APTT) Meetings throughout the year, After School Tech support classes for families/caregivers, monthly meeting with PTA to collaborate family events, community partnership with Solid Grounds to provide afterschool enrichment, healthy cooking classes for families, Resource team meeting weekly review caseloads and connect with families to provide resources, monthly cultural assemblies involving families, students, staff and community parnters.

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:**
Rising Star Way-Be Safe, Responsible, and Caring- Even During Remote Learning, Class Community Meetings twice a day, Breakfast Club, Virtual Recess, Virtual Fire Feathers, SEL/Attendance team meet weekly to review student caseloads, K-2 Student Climate Survey

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.

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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:**
Yellow Day Reading Data Cycles of Inquiry, Teacher and Coach Walkthroughs, Vertical Teams 3-5 Reading/SS and K-5 Math, TLCs Leading Essential Practice 3 work