Seattle Excellence Continuous School Improvement Plan (CSIP)

Roxhill 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.

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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
Roxhill Elementary, a full-service community school, fosters a climate of compassion, academic excellence, problem solving, creativity, and cultural awareness where the school, families, and the community are working together for the social, emotional, physical, and intellectual development of each child.

Vision
We honor and celebrate the diversity of our community and support the individual needs of each scholar. We are a community of life-long learners preparing for personal, academic and life success to positively contribute to our changing global society.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

<u>Priority Goal:</u>

For the 2020-21 school year, at least 44% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

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SEATTLE EXCELLENCE
Educate. Engage. Empower.

Safe and Welcoming Environment Goal

Priority Goal:

By March 2021, attendance rates for African American Males at Roxhill will increase from 76.1% in March 2020 to 83.7% indicating effectiveness of safe and welcoming systems, routines and practices

At the time of school closures due to COVID-19, in March 2020, Roxhill attendance data indicated that 65.5% [19/29] of our **African American Males** had a 90%+ attendance rate. By March 2021, attendance rates for African American Males at Roxhill will increase from 65.5% in March 2020 to 72.1% indicating effectiveness of safe and welcoming systems, routines and practices.

At the time of school closures due to COVID-19, in March 2020, Roxhill attendance data indicated that 76.1% [51/67] of our **ELL students** had a 90%+ attendance rate.

In support of our students at Roxhill, we will focus on signature practices in providing a safe and welcoming environment during remote learning for students incorporates signature practices of welcoming students, engaging practices, and optimistic closures. These practices support student attendance and learner engagement.

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.

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For the 2020-21 school year, our focus components will be Component 2: School Culture, Collaboration and Communication; and Component 3: Core and tiered Instruction and Supports. We will engage in this work by:

- Collaborative practices intentionally support school culture – Intentional grief and loss support for students and building adults. Indicator 2a.1
- School-wide commitment to positive classroom management practices – Continued staff professional development and staff support to better implement our established positive classroom management practices. Indicator 2c.5
- All students have access to standards-based core curriculum that is horizontally and vertically aligned – Continued use of CCC instructional materials, participation in disctict science adoption K-5, and all teachers K-5 will be using the Math in Focus instructional materials/curriculum. Indicator 3a.1.
- Core instruction is evaluated to inform interventions – Interventionists and support staff intentional collaboration with core content teachers, and develop interventions aligned with core curriculum. This will include small intervention groups for both reading and math. Indicator 3b.2.

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.

We believe that it is critically important that all student have access to high quality, standards aligned core instruction, especially students of color who are furthest from educational justice. For the 2020-2021 school year, we have prioritized certificated staffing with our budgetary decisions leading into the school year. Our blended funding model also allows for us to maximize the use of certificated staffing skills to provide aligned interventions that do not supplant core instruction.

- Flexible small group interventions support vocabulary, and targeted reading skills. Students prioritized in receiving this support are students of color furthest from educational justice.

- ELL certificated staff will support Tier 1 instruction with teacher professional development on GLAD strategies.

- Special Education services will be provided in a way that maximizes student's access to core instruction from their general education teachers as outlined in their IEP.

- Differentiation, flexible grouping and enrichment opportunities will be provided for all students that are identified as qualifying for highly capable services.

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 are continuing to grow our practice in:
- Consistent application and adherence to our established school-wide behavioral and learning expectations.
- Increasing opportunities for students in self-contained Special Education setting to engage in general education setting.
- Using data to determine specific learning or emotional support of students of color and those furthest away from educational justice and provide specific, targeted support.

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.

In support of our students at Roxhill, we will focus on signature practices in providing a safe and welcoming environment during remote learning for students incorporates signature practices of welcoming students, engaging practices, and optimistic closures. These practices support student attendance and learner engagement.

Within the classroom, staff will establish routines and procedures to provide a safe, positive, consistent, predictable environment for students. Practices include greeting students by name and providing opportunities for students to connect with one another in morning community circle.

We have well established Tier 1 and Tier 2 Positive Behavior Interventions Supports. We have created schoolwide learning expectations that support students and creates positive, productive learning environments. There is a schoolwide expectation that every class begins the day with RULER, social emotional learning instruction, class meeting, and/or community circle.

Roxhill's 2020-21 master schedule establishes the first half-hour of each day as community connection and social emotional learning time schoolwide. Curricular resources for SEL include RULER and Second Step. Social emotional learning will be structured in a priority sequence of lessons with an SEL focus of the week that reinforces Roxhill's PBIS systems.

For students needing additional support, we provide a check in/check out process, social groups, and staff that help create classroom interventions that supports students staying in the classroom.
We will continue our partnership with City Year.

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:

For the 2020-21 school year, we will work collaboratively with our existing parent group to create a parent advisory council that is reflective of our student demographics. We will engage with this council to determine opportunities for growth in our service of students.

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Plans for Family Engagement

Roxhill staff members will make personal contact with each family using a schoolwide cooperatively developed family communication tool framework to begin creating authentic relationships with the student and family. Roxhill's family engagement framework facilitates conversations that stem from student and family strengths, interests, and goals for the school year. Staff will develop a family connections plan to structure making frequent, scheduled family contact, strengthening the partnership with Roxhill, the family, and community. Frequent interactions with families will facilitate a safe environment for families to feel a sense of connections with classroom teachers, staff, and the school in order to support student learning and increase family voice and engagement. Fostering relationships with our African American, EL, and families of color will strengthen a partnership to increase student attendance.

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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:

<u>Required Practices:</u>

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:**

Roxhill Family and Community goals for our COVID remote start are to ensure that barriers to accessing the learning during remote start. Our initial distribution plan for technology, curricular supplies, and student school supplies was comprehensive ensuring that all of our families received materials necessary to engage in the learning. Community volunteers and community partners organized school supplies and materials for every Roxhill student. Student supplies included learning materials, school communication, student daily home learning plan organization, health information regarding services available to all Roxhill families, our family community newsletter. Distribution of devices and technology was coordinated by individual family communications, school curbside pick-up, and delivery to families. Translated documents for Device Usage Agreements and instructions for device/student account set up were provided. School staff supported families with specific 1:1 support utilizing translators. Administration will provide communication to families with translations with weekly robocalls. For the first six weeks of the 2020-21 school year administration will conduct a weekly virtual family engagement meeting with translations and monthly thereafter. Structure for virtual family include opportunities for continuous opportunities for feedback and involvement of school and community resources to provide outreach. School staff creates Weekly Family Communications that include daily schedule, lesson objectives, live learning, asynchronous assignments and required activities with due dates, and links to resources. During "Strong Start" staff members contacted families to develop a save and welcoming environment and authentic relationships by identifying family/student strengths, needs from school/community, and preferred communication methods. Translations services include bilingual staff and translation resources to include Linguistica, Google Translate, and TalkingPoints.

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:

During distance learning our staff supports students with a warm welcoming environment by greeting students by name daily. They have daily meetings and SEL instruction to start each day. The SEL instruction includes RULER which includes mood meter check-ins throughout the school day. Teachers provide a daily visual schedule and agreed upon norms. Teachers use engaging practices with students such as regular brain breaks (dance videos, mindfulness activities, games). They use the 5:1 practice, 5 positive interactions for every correction. Staff analyze opportunity gaps, stereotypes threats, and microaggressions through the work we do with our race and equity teams and PBIS teams. Teachers provide optimistic closure with their students by giving them opportunities to praise and recognize one another during their end of day meeting or classroom routines. Teachers also provide students opportunities to lead optimistic closure by assigning student jobs to recognize peers responding positively to expectations and doing a great job throughout the day.   To provide a safe and welcoming environment, all staff co-created a staff charter to identify how we want to feel as a staff in our remote environment. We regularly seek feedback in how we are honoring our charter. We check in with staff providing opportunities and support for self-care and ensure that we are listening to all staff voices. We use engaging practices in PD through use of whole group and small group discussions. We allow for individual processing time and give all staff members opportunities to share. For our optimistic closure as a staff we identify and celebrate individuals, teams, and successes.

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:**

   - Roxhill master schedule reflects minutes of instruction outlined in the MOU including synchronous and asynchronous learning opportunities for students and families to have multiple access points to learning. Roxhill students day begins with community connections and structured social emotional learning lessons to include RULER and Second Step.

   - Essential strategies include synchronous, asynchronous, and small group lessons. Synchronous lessons are scheduled on Teams where students and families can access through Teams calendar. Roxhill teachers use strategies to provide instruction videos, PowerPoint, interactive books, demonstration, independent work, and recorded lessons. Interventionists, EL, and general education teachers meet weekly as a PLC team to review data and create differentiated tiered supports for students in class and in small groups. Sped Case Managers meet with grade level teams, interventionists, and EL teachers to ensure the delivery of IEP minutes implementing appropriate modifications and supports. 5 essential practices of culturally responsive teaching (CRT) are foundational in Roxhill's MTSS system.
     - Fostering student voice through shared inquiry and dialogue
     - Creating equitable classroom environments through values-based behavior management
     - Establishing social, emotional and identity safety
     - Creating collectivist classroom culture through cooperative and collaborative learning
     - Honoring student experience in curriculum, instruction, and relationship