



Seattle Excellence Continuous School Improvement Plan (CSIP)

Sacajawea 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

Sacajawea Elementary is a diverse, inclusive community school. Our mission is *Teach every student with kindness, equity and empathy*. Our vision is *Educational Justice for All*. Our Sacajawea Equity Team leads the work as we endeavor to be an inclusive, empowering, and welcoming community. We build community in many ways including student nest groups in which students from each grade level participate together throughout the school year, a variety of community events, and our annual continental focus through which students learn about a different continent each year.

As a special education continuum school, we serve students in Developmental Preschool, Resource, Access and Distinct programs. We also serve students who speak a variety of languages through our English Language Learner program. We differentiate instruction with instruction, intervention and enrichment to meet a variety of learning needs, and all students are included throughout the school day. Our framework of Positive Behavior Interventions and Supports, and the RULER program for social and emotional learning, help us to provide a consistent, caring environment. We SHINE by being Safe, Helpful, Inclusive, Neighborly and Engaged. The Sacajawea Parent Teacher Association strongly supports this work. Sacajawea families support each other through our weekend food program, volunteering and caring relationships



Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 60% of 3rd through 5th grade students of color furthest from educational justice will meet standards or higher in English Language Arts, as measured by reading levels within grade level range, and multiple samples of classroom and on-demand writing assignments assessed using a grade level standards-based rubric.

Safe and Welcoming Environment Goal

Priority Goal:

For the 2020-21 school year, the average attendance rate of African American students will be at least 96%.

Target Goal:

While we are engaging in remote learning, all Students furthest from educational justice will have at least 75% engagement in learning opportunities. This can look like:

- required work turned in – on paper, in Seesaw or in other ways
- Participation in small group, individual, or whole group learning opportunities online
- Use of online learning platforms
- Communication with their educational team members

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.

Our assessment and data work is done within a structured framework of team collaboration with a laser-focus on increased student learning. Small teams of teachers analyze student data and plan instruction to respond to what the data shows about student strengths and needs. In 20-21 we are working to strengthen our assessment systems around writing and math.

Our Help Desk/MTSS team analyzes school wide data to determine appropriate interventions and strategies. This year we are working on streamlining our responses to students with similar needs for efficiency and to be able to collect data that tells how well these interventions are working.

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.

At Sacajawea we try to meet each student's needs with a consistent focus on inclusivity and equity. As we work with students who are eligible for special services, we know they are general education student first, and work to include every student. We work to deliver core instructional strategies that are effectively differentiated and culturally responsive and serve student individual needs in inclusive ways. With this in mind, we use a combination of classroom push-in support and pull-out instruction that is scheduled to ensure students engage in core content with their peers, and are supported when needed. Below are some of the special services students may receive:



Advanced Learners: Advanced learners are generally served within in their homeroom classes. In Kindergarten – third grade, differentiated small groups in reading help support each student at his or her appropriate learning level. In 4th and 5th grade, higher level reading instruction is done through individual student conferences. In math, advanced learners are supported in flexible groupings, and there are some students in math and reading who may go to a group in a higher-level classroom.

English Language Learners: All English Language Learners receive core content instruction in their homeroom classes. ELL staff support their learning needs. Depending on their language proficiency needs, they may have push-in support during class time or pull-out support that supplements core instruction. Families receive translation and interpretation services.

LAP: Reading intervention is provided for students who need Tier 2 reading instruction in addition to their classroom core content instruction. Our reading specialist and tutors work with students in small groups to help improve their reading skills. This may be push-in or pull-out support depending on student needs.

Special Education: All students eligible for Special Education Services are served in the Least Restrictive Environment by the service model that best meets their learning needs. Students served by Resource and Access spend most of their time in their homeroom classes with varying levels of support depending on their IEP requirements. Students served by the Distinct program spend most of their day in their distinct classroom and are included in their general education classes in a variety of ways. Our developmental preschool students are served in their classroom setting with modified general education curricula. All students have access to core content, modified core content, and specially designed instruction according to their IEPs. Over the last few years, we have worked to streamline our process for identifying students who need Specially Designed Instruction, through our Help Desk/MTSS systems.

Students of Color Farthest from Educational Justice: In all programs we prioritize students farthest from educational justice. We do this by providing culturally diverse learning materials, using culturally responsive teaching strategies, and paying attention to our own biases. Staff professional development has centered around race and equity in the past few years. In 2019-20, we began studying Culturally Responsive Teaching and the Brain, by Zaretta Hammond. We will continue study and implementation of this work throughout this CSIP cycle. One project we are working on in Social Studies is teaching history through an equity perspective, and helping students understand how current events are influenced by past history. We foster social justice by consistently reflecting upon our own practices, and teaching our students about equity and racism, how to be an advocate and ally, and providing safe spaces and opportunities for students to engage in this work.

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 working to meet our priority goals for our students of color farthest from educational justice through:

- 1) Revitalizing library collections with a focus on equity and current materials.
- 2) Reading instruction that includes intentionally selected diverse, authentic and culturally responsive reading materials, flexible, differentiated reading groups, and ongoing reading and writing conferences.
- 3) Creating standards-based rigorous rubrics and checklists for each writing genre, collecting anchor papers to use with the rubrics, and adopting researched based, culturally responsive, standards-aligned best practices for writing instruction.
- 4) Developing our staff PLC structure to support regular assessment, data analysis and responsive instructional planning. Consistent cycles of data analysis will help us to determine the success of these practices.
- 5) Learning culturally responsive teaching practices through our book study of Culturally Responsive Teaching and the Brain and adoption of culturally responsive strategies.

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.

We will improve the culture and climate for students and families, especially for African American students through positive climate and relationships. One on one family/teacher partnership meetings



occur during the first two weeks of each school year and these partnerships continue through welcoming events and positive communications.

Our Safe-Helpful-Inclusive-Neighborly-Engaged (SHINE) matrix helps us to focus on how we treat each other and gives a consistent framework for understanding and maintaining school wide expectations. The RULER program of Social Emotional Learning helps all community members to identify our emotions and respond to each other positively. Every student participates in a Nest group that meets monthly to help develop cross-grade positive relationships.

For our attendance goal, we will track student attendance monthly, reward students who are attending regularly and contact families to set up positive incentive plans and/or support students and families who are struggling with attendance.

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:

By Spring of 2023, at least 80% of families will respond positively on the district family survey to the prompt “The school does a good job sharing information about my child’s academic progress.”

By Spring of 2023, at least 80% of families will respond positively on the district family survey to the prompt “The school has successfully overcome cultural barriers between staff and families.”

Plans for Family Engagement

In order to meet the goals above we will focus on two areas within the Essential Practices for Authentic Family Engagement:

- *Intentional assessment and data practices that engage a racial equity-based approach to analyzing and responding to varied data* – Teachers will have a plan for annual family engagement experience for every classroom. This may include family partnership events where families and teachers engage in looking at student goals progress together and plan at home and at school goals and next steps.
- *Develop a 3-year family engagement plan impacting Core Instruction at Tier 1* - School staff and parents will

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work together to develop a Family Engagement Compact and staff will receive professional development around family engagement. We will learn about the cultures of our students and their families in order to overcome cultural barriers and continue our commitment to be a truly inclusive, empowering community. Our parent and staff equity teams will lead this work and help us to maintain focus on our students of color farthest from educational justice.



20-21 COVID-12 Addendum

Sacajawea 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:

Teachers will invite all parents to take part in SeeSaw in order to ensure that they have access to their student's work and teacher feedback. We will also consistently track student engagement on our various platforms and ways of engaging and reach out to families whose students may not be engaging consistently.

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:**

Specific classroom daily instruction in SEL, including a morning meeting. In our library program, using lessons from Common Sense Digital Citizenship for instruction in Digital Citizenship, Use CASEL's 3 strategies – Welcoming Beginning, Engaging Content and Optimistic Closure.

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:**

Teachers will use class meetings, individual instruction and small group instruction to connect with students and create relationships that promote student learning, provide feedback and support, and help the teacher to understand and respond to student learning needs.