

# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Salmon Bay K8 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

At Salmon Bay, we place your child on a path for academic and social success by helping students develop the skills required to be academically prepared, socially competent, and individually confident of their contributions. We offer a small school environment with a dedicated and dynamic staff committed to helping all students grow into their potential.

We pride ourselves on offering a warm, caring environment where children can develop in their own unique way and where supportive adults work to ensure each child will be successful every day.

At Salmon Bay

- We plan for the active engagement of all students by providing multiple ways to access and express learning.
- We teach social skills and emotional intelligence to create a safe school community and promote responsibility for each other.
- We grow and build confidence through hands-on classroom and field-based learning experiences.
- We investigate authentic problems that deepen our understanding and curiosity about the world.
- We engage in the work of social justice by examining identity, building knowledge and developing skills to challenge inequities.

We know that we are at our best when a strong family-school partnership exists, and we are committed to working with and for you in the service of student learning and growth.



## Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

### **Priority Goal:**

For the 2020-21 school year, at least 75% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

## Safe and Welcoming Environment Goal

### **Priority Goals:**

#### **Attendance**

For our Middle School 74% of Students of Color Furthest from Education Justice (SOC FFEJ) met the district attendance goal of having 90%+ Attendance rate compared with 87% of students not in that group. Our goal is to eliminate this disproportionality and raise attendance level by June of 2021 such that at least 85% of SOC FFEJ are meeting the 90%+ attendance rate. We currently do not have any disparity in our elementary attendance data across groups.

#### **Discipline**

Our Middle School utilizes a lunch reflection system that are given out by teachers to students to address inappropriate behaviors or actions. In 2019-20, 20% of lunch reflections were assigned to SOC FFEJ. While this group only comprises 17% of our Middle school.

By June 2021, we aim to have our lunch reflections for SOC FFEJ be proportionate to the percentage of our MS student population or lower.

## 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.

We will monitor and support *flexible, small group reading instruction* targeted to students' assessed needs and support professional development for *researched based standards-aligned writing instruction*.

These are the strategies of particular focus:

- Create a weekly schedule to provide Being a Reader differentiated small-group instruction to all K- 3 students
- Maximizing Independent Work Structures and Routines to Strengthen Student Learning
- Differentiate independent work options to meet students' academic needs
- Conduct end of unit Individual Writing Assessments
- Provide PLC student writing calibration supports
- Deliver professional learning on Conferring to target writing instruction based on student needs

## 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 progress monitor student learning using Fountas and Pinnell Reading Levels (K-6), Writing Rubrics (6-8), High Frequency Words Mastery (K-2), MAP scores in ELA and Math (K-2), SBAC scores (3-8), GPA (grades 6-8) and the passing of core classes in Middle School.

To support literacy, we use intervention programs such as Read Naturally, conferring, guided reading groups, F&P Baseline Intervention System utilized by reading specialist, MindPlay, SIPP and Haggerty programs. These support increased phonemic awareness, decoding, reading fluency and comprehension. In 2019 we launched a Book-a-Day program for Kindergarten with the twin goal of supporting reading habits and providing a wide variety of common books that allow students and their cultures reflected in the pages as well as have windows into other cultures and family traditions. We support parents with a family literacy night in January along with regular classroom communications.

## **English Language Learners**

- Selection of materials that allow for multiple entry points that can be used for students at advanced levels and at lower levels of demonstrated skill
- Creation and use of graphic organizers
- Utilization of visually rich materials (e.g., picture books, political cartoons)
- Intentional Grouping of students to allow for collaborative learning and groups that allow for focus on content.
- Scaffolding of graphic organizers that are differentiated for those that need extra help
- Push in of IAs & Intervention teachers to support content acquisition in core subjects.
- Use of grading systems that articulate both the standard and what is above grade level work
- Modified articles to make vocabulary accessible
- Low-risk writing that allows them to get ideas out
- Project Based Learning Approach – Rich contexts for differentiation of learning contexts
- Conferring with writers to provide students with timely feedback and opportunities for perfect practice.

## **Professional Development for Racial Equity**

- We support and augment the district's training on race and equity with recommendations for professional collaboration and development from our school-based Racial Equity Team.
- We will continue to utilize restorative practices. Most of our Counseling and Admin Team are trained in their use, and we are working to continue to build systems of support for students in the context of community.
- Our faculty will continue to examine social justice standards and work to align curriculum and projects to these.
- We will devote professional collaboration time to planning for integration of Social Justice themes in our curriculum that seek to uplift perspectives of those furthest from educational justice and have school-wide focused assemblies and learning during Black Lives Matter at Schools Week, Black History Month, and our Social Justice Week.

## **Highly Capable Students**

We are using or implementing a variety of instructional techniques and services to support Advanced Learning Opportunities (ALO), students with disabilities and English Language Learners

- Selection of materials that allow for multiple entry points that can be used for students at advanced levels and at lower levels of demonstrated skill
- Creation and use of graphic organizers
- Utilization of visually rich materials (e.g., picture books, political cartoons)
- Intentional Grouping of students to allow for collaborative learning and groups that allow for focus on content.
- Use of grading systems that articulate both the standard and what is above grade level work
- Project Based Learning Approach – Rich contexts for differentiation of learning contexts

## **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.

To meet our priority goals, we are focusing on using flexible, small group reading instruction targeted to students' assessed needs

- Target instruction to meet students' needs by ensuring that they are appropriately placed in the Being a Reader small-group sets (Grades K-3)
- Plan for strategy groups/book clubs (grades 3-5)
- Differentiate the number of times to meet with students/groups depending on academic need
- Differentiate independent work options to meet students' academic needs



- Monitor students' independent practice and provide support, feedback, and adjusted work options to meet students' academic needs

**We will progress monitor and support this work with** 6-week MTSS cycles K-5; Professional development time focused on literacy alignment, instructional practice, and CLL and CLT support; MTSS Core Team quarterly meetings analyzing data, Tier 2 supports/practices, and school-wide next steps.

## Safe and Welcoming Environment

**Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can 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.

When we have strong relationships among students and adults our attendance increases and discipline incidents decrease.

Our plans for improving culture and climate for students and families focus on two Essential Practices for creating Safe and Welcoming Environments.

***Essential Practice 1: Positive Climate: Relationships and Connections.*** This includes strengthening our use of Check-In and Check-out for prioritized students and threshold greeting for all teachers and K-8 class meetings.

***Essential Practice 3: Talking Circles and Restorative Practices.*** Continue to deepen our use of talking circles to build community and problem-solving circles and restorative circles when student conflicts arise.

Progress monitoring will include walk-through data and lunch reflection referral data.

## 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 June 2021, Salmon Bay will develop a 3-year Family Engagement Plan that impacts core instruction for all and more intensive supports for students furthest from educational justice.

### **Plans for Family Engagement**

To meet our Family Engagement goal we will focus on these two Family and Community Engagement Essential Practices:

**Essential Practice 2:** Develop a three-year family engagement plan impacting Core Instruction at Tier 1 (all school staff)

Implementation Strategies:

- Form a school-based parent advisory group to review and recommend changes to our core teaching structure and learning experiences
- Embed Family Engagement strategy outcomes into Professional Development for all staff

**Essential Practice 3:** Systemically focus support on students furthest from educational justice with more intensive (Tier 2 and 3) supports for African American males.

Implementation Strategies:

1. Engage staff in professional development on Tier 2 and Tier 3 supports
2. We will utilize affinity groups as we seek input and engage families of color in our planning for adjustments or creations of programs such as
  - Creation of safe spaces for students and adults at school
  - Development of mentorship program for AA students
  - Math supports and Reading supports for students below grade level

Salmon Bay's Building Leadership Team and Racial Equity Team will monitor progress and develop plans to support professional development and program development.



## 20-21 COVID-19 Addendum

### Salmon Bay K-8

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:**  
Our school supports families with necessary technology for learning, and a distribution system for resources. Teachers in our elementary school send regular (at least weekly) communications about upcoming work. We compile a Week Ahead communication for our middle school families. We offer monthly chats with parents and admin to be able to answer questions and share information about our program or concerns they have. We have worked with teams of teachers to closely align assignments and content to support families. Our school care team works to follow-up on concerns that we learn of from surveys, emails, or teacher referrals. )

## 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:**  
We have daily morning meetings (K-5) that include connection time and social emotional learning. Our middle school advisory (6-8) meets 3x/week with at least one of these times focused on community and connection drawing on tools from the district provided Social Emotional Learning lessons and professional development. WEB leaders (our 8th grade student leadership group) are meeting with 6th grade advisory classes 2x per month for social/emotional lessons/activities and making connections. In addition, WEB leaders are reaching out to individual 6th graders through personalized emails. WEB leaders are trained and prepped ahead of time.

## 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:**

We incorporate learning from district and school-based professional development and support our team to deliver digital synchronous lessons (utilizing MS Teams) and asynchronous lessons on Seesaw (K-5<sup>th</sup> Grades) and Schoology (6-8<sup>th</sup> Grade). We are utilizing OneNote notebooks to organize work and assignments in middle school and have shared links with families and offered sessions on utilizing the technology during our curriculum night. We are committed to supporting students who struggle or need more support with a concept in small group settings in line with district guidance.