

# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Sanislo 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

Sanislo Elementary is a highly diverse school located in the Puget Ridge neighborhood of Southwest Seattle. Our school was labeled the most diverse school in Washington State in 2016 in a Seattle Times article. Our diversity is our strength with our students sharing varied life experiences with one another. Sanislo is multi-generational, meaning that many parents attended Sanislo as children, indicating an even stronger community commitment. Our staff is committed to ensuring racial equity, resolving social injustices and closing the achievement gap. This is evidenced by staff participation in professional development designed to provide culturally and linguistically responsive teaching strategies, mindfulness in the classrooms to support social-emotional development and regulation, and Positive Behavior Interventions and Supports. Sanislo staff has had a history of providing extended learning opportunities after school and during the day as well as differentiating instruction in the classroom.

## Priorities and Measurable Goals

### Elementary Focus Goal: 3rd Grade English Language Arts

#### **Priority Goal:**

For the 2020-21 school year, at least 30% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

## **Target Goal #1:**

By June, 2021 school year, the percentage of 3-5th grade male students of color meeting standards in reading on the ELA Smarter Balance assessment with increase from 26% to 35%.

## Safe and Welcoming Environment Goal

### **Priority Goal:**

By June 2021, attendance rates for African American male students with attendance 90%+ will increase from 72.2% in the 2019-2020 school year to 90%, indicating effectiveness of safe and welcoming systems, routines and practices.

## 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 are studying and putting into place “best practices” in instructional strategies. Best practices include increasing students' active engagement in their learning, and differentiating instruction based on students' readiness, skill levels, and learning goals
- We look closely at the needs of all students and adjust instruction, re-teach, and re-assess students to ensure the success of all students in meeting standards.
- Student setting goals for MAP, F&P Reading Levels, Smarter Balance
- Sanislo's levy and MTSS team meets on a monthly basis to review student data and our progress towards our CSIP plan and levy goals.

- School staff, facilitated by our principal, engages annually in a data carousel activity in August. During this activity staff members rotate looking at various data such as: attendance, discipline, climate, reading and mathematics student data. At each station staff make narrative, non-judgmental statements (e.g. 3rd grade students increased XX% from fall to spring on the climate survey). After all participants review data, we identify trends and themes across the narrative statements. The final step of this process is to identify which trends are our priorities for the school year.
- We have developed six-week cyclical grade level team data meetings. During this time, staff reviews current student data from various assessments to identify areas of growth or need to drive instruction. These meetings are also used to identify students in need of intervention as well as students who are no longer in need of small group intervention.
- Staff participate twice monthly in learning walks. Learning walks are an opportunity for staff to observe one another and provide targeted feedback regarding professional practice. This data is collected using the Learning Walk tool and distributed to the teacher as well as the staff member engaged in the learning.

## 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.

- To meet the needs of advanced learners, school staff differentiates instruction and materials to meet the level of the individual student. This includes, but is not limited to, small group instruction, individualized assignments, one-to-one teacher conferences, and accelerated assignments and homework.
- To meet the needs of English Language learners, school staff differentiates instruction and materials to meet the level of the individual student. Students receive direct instruction from either a certificated teacher or a trained instructional assistant. Sanislo receives additional staffing annually to support the needs of the level 4 English Language Learners
- To meet the needs of students who receive special education services, school staff modifies instruction and materials to meet the needs of individual students. Students receive specially designed instruction from either a certificated special education teacher or a trained instructional assistant.

## 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 assessed our progress toward eliminating the learning gap between students of different ethnicities to ensure that our goals addressed the needs of underachieving groups.

- We created a master schedule to maximize available student learning time especially in literacy and mathematics.
- Accelerate reading achievement through specific focus on fluency and comprehension instruction and differentiation to meet the needs of all students
- Teachers will use a leveled classroom library and CCC curriculum in a balanced literacy approach to reading instruction
- Instructional assistants and classroom teachers will work with individuals and small groups in the classroom during independent reading
- Flexible, small group reading instruction targeted to students' assessed needs
- We will implement an instructional intervention block at every grade level four days weekly in order to provide students maximum opportunities to receive core instruction as well as interventions.

## 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.

- Student engagement and attendance data is analyzed twice monthly. We can use this data to identify times during the school day and days of the week that lower levels of student engagement. Knowing this information helps us to develop Tier 1 interventions to support student SEL needs.
- Tiered Fidelity Inventory - The purpose of the school-wide positive behavioral interventions and supports (SWPBIS) Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of SWPBIS. Administered in fall and spring.
- Use of Restorative Conversations for problem solving in the classrooms
- Daily use of Mindfulness practices in the classroom

## Inclusive and Authentic Engagement

**Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.**

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

## Family and Community Goals

### **Priority Goal:**

100% of our families will experience authentic engagement in their child's education at Sanislo during the 2020-21 school year.

### **Plans for Family Engagement**

- Two parents will serve on Building Leadership Team.
- Our Counselor will make regular contact with families and attend SIT, BLT and PTA to assess needs and deliver service. The counselor and Head Teacher will be the lead along with the principal on monitoring attendance of students.
- Sanislo will host multiple educational nights to support educational strategies at home.
- A curriculum night will be held in the fall to engage families into the culture of the school and the instructional program – Staff plans to review strategies for increased attendance
- The Family Engagement Team will be implemented this year to help direct the efforts to increase family engagement. The family engagement team will brainstorm ways to increase family engagement and will implement these practices as appropriate.
- A review of our title 1 program will be included in the program at our curriculum night. The Parent Involvement Policy and Procedures are available in multiple languages

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- Family Handbook and Quick-reference Guide is sent home and available on the website
- Families will be surveyed annually to identify communication preferences.

## 20-21 COVID-19 Addendum

### Sanislo 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:**  
Weekly All School assemblies for students and families

## 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:**  
Daily Mindfulness practices in the classrooms, weekly SEL lessons with school counselor and/or students success coordinator, and family meetings as needed.

## 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:**
- Use of interventionist to support during whole class instruction to inform their work in small group instruction.
  - Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning (*e.g., grade level teams are planning by compacting and emphasizing critical grade level targets*)
  - Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards (*e.g., using SeeSaw tools, teachers are providing timely and specific feedback on synchronous and asynchronous activities completed*).