

Seattle Excellence Continuous School Improvement Plan (CSIP)

South Shore PreK-8

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

South Shore PK-8 is a diverse community choice school located in the Rainer Beach neighborhood. We serve over 600 students and approximately 75% of our student body are identified as Historically Underserved Students of Color. Being located in one of the most diverse zip codes in the country, South Shore's diversity is also its primary strength. We are a school that values family, and community, with an intentional focus on preparing students to not only be academic scholars, but also empathetic world citizens. South Shore values the whole child and integrates Social Emotional Learning into all aspects of our school community. Our school celebrates the strength of every child and values the gifts they bring to our classrooms. As a "School of Promise," we know all too well the urgency needed to serve students furthest from educational justice. South Shore uses data to guide school wide instruction, utilizing research-based curriculum to provide both enrichment opportunities as well as additional small group academic supports and interventions to identified students. South Shore has foundational strength in the MTSS framework that allows students to be "seen," knowing students by name, strength and need.

As a community school South Shore also has several very long-standing strong community partnerships that are targeting our HUSOC including WeApp, ACE academy, City Year, Communities in Schools, Rainer Scholars, Seattle Parks, You Grow Girl and Asian Community Counseling Services.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 47% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

Middle School Focus Goal: 7th Grade Mathematics

Priority Goal:

For the 2020-21 school year, at least 47% of 7th grade students of color furthest from educational justice will meet standards or higher on the Math Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

Priority Goal:

By June, 2021 and as a result of the continued family outreach and intentional relationship building, along with a strong team that removes barrier to school success, South Shore will increase its daily average attendance from 93.7% to 95%.

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

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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.

South Shore's Wellness Team provides intentional tiered supports to address student social-emotional and academic needs. Due to Covid-19 and considering the hybrid in-person, distance learning model anticipated for the fall, our primary focus will be student wellness and socio-emotional health. Our current MTSS system uses a combination of data, assessment tools and strategies to coordinate academic and SEL supports for students needing more focused and/or unique interventions. Our team is comprised of Admin, support staff, clinicians, school counselors, academic coaches, and teachers.

- Teachers/staff identify students who need additional support
- The team reviews the collected data
- Teacher/Team collaborates to design a student intervention
- Teacher implements strategy
- Teacher progress monitors
- Based on student progress, intervention is adjusted and/or next steps are decided.

Our second area of focus will be coordinating resources for students and families. As the school closure impacted student learning, our intentional focus on ensuring students' basic needs are met first will allow us to move forward instructionally. Pre-assessments, interim bench-mark assessments, etc. will provide the baseline data needed to determine what supports students need first. As academics continued during the school closure, we understand the adjustment time students needed to become acclimated to a new system. South Shore will continue to prioritize academic supports for students as they again enter a new learning experience for the fall

Specifically, in ELA South Shore will focus on ESSENTIAL PRACTICE #1: Flexible, small group reading instruction targeted to students' assessed needs. This means that South Shore has prioritized regular small group instruction targeting specific skills. In addition, South Shore will continue to focus on ESSENTIAL PRACTICE #4: Regular and ongoing individualized reading and writing conferences to support the grade level standards and specific skills that students are working on mastering.

In support of our 7th grade math goal South Shore will prioritize ESSENTIAL PRACTICE #1: Implement Foundational Systems and Structures for Mathematics Instruction. Specifically focused on consistent planning time and PLC work between middle school math teachers and our building-based coach. South Shore will also focus on ESSENTIAL PRACTICE #3: Implement data-informed mathematics interventions and tier 2 & 3 support. This entails offering additional support opportunities for Tier 2 and Tier 3 students to receive regular synchronous small group or individualized instructional supports.

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.

For the 20-21 school year South Shore will have grade level teachers tier all of their students with support from the MTSS team using various data points so that all students will be put into Tiers for both academic as well as social/emotional needs. This will be done by Nov 1st so we can develop specific plans for identified students. For students with IEPs and students receiving ELL services, we will prioritize their small group schedules ensuring that they not only are receiving Tier 1 instruction but also have additional instructional time to move towards grade level mastery and other individualized goals. Our identified AL students will also be provided above grade level small groups to ensure they continue to be pushed and challenged.

The second part of the goal is to have teachers or grade levels present students to our MTSS team so the team can create research-based interventions for each identified student in order to provide additional support. The team walks the teachers through the Tier 1 interventions and then data is collected before meeting again with the team.

The final part of providing supports for identified students in Tier 2 and Tier 3 students will result in teachers providing these planned interventions in class and monitoring data to determine if the intervention is successful. If the initial intervention is not successful, the team may suggest another intervention to implement for several weeks, gathering data along the way. This gap closing cycle will repeat every 6 weeks with new student data presented to the MTSS team. This process ensures that we are trying multiple interventions to find student success and not over qualifying HUSOC for Special Education 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.

South Shore has always embraced *Multi-Tiered Systems of Support*, through which all students receive access to a baseline level of academic, behavioral, social, and emotional learning supports and additional personalized interventions are added based on students' unique needs. One example of a baseline support is differentiated literacy instruction in small leveled groups overseen by a school-based literacy coach who ensures fidelity of the assessment and implementation across all grade levels. In order to do this well, teachers must believe that all students and especially our HUSOC can achieve academic success at very high levels. This foundational belief will be supported by solidifying the hiring practices of South Shore to reflect that ALL teachers hired have demonstrated consistent values and beliefs in the aptitude and abilities of black boys and young men through clear commitment in action, interruption and flagging for implicit and explicit and racial bias.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can to learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

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In order for students, staff and community members to feel safe and welcomed at school, South Shore will provide positive behavior intervention strategies that support universal language, expectations and safety which include how we enter/exit the building and function within it. These expectations will be taught no less than four times a year by teachers and support staff. We will use survey data measuring student, staff and community members understanding of the expected expectations/and responses. We will know that students understand the expectations based on discipline data reflected by fewer than 15 incidents in Power Schools and less than 5 suspensions for HUSOC students. This work will be supported by teacher lessons, exit tickets or any other method or system he/she deems necessary to meet this outcome.

This focus on consistent and clear school and class expectations are in direct alignment with ESSENTIAL PRACTICE #4, Establish, teach, and reinforce school wide and classroom behavior expectation. In addition to our PBIS focus, South Shore will continue to implement several Essential Practices that are within our PBIS framework. These include utilizing ESSENTIAL PRACTICE #1: Creating a Positive School climate by focusing on relationships and connections. Our relationships with students, family and community is the foundation of South Shore. In addition, we know that providing lifelong SEL skills is incredibly important so South Shore will focus on ESSENTIAL PRACTICE #2: Implementing a solid SEL framework by including these skills as essential in all classrooms and also taught in small groups based on needs. All teachers will dedicate time to teach SEL skills within their classroom as a Tier 1 support.

We will further know that students and staff feel safe, welcomed and supported by the results of the yearly climate surveys, specifically in the realm of Safe and Welcoming Environment. Positive feedback, and all other observable positive interactions will serve as an additional indicator that we are working towards meeting this goal.

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:

South Shore has adopted the Academic Parent Teacher Teams (APTT) as a robust tool to engage families in K-5 with regards to their student's data and strategies to support student academic growth at home. This year 30% of our grade levels used the APTT model to engage families. In the school year 20-21 that will increase to 50% and in elementary it will go from 43% to 83%.

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Target Goal:

Specifically, our goal for HUSOC families is 65% family participation in at least 2 of the 3 yearly APTT teacher data meetings and 100% at our annual November conferences. This increase will occur as a result of very intentional outreach from the school and specifically the classroom teachers. Each family will receive an invitation in several forms. They will receive a translated e mail and robo phone call from school inviting them to join their student's teacher in the APTT meeting. The families will also receive an individual phone call and a postcard reminder that is translated as well. School administration will also make personal phone calls to invite families to conferences.

Plans for Family Engagement

South Shore values authentic family engagement and works hard to ensure that every students and family feels welcomed, connected and valued in our school community. In grades K-5 South Shore has adopted Academic Parent Teacher Teams, a research-based family engagement model that prioritizes partnering with families about strategies that can be done at home to support a strong, home-school partnership. There are three meetings throughout the year, also include sharing student data and relationship building. In Middle school South Shore uses an advisory model that allows students to connect with a specific adult and break down the contact points for families. The advisory serves as the conduit for families to gain quick access to all of the Middle school teachers.

2020-2021 COVID-19 CSIP Addendum

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

Engaging Families:

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

Required Practices:

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

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South Shore will have a multi-pronged approach to family engagement, communication and family supports.

During the district “Strong Start” every student will receive personal communication from staff in regards to their hopes and dreams for their child as well as any essential needs they might have including access to technology and internet connectivity.

On a weekly basis, teachers will communicate with families about the weekly learning plan for students in their grade level or classroom. These communications also include opportunities for families to engage with teachers to allow clarification and opportunities for questions.

In conjunction with the PTSA the Principal will co-host a monthly Coffee chat that provides opportunities for families to ask questions and engage with staff and other families. Topics are generated by family feedback and include a Principal update. These meetings include translation for families to increase access.

Principal communicates weekly with South Shore community school updates and information to keep community connected to school activities and new information. South Shore will host one virtual town hall a month that is focused on topics suggested by families including technology, at home supports and student showcase.

Finally, in grades K-5 teachers will continue to employ our Academic Parent Teacher teams that entails two additional family meetings a year, in addition to the November conferences, to discuss student achievement and at home strategies.

South Shore will also provide weekly essential needs pickups at the school in conjunction with local food banks and CBO’s. This allows additional touch points for families to ensure that obstacles to learning are being addressed in a timely manner. In addition to the essential needs South Shore also provides school supplies, supplementary curricular materials and technology supports every Friday. Staff delivers these materials if families are unable to make it to school.

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:

In elementary every class starts the day with Morning meetings and SEL check ins daily. Elementary also has a “check out” every day for students to review the day and receive another teacher touch to close their school day.

In Middle school students participate in daily South Shore has several strategies that focus on adult SEL including the creating of Community Care groups that meet monthly. These groups allow time for staff to support each other and share self-care strategies. In addition, every Wednesday the staff comes together to connect utilizing Welcome routines, Engaging practices, and Optimistic closure. Both elementary and Middle school engage in daily school/district provided SEL lessons as well as class meeting times.

South Shore staff participated in several district sponsored Professional development opportunities including *Equity and Relationships in Remote Learning* – Keynote Dr. Nicole Law as well as following up on the distance Learning Playbook by attending PDPD- *Teaching for Engagement and Impact in Distance Learning* with Doug Fisher, co-author of *The Distance Learning Playbook*.

South Shore staff, in conjunction with their Staff Racial Equity Team, use 5 essential practices that have been the foundations of culturally responsive teaching (CRT) work in the district: Fostering student voice through shared inquiry and dialogue, Creating equitable classroom environments through values-based behavior management, Establishing social, emotional and identity safety, Create and implement collectivist classroom culture through cooperative and collaborative learning, and finally focus on Honoring student experience in curriculum, instruction, and relationships.

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

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- (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:**
South Shore will continue our robust screeners and MTSS process in the remote setting.
This includes:
- **Using district screeners to assess all students with first two months to create targeted small group instruction school wide. Throughout the year teachers and staff will continually assess students to determine new skills that may need to be targeted and recording mastery of other skills that have been addressed in small group instruction**
 - **By Oct 20th South Shore will have conducted its first all school MTSS review allowing all teachers to bring up students of concern using a common rubric. The MTSS team will then Tier students for additional supports necessary and then follow up with family communication and schedule students for additional 1:1 check ins and small group academic as well as SEL supports**
 - **Students identified as Tier 2/Tier 3 will receive additional phone calls or Teams meetings weekly from teachers or designated case managers and school staff**

Students identified as MKV or in Foster Care will also receive additional weekly phone calls from school staff inquiring about essential needs and staff will work to remove barriers to accessing remote learning.