

Stephen Decatur



Seattle Excellence Continuous School Improvement Plan (CSIP)

Decatur 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

Decatur is an advanced learning school that fosters the development of environmentally conscious, creative and critical thinkers who are socially and emotionally equipped to engage in a just and sustainable world.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

99% of third grade students will meet or exceed standard English Language Arts Smarter Balanced Assessment.

Target Goal:

- 100% of third grade students will engage effectively in a range of collaborative discussions (one on one, in groups and teacher led) with diverse partners in grade three topics and texts, but building on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- 100% of all third grade students will be able to determine the main ideas and supporting details of a

text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This goal will be evaluated through formative assessments, observation data, and survey data to monitor student progress over the course of the year and inform our progress toward meeting our student achievement goals.

- Progress will be monitored by our MTSS team of admin, our interventionist, and classroom teachers.

Safe and Welcoming Environment Goal

Priority Goal:

In March of 2020 90% of students were in regular attendance. We will increase student attendance to 95% by the end of the 2020-21 school year. This goal will be measured through Power School attendance. During small group and one on one instruction and conferences via Teams.

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.

During remote learning, an area of focus for Decatur teachers and staff is student engagement. As a school our instructional focus is helping students engage in learning to ensure they don't fall behind. Teachers are using a variety of engagement tools such as Nearpod, Kahoot, surveys, and cooperative learning tools from Center for Collaborative Classroom. Professional Learning Communities will evaluate student progress via data collected during instruction, student work, and student feedback.

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.

As an HCC school, the majority of our students are expected to exceed standard. However, we have many students who struggle with academics, specifically the writing process. We also have students who struggle with math because they have skipped two grade levels of math and do not always have a strong mathematical foundation. During the 2018-19 school year, this was an area of focus across grade levels. It will continue to be an area of focus in the future.

Decatur staff use the Data Wise framework for PLC work. Teachers create a Cycle of Inquiry based on beginning of the year assessments, student work, small groups and conferring. Teachers differentiate their instruction to meet the needs of students by scaffolding work, small group instruction, IDR and writing conferences, targeted instruction for Tier I and Tier II students. Collaboration with Resource Room Teacher and EL teacher in ELA, math and social emotional needs.

With regards to eliminating opportunity gaps and ensuring access to excellence in education for every student, Decatur teachers will implement culturally responsive teaching practices to engage students of color.

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.

Essential Practice 4:

Regular and ongoing individual reading and writing conferences

- Provide daily opportunities for students to engage in IDR and independent writing.
- Confer with students at least twice per instructional unit (Making Meaning).
- Use the CCC recommended structures and routines for IDR and independent writing.
- Schedule consistent times for conferring in Making Meaning and Being a Writer.
- Provide immediate feedback and support to students for engaging with text at their independent reading and writing level.
- Adjust the frequency of student conferences based on need
- Offer strength-based feedback and support during conferences.
- Provide mini-lessons with a direct instruction focus.

Essential Practice 5:

Researched based standards-aligned writing instruction

- Prioritize adequate blocks of time in the master schedule for implementation of all of Making Meaning and Being a Writer.
- Utilize the Making Meaning and Being a Writer Writing about Reading optional opportunities (1-2x/unit).
- Provide Being a Writer Skills Practice instruction.
- Utilize CCC performance writing tasks, grades 3-5.
- Use independent work-station time (K-3) for completion of Writing about Reading tasks.
- Confer with students regarding their Reading comprehension (1x/month/student).
- Engage in grade-level PLCs to calibrate student work.

Essential Practice 7:

- Schedule Making Meaning lessons that always lead to independent reading at least 4 times per week
- Consistently using conferring notes and making strategic decisions to support individual student needs

- Utilizing the facilitation techniques, SEL practices and collaborative structures to increase the quality of student discourse
- Selecting and utilizing IDR mini lessons to target student needs
- Utilizing class assessments to monitor student progress and target instruction in support of student learning

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.

Decatur will include information about student's current academic profile during parent/teacher conferences that are held in November. We will also share conference notes with families and teachers will send home tips for increasing engagement during remote learning. Teachers will provide scaffolds as needed to support engagement with understanding of grade level complex texts. In addition, teachers will meet with families during family engagement time that is part of the scheduled school day. During these meetings, teachers and families will have opportunities to check in, provide support and collaborate when issues or questions arise.

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:

1. We will increase the percentage of students responding "favorably" to a question about students focused on learning from 51% to 61%.
2. We will increase the percentage of students responding "favorably" to the question about Teachers make what we learn interesting from 63% to 73%.

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Plans for Family Engagement

Teachers will conduct classroom meetings/circle time on a regular basis to provide opportunities for all student voices to be heard. Each class will host an all school monthly assembly based on monthly feeling words. Teachers will continue to give out Gator Goal cards to students to encourage kindness, leadership and safety. Teachers will implement culturally responsive teaching practices to ensure diverse voices are heard and respected. Teachers will provide weekly opportunities for families to meet with teachers and provide feedback, develop relationships and set goals for students.

2020-2021 COVID-19 CSIP Addendum

School Name: Stephen Decatur 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 newsletters and communication with families, family check ins, family meetings held regularly.

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:**
Decatur teachers have included daily welcome routines such as circle talks; inviting families to also be a part of the circle talks, warm and welcoming greetings, whole group games to develop a strong sense of community. Decatur is also using engaging practices such as Nearpod, Kahoot and survey to help students feel included in their classrooms.

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:**

Established equitable classroom environments through Values-based behavior management. Students use Nearpod to check in on the Mood Meter each day. This allows teachers can track how students are feeling daily.

Teachers have created collectivist classroom cultures through cooperative and collaborative learning. Each teacher has created small groups to connect with students, established writing and reading partners and developed strategies to ensure each student's voice is heard in their classroom lessons and meetings.