

Seattle Excellence Continuous School Improvement Plan (CSIP)

Stevens 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

We are a diverse K-5 learning community and our mission is to provide a high quality academic and social-emotional education that meets every student's needs, ensuring equitable access for all students in a safe environment where children are inspired to develop their skills and talents, a life-long love for learning, and a passion to care for each other and our community. We focus on teaching our students to be: Safe, Thoughtful, Accountable and Resilient (STAR) as we are the Stevens Stars! Our staff and families remain committed to our Racial Equity work, educational inclusion and access along with Social and Restorative Justice practices.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 52% 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 Goal:

Students of color furthest from educational justice will have the same or higher daily rate of attendance in Teams and Seesaw.

Target Goal:

By June 30, 2021, we will have 100% daily student attendance on Teams and Seesaw.

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 establish a MTSS Leadership Team that will meet at least monthly to review our academic and behavior data and will communicate action plans/next steps to all staff. Our MTSS Leadership Team will also help plan our quarterly Wednesday early release days for "Deep Data Dives" where our teachers and staff will have time to plan together and create plans to address whole child 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 will work to enhance our MTSS and PBIS systems to help ensure that we are serving the whole child—academically, socially and emotionally. Our staff will receive intentional Professional Development opportunities that focus on Culturally Responsive Teaching strategies which will benefit all students and especially those furthest from education justice. We will monitor and make positive adjustments to our office referrals and loss of instructional time for 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.

We will prioritize the follow practices as we work to achieve our annual goals:

- Staff participation in PD focused on culturally responsive practices.
- Weekly all school assemblies focused on our STAR expectations and Social Emotional skills
- MTSS Leadership Planning Meetings (monthly)
- PBIS Planning Meetings (monthly)
- Increased efforts to building positive and understanding relationships with students of color and their families.
- Start affinity groups for AA Males and girls of color.
- Intentionally use classroom routines to foster a culture of collectivism, inclusion and identity safety
- Create regular structures and opportunities for student voice
- Deliver instruction with high expectations for every students' intellectual engagement and to support their development as independent learners

Safe and Welcoming Environment

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

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

We will ensure that all students know and can explain our Safe, Thoughtful, Accountable, Resilient (STAR) expectations. All students will participate in our “Expectation Stations” sessions help at the beginning of every year and at our mid-year point. We also have implemented our PBIS and STAR expectations into our weekly schedule where classes rotate through interactive expectation review sessions with our specialists. We will also be restarting our student Associated Student Body (ASB) and utilize them to include more student voice into our school systems and operations.

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:

All Stevens families will receive 3 attempts/invites to conferences and 95% of Stevens Families will participate in conferences in November and with our monthly family check ins.

Target Goal:

100% of students/families furthest from educational justice will receive monthly checkins from staff and receive needed school and or District support.

Plans for Family Engagement

Our Principal and staff will be engaging and intentionally connecting with families that have historically not been engaged in our community. This will be in partnership with our PTA working together to foster positive relationships with our ELL families and families of color. We will use intentional outreach efforts to better communicate with families and to learn of their needs and ways to be more inclusive.

- We will create monthly engagement opportunities during school and in the evenings for families by including meaningful student work, performances and monthly leadership coffee chats.
- Curriculum Night: All teachers conducted online sessions for families
- Weekly online All School student Assemblies
- Various Music Performances
- Fall Social
- Pancake Breakfast
- Jump-a-thon
- Book it Theatre
- Teachers send home classroom newsletters with learning targets and current learning activities via email and hard copies are also made available
- Staff and Principal will review the results of parent surveys throughout the year and create action plans to support parent engagement

20-21 COVID-19 CSIP Addendum

Stevens 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:

Principal and various Stevens staff attend monthly Community Social Hours remotely. Our fulltime Social Worker does direct outreach and support with our families, securing food, gift cards, hot spots and other pressing family needs. We maximize our family connection time communicating via phone, text, email or video conference on a daily/weekly basis.

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:**

Stevens holds a weekly student/all school online assembly and we review and reinforce our school-wide expectations (Safe, Thoughtful, Accountable, Resilient). At the assembly, we also review RULER expectations in conjunction with our Mood Meter check ins. For staff, we embed “Shout-outs” and intentionally give our Racial Equity Team time at our staff meetings to focus on our Cultural Responsiveness and Anti-Racist practices. Morning classroom meeting time is used to teach RULER lessons and feeling word lessons along with the district provided SEL lessons.

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.
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