SEATTLE PUBLIC SCHOOLS

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Seattle Excellence Continuous School Improvement Plan (CSIP)

Thornton Creek 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.

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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

Thornton Creek uses the Expeditionary Learning model in which students cultivate skills of exploration, creativity, and collaboration - skills needed to become responsive, contributing citizens in our global society. The staff and families of Thornton Creek share leadership to provide students with project-based, authentic learning activities that build their social, emotional, creative, and intellectual skills. In this learning environment, we support and encourage every student's acquisition of academic knowledge, social responsibility, creative expression and critical thinking skills.

We are committed to preparing our students to contribute positively to a diverse and multi-cultural society. These 10 principles, which seek to describe a caring, adventurous school culture and approach to learning, were drawn from the ideas of Kurt Hahn and other education leaders for use in Expeditionary Learning Outward Bound (ELOB) schools.

1. The primacy of self-discovery
2. The having of wonderful ideas
3. The responsibility for learning
4. Empathy and caring
5. Success and failure
6. Collaboration and competition
7. Diversity and inclusion
8. The natural world
9. Solitude and reflection
10. Service and compassion

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Thornton Creek staff provides an integrated experiential learning experience through the Expeditionary Learning model. We are dedicated to nurturing each student's unique potential and imagination while teaching them they are connected to both a local and global community.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Target Goal #1:

In June 2021 after a year of instruction and collaborative intervention, 3rd grade students will demonstrate one school year of reading growth as determined by district's BAR universal screener. Additionally, 95% of 3rd graders will demonstrate growth by approaching/meeting/exceeding standards on the SBA Reading Claim or meet their IEP goals.

Safe and Welcoming Environment Goal

Priority Goal:

By Spring of 2021 (due to the COVID school year), attendance rates for all students, will be maintained at 98.4 % from October 2020, 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.

MTSS Focus Area 1: Establish school-wide common formative assessment data methods for literary (reading, writing, foundational skills) beyond typical summative assessments (F&P, MAP, SBA) to evaluate student progress and inform MTSS framework in the remote learning environment.

MTSS Focus Area 2: Establish a Thornton Creek MTSS flow chart that articulates Tier 1 and Tier 2 systems and supports within a remote environment. This flow chart would identify assessment screeners (and cut-scores), Tier 1 interventions and extensions (for Advanced Learners), and Tier 2 Intervention protocols (including research-based intervention curriculum and student data progress monitoring every 4-6 weeks).

MTSS Focus Area 3: Expand the PLC work in grade levels, held monthly, utilizing a protocol, to ensure robust Tier 1 instruction in literacy and reduce the number of students who are identified in Tier 2 systems and supports within the remote learning environment.

The goal of these Focus Areas is to establish a data-driven systemic approach to progress monitoring and identifying/delivering intervention and advanced learning supports to eliminate the influence of intrinsic/extrinsic biases and ensure African American Males and students of color have access to high levels of learning and support.

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.

English Language Learners:
Thornton Creek is an option school that utilizes a looping model where students stay with the same teacher in grades 2-3 and 4-5. We cluster our relatively small number of EL students in classrooms of our cadre of teachers who collaborate with our EL staff.

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ELL Focus Area 1: The work of this team is to create language learning targets and activities that engage all of the language modalities throughout the school year. In this model, sheltered instruction takes place both in the general education classroom and in pull-out targeted skills sessions.

Instructional Strategies: Daily language learning targets, structured talk activities from both Expeditionary Learning resources and Constructive Classroom Conversations, strengths-based instruction (choices, scaffolds, sentence stems, visuals), explicit context/background knowledge instruction.

Special Education: Thornton Creek houses the Continuum of Special Education Services model, including Distinct, Access, and SM1 Resource services. Within all three programs there is an emphasis on targeted instruction and intentional inclusion within the Tier 1 General Education classroom setting.

SpEd Focus Area 1: To strengthen collaborative systems between Special Education staff and General Education teachers to ensure SDI (Specially Designed Instruction) is delivered through instructional vehicles that promote students' academic achievement and growth within the General Education setting (LRI). This includes PLC work around aligning instructional content, learning activities, and progress monitoring techniques across grade levels and service continuums.

SpEd Focus Area 2: To outline, as part of the MTSS flow chart, a clear a consistent referral and eligibility processes for special education services. This includes the role of the SST (Student Support Team) and MTSS framework in supporting specific processes for students who are also eligible for English Language Learner (ELL) services, Tier 2 academic services, and Tier 2 Social/Emotional/Behavior services.

Advanced Learning: Thornton Creek, through our Expeditionary Learning model, is in a unique position for supporting advanced learning opportunities through curricular, project based, and enrichment experiences built in to the instructional framework.

Advanced Learning Focus Area 1: To outline, as part of the MTSS flow chart, a clear and consistent process for
a) identifying student on/above standard (outside of the single District designate)
b) instructional approaches, services or methodologies teachers teams develop and implement for identified students;
c) plans within the MTSS framework to screen, progress monitor and redesign instruction to ensure academic growth for all students.

The goal of these Focus Areas is to establish a data-driven systemic approach to progress monitoring and identifying/delivering intervention and advanced learning supports to eliminate the influence of intrinsic/extrinsic biases and ensure African American Males and students of color have access to high levels of learning and supports.

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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.

Culturally Responsive: Instructional Strategies – Morning circles and whole group greeting activities; Greeting all students with warmth and joy using preferred names; 5:1 practices (5 positives for every one negative); Utilize individual student strengths and unique experiences (academic, cultural); Offer a variety of interactions in pairs, small groups and whole groups.

English Language Learners: Instructional Strategies - Daily language learning targets; structured talk activities from both Expeditionary Learning resources and Constructive Classroom Conversations; strengths-based instruction (choices, scaffolds, sentence stems, visuals); explicit context/background knowledge instruction.

Special Education: Instructional Strategies – Targeted small group instruction providing SDI for IEP goal areas; Consult with General Education teachers focused on integrating SDI strategies within Tier 1 grade level learning activities; Social-emotional instruction utilizing curriculums of Super Flex and Zones of Regulations.

Advanced Learning: Instructional Strategies – Differentiation and Flexible grouping; Extension/independent study opportunities; Academic choice at all grade levels to support rigorous investigation; Supplemental materials in area(s) of interest.

Professional Development: To support the implementation of these strategies and our MTSS and Gap Closing Focus Areas, Thornton Creek staff will engage in meaningful professional development, including:
- Racial Equity and Culturally Responsive Teaching Practices facilitated by the TC Staff Racial Equity Team
- Differentiated adult learning opportunities around student behavioral supports and small group instruction facilitated by Teacher Leader Cadre and Student Behavior Support Specialists

- Expeditionary Learning Design (including standards-based planning, backwards design, and bringing a critical lens to selecting materials and using them in a culturally responsive manner) facilitated by staff teacher leaders

Progress Monitoring: We will monitor our progress within our Focus Areas and these critical practices/strategies by:

- Administering topic-specific staff surveys and analyzing data for areas of strengths, progress, and adjustments
- Classroom learning walks and feedback
- Progress monitoring our CSIP goals and making adjustments based on formative and summative assessments
- Analyzing the SPS student, staff, and family climate surveys for strengths, progress and adjustments.

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 support achieving our Safe & Welcoming Priority Goal by:

- Student Advisory Team - Establishing a Student Advisory Team prioritizing students of color to help define what "Adults at school care for you" looks like, sounds like, feel like.
- Responsive Classroom – Providing a daily classroom meeting structure and a monthly school-wide assembly structure to build community and review common routines, procedures, and expectations.
- MTSS – Provide a quarterly structure during staff meetings to systemically review Attendance and Behavioral/Discipline data to identify additional supports/interventions and evaluate for potential implicit/explicit biases and disproportionality.

Progress Monitoring: We will monitor our progress within this Priority Goal by:

- Student Climate Survey – Each year, we will administer a mid-year and end-of-year formative survey at grades Kindergarten -2nd along with administering a mid-year formative survey and summative digital survey at grades 3rd – 5th
- Common Expectations - Establish, teach, and reinforce school-wide and classroom expectations (Taught and reinforced at a teach-to station three times a year; student led at monthly Responsive Classroom Assemblies, and in classroom morning meetings)
- Student Behavioral/Attendance – Monitor and analyze student behavior/discipline and attendance data

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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:

In support of fostering a safe and welcoming environment for Thornton Creek students and families, and particularly students and families of color furthest from educational justice, by Spring of 2023, 88% of families will respond favorably within the "Welcoming and Culturally Responsive School Climate" topic of the SPS Family Climate Survey. This would be an 10% increase from Spring of 2019 (the most recent SPS Family Survey administered).

Plans for Family Engagement

Family Engagement Plans - Teachers have a plan for annual Family Engagement Experiences for every classroom

- **Shared Leadership** – TC BLT, TC Parent Group, and TC PTA will work collaboratively to design, implement, and monitor progress towards CSIP goals around family engagement
- **Every Student's Story, Strengths, and Needs** – School staff know all students by name, face, and two personal facts

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20-21 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:**
   Monthly virtual town halls with Principal and administration team, Monthly Office created newsletter incorporating PTA and TCPG news, Family Connection Meetings 1:1 and time in weekly schedule to allow for follow up meetings, Distribution protocols outlined with staff and families to ensure safe pick up of necessary materials, School and Classroom directories to ensure family connections, up to date Seesaw pages and weekly communication from teachers.

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:
   Using all 3 elements of the Signature Practices in daily morning meetings with students, offering monthly Digital Engagement nights with families to increase their knowledge of the SEL practices, centering Professional Development around adult-focused social emotional learning, working towards having an approved RET through DREA and utilizing their resources on early release Wednesdays, weekly check in with whole staff to foster relationships and support well-being.

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.

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5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Implement a school-wide, multi-tiered system of support: Tier 1/2
   - A systemic plan to track and monitor learner experience data
   - Collection and review of meaningful and purposeful data
   - Adult collaboration between educators and families
7. 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.
8. Recommended School Specific Strategy as outlined in the Playbook:

   - Monitoring student attendance and engagement
   - Tiered Attendance/Engagement Response Team
   - Monthly PLC meetings addressing Universal Screeners and student growth/progress
   - Weekly SIT meetings
   - Tier 2 reading instruction with interventionists
   - Teachers and staff building meaningful relationships with students and families via:
     - Morning Meetings
     - Small groups
     - 1:1 instruction
     - Teachers adapt classroom management plan to the remote learning context
     - Posting/modeling and teaching into clear systems, routines and expectations