

Seattle Excellence Continuous School Improvement Plan (CSIP)

TOPS K8

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

TOPS (The Option Program at Seward) K8 is one of several option schools serving families and students in Seattle Public Schools. The Option Program at Seward has a rich history reflecting the development of public alternative education and powerful community relationships. Committed and active Seattle parents first developed the plan for a new alternative elementary program in 1974. The TOPS option program has gone through several building renovations and program changes over the years. The cafeteria is the oldest school structure in the city built in 1892. The wood building on Franklin was built in 1902, and the brick building on Boylston was built in 1917.

TOPS Mission: We are committed to educating our students by using an anti-bias, multicultural approach in a safe and stimulating environment. We help all students to learn, to understand and honor diversity, to respect and care for themselves and others, to be responsible, and to achieve a high level of academic excellence. By eliminating the achievement gap, we include students historically underserved by the public school system and help all students to meet or exceed standards.

TOPS Vision: We are creating a school that empowers students to be active participants, leaders, learners, and contributors to social justice.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020/21 school year, at least 75% of TOPS 3rd grade students furthest from educational justice, will achieve standard on both the ELA Smarter Balanced Assessment as well as the F & P assessment.

Safe and Welcoming Environment Goal

Priority Goal:

During the 2020/21 school year, TOPS K8 attendance rates will met or exceed 98%.

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.

Our MTSS team will continue to have twice monthly meetings that include the following staff: principal, assistant principal, counselor, school psychologist, special education teachers, ELL teacher, math and ELA

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intervention teachers, and one teacher from each of the following grade bands: K-2, 3-5 and middle school. We will continue to use multiple data points to track student growth over time, summative and formative classroom-based assessments in order to inform both school-wide Tier 1 and Tier 2 teaching strategies and practices. We will align teaching schedules to embed intervention and extension time into the classroom schedule to better serve students.

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.

Students identified as below grade-level in reading and math grades K-8 are provided additional intervention support. This support is provided in different forms based on the level of intervention indicated as well as elementary versus middle school. Use of GLAD strategies and implementation of district, curriculum-based intervention materials and Orton-Gillingham approach for students receiving special education services, English language learners or receiving intervention.

Students below grade level standards based on several different measures (SBA, screeners, classroom-based assessments, problem solving assessments) will receive additional support in a math empowerment/support course during the school day. Resource room services provided to students both in the classroom and in a pull-out model on a case by case basis and student need.

Algebra support class offered to 8th grade students identified by the 7th grade math SBA triangulated with classroom based summative assessments and previous coursework. Schedule SIPPS instruction 4-5 times per week for 25-30 minutes. Allow for daily fluency practice at independent reading level. Supplement, not supplant, Tier 1 core instruction.

All K-5 grade level teachers ability group students for reading work in order to provide ample and appropriate intervention as well as acceleration as needed. In addition, students are often ability grouped in mathematics based on formative and summative assessments

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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.

We will continue to implement the essential practice of implementing strategic and targeted instruction in foundational skills in Tier 1 and Tier 2 environments (K-2). This would include the strategies of having a consistent schedule for differentiated small group Being a Reader (BAR) instruction for all students 3-4 times per week in grades K-2. In addition, we would continue to implement a Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) schedule of instruction for Tier 2 students 4-5 times per week for 25-30 minutes. Progress would be tracked using BAR small group mastery assessments every 4 weeks in addition to the SIPPS Placement Assessment and Mastery Assessments as suggested by the curriculum.

We will also implement the essential practice of flexible, small group reading instruction targeted to students' assessed needs. Strategies utilized are differentiated small group reading times based on academic need in addition to the BAR small group rotations scheduled into the day. Use of BAR in grade 3 as needed for identified students/groups. Use of strategy groups/book clubs in grades 3-5.

Safe and Welcoming Environment

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

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

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TOPS K8 will utilize the essential safe and welcoming practice targeting improvement of a positive climate through focusing on Relationships and Connections. This will entail the continued implementation of the following building-wide strategies:

- **Tier 1:** Develop caring and supportive relationships and Establish, teach and positively stated classroom expectations.
- **Tier 2:** Use of Restorative Circles as well as the Check In/Check Out system.

In addition we will continue our implementation the essential practices designed to establish, teach, and reinforce school wide and classroom behavior expectations. We will do this by reviewing our current 'Falcon Five Behavioral Expectations', examining our expectations with an equity lens, and continuation of implementation of our Major/Minor Behavior Flow Chart and Building-Wide Strategies.

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 Goals:

For the statement “Teachers and staff at school are knowledgeable and respectful of different cultures and races” TOPS families will increase positive response rate from 61% to 75% favorable.

Target Goals:

By June 2021, TOPs will increase the number of responses from elementary families will increase 99 in 2019 to at least 200.

By June 2021, TOPS middle school families responses to “Teachers and staff at school are knowledgeable and respectful of different cultures and races” will increase from 80% favorable responses in 2019 to 90% favorable responses.

By June 2021, TOPS middle school families will increase their responses on the family survey from 45 in 2019 to at least 90 families.

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Plans for Family Engagement

SPS Essential Practice 1:

Explicit prioritization and implementation of the practices found in the Dual Capacity Building Framework encompassing the Four Pillars of Family Engagement.

SPS Implementation Strategies:

- Embed professional development learning and practice outcomes in annual PD Plan for all staff

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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.

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8. Recommended School Specific Strategy as outlined in the Playbook:

TOPS will host monthly virtual Town Halls. Based on attendance, virtual town halls may shift to twice monthly grade band meetings to better serve families.

Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

Required Practices:

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
4. **Recommended School Specific Strategy as outlined in the Playbook:**

This fall we adjusted our middle school electives, so ALL middle school students have a twice weekly Advisory during 1st period. In addition, all middle school students engage in SEL Character Strong Lessons. At each staff meeting we begin with a warm welcome and close with a positive closure-modeling what is expected for virtual 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.

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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:**

TOPS will engage in weekly reviews of our Seesaw and Schoology activity data as a means to monitor student engagement and work with families and students that need additional supports.