

Seattle Excellence Continuous School Improvement Plan (CSIP)

Viewlands 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

Our school serves our community as a neighborhood school. Viewlands is approximately 50% students of color and 50% white students. Our student population includes 15-20% English Language Learners and 10-15% students that receive Special Education services. We strive to help all students and families feel welcomed and valued by building strong authentic partnerships with our learners and our families. At Viewlands we 1) actively embrace all cultures and strive to build relationships where all students are known 2) that addresses social, emotional, physical and intellectual needs so that students feel safe and inspired to challenge themselves; 3) where children are given an educational foundation and opportunity to strive for academic and creative potential; and 4) where our connection with the community, Carkeek Park and our exploration of the arts develops relationships with the environment and the world around us.



Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 45% 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:

For the 2020-21 school year, our K-5 students of color furthest from educational justice will have an average daily attendance of at least 95%, indicating effectiveness of safe and welcoming systems, routines, and practices.

Target Goal:

By June of 2021, remote classroom online platform utilization of TEAMS for K-5 grade students of color furthest from educational justice will increase from 70% average daily TEAMS use (in first two weeks of remote learning) to 85% average daily TEAMS use, 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.

Viewlands Elementary will focus our professional collaboration around differentiation practices and small group instruction within core instruction in order to provide strong Tier I and Tier II instructional supports to students furthest from educational justice. We will focus on culturally responsive teaching practices within our PD and MTSS framework. We will create professional development and team collaboration to explore ways to integrate an ethnic studies framework into our ELA and Social Studies instruction across K-5 with an emphasis on establishing social, emotional, and identity safety; fostering student voice; and honoring student experiences.

Viewlands Elementary will also focus on our common assessment practices, particularly within our core ELA instruction. We will create unit plans that identify key learning targets and formative assessments, as well as common ELA progress tools to monitor growth of our students furthest from educational justice. Our PLC work and common team planning will focus on student data to help guide our instructional practices with a focus on differentiation and small group instruction within our core instructional content. In the 2020-2021 school year, within the context of remote learning, the assessments will be curricular-based to assess student learning of the learning targets in core content.

For the 2020-2021 school year, within the context of remote learning, Viewlands Elementary will have a student engagement team focused on students identified in a tiered attendance plan to provide individualized supports and student/family check-ins in addition to the classroom teacher family connections. The student engagement team will meet weekly to share strategies and problem solve the individual student needs. The attendance data will be reviewed weekly by the admin team to determine which students require additional supports based on the defined tiered attendance structure.

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

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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.

In addition to our MTSS work outlined above, Viewlands Elementary will focus on creating safe and welcoming environments for all students and families. We will focus on culturally responsive teaching practices, high expectations and belief in excellence of our students furthest from educational justice. Our Racial Equity team, including parents, students, and staff, will focus on engaging families of color deliberately and effectively and improving the school to family connections for our students and families of color. The work of the Racial Equity team will work toward the long-term goal of addressing internal biases and institutional practices that perpetuate racism in our building. Viewlands has identified a need to diversify our staff, in order to best represent our students. We will begin this by developing a feedback loop for staff of color as part of a retention program and seek ways from district human resources to further diversify the pool of candidates applying to open positions.

Viewlands will utilize a master schedule with instructional blocks that allow for differentiation and small group instruction as part of core instruction, and intervention strategies that are aligned to the core instruction. To the extent possible, we will implement instructional supports within the classroom setting vs. having students “pulled out” of their instructional community. We will also focus on improving our partnerships with families through family connection meetings, opportunities for input/feedback and frequent engagement in conferences and instructional technology platforms.

During remote learning in the 2020-2021 school year, we will host virtual town halls monthly with Spanish interpretation, rotating between all school and smaller focused groups. The town halls will be recorded and posted on Schoology and Seesaw for family access. A frequently asked questions (FAQ) covering the basic themes from each town hall will be shared in our family communication with translation in our most prominent languages. Our EL team will engage in monthly outreach to all EL families for an additional family connection. During remote learning in the 2020-2021 school year, we will host curricular and supply distributions a minimum of every 8-10 weeks. We will prioritize the provision of at home learning supplies and books for our students of color furthest from educational justice.

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.

Viewlands Elementary will focus on the following Essential Practices:

- Culturally responsive teaching practices that focus on high expectations for every student's intellectual engagement and to support their development as independent learners
- Delivering core literacy instruction that is effectively differentiated and culturally responsive
- Intentional assessment and data practices that engage a racial equity-based approach to analyzing and responding to varied data.

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.

Viewlands Elementary will focus on the following Essential Practices:

- Building positive climate through intentional relationships with students and families
- Establishing, teaching and reinforcing school wide and classroom behavioral expectations
- Intentionally embedding social emotional learning skills and practices into our daily instruction

During the 2020-2021 school year, within the remote learning context, Viewlands Elementary will:

- Begin each day with a community meeting across all classrooms with use of social-emotional instructional tools
- Support students identified in our tiered attendance plan through the student engagement team, with additional student and family connections and an individualized plan of support

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:

For the 2020-2021 school year, 100% of families furthest from educational justice will have a minimum of three contacts with teachers and school staff to provide input, review student progress and partner on next steps for their student's education.

Plans for Family Engagement

Viewlands Elementary will utilize the following strategies to authentically engage families furthest from educational justice:

- Family connection meetings
- Additional family conferences winter and/or spring
- Intentional use of instructional technology platforms such as seesaw and schoology
- Intentionally seeking feedback through targeted outreach to families of color both in person and through surveys
- Use of Linguistica and Talking Points across grades to communicate regularly and effectively with our families with home languages other than English

During the 2020-2021 school year, within the remote learning context, Viewlands will utilize additional strategies to authentically engage families furthest from educational justice:

- Dedicated family connection time daily in the remote learning master calendar to allow teachers to do intentional family connection with emphasis on students furthest from educational justice.
- Host virtual Town Halls with Spanish interpretation monthly rotating between whole community and smaller focus groups.

20-21 COVID-19 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:**
Viewlands will host monthly town halls rotating between whole school community and smaller focused groups with Spanish interpretation to provide open communication and an opportunity for family engagement.
Viewlands will provide targeted individualized family connections monthly for our families of EL-identified students to offer resources and problem solve technology needs and remote learning barriers.
Viewlands will use Linguisitica and Talking Points to provide consistent communication with our families with different home languages
Viewlands will host curricular materials and supplies distributions a minimum of every 8-10 weeks that includes the provision of remote learning at home supplies and books for our students of color furthest from education justice.)

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:**
During remote learning Viewlands will begin each day with a community building meeting, focused on social emotional learning and well-being, including the use of RULER based strategies, across all classrooms.
Viewlands will have a student engagement team to support students identified in our tiered attendance plan through an individualized plan, including family and student check-ins and offered basic needs supports. The student engagement team will monitor student engagement using attendance data, online platform utilization data, and teacher input.



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:

Viewlands will use the ethnic studies framework to develop an initial K-5 plan for integrating identity into our ELA and Social Studies instruction with emphasis on: establishing social, emotional, and identity safety; fostering student voice; and honoring student experiences.

Viewlands will have a student engagement team to support students identified in our tiered attendance plan through an individualized plan, including family and student check-ins and supports accessing and using remote learning tools. The student engagement team will monitor student engagement using attendance data, online platform utilization data, and teacher input