



Seattle Excellence Continuous School Improvement Plan (CSIP)

Wedgwood 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

The Continuous School Improvement Plan (CSIP) is a document that contains Wedgwood Elementary School's plan of action for the 2020-2021 school year. More specifically, it identifies the performance goals we want our students to achieve and how we are going to collaboratively meet these goals. The following Continuous School Improvement Plan (CSIP) was drafted with the participation of all staff during the spring of 2020. The document was reviewed, revised, and approved by the Wedgwood BLT and staff on June 17th, 2020.

Mission:

Wedgwood is an inclusive community of responsible, caring citizens dedicated to students achieving their full potential.

Vision:

Wedgwood is committed to:

- Building an inclusive school community that supports all students, families and staff.
- Empowering all students by fostering their curiosity, independence, and self-motivation across disciplines.
- Addressing all students' social and emotional needs by teaching the values of citizenship and providing school-wide positive behavioral support.
- Serving all students' academic needs by maintaining high expectations and differentiating instruction.



Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 78% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

Target Goal #1:

Spring data from 2019 indicated 3-5 grade Level 1 and 2 students meeting or exceeding on SBA ELA was 65%. K-2 grade Level 1 and 2 students meeting or exceeding on MAP ELA was 62%. By June of 2021, Wedgwood Elementary will close the achievement gap in ELA-understanding on key ideas and details, for students identified as performing at Level 1 and Level 2. Target goals include:

- Increase the percentage of Level 1 and Level 2 students meeting or exceeding standard in SBA for ELA to 80%.
- Increase the percentage of Level 1 and 2 students meeting or exceeding standard, and meeting their learning targets on MAP for ELA to 80%
- Continue professional development and implementation by staff of small group and continued Center for the Collaborative Classroom (CCC) implementation, including guided strategy practice, Going a Reader small group lessons, and assessment components.

Target Goal #2:

Due to school closures in 2020, student achievement data is taken from the 2018-19 Smarter Balanced Assessment (SBA), F&P Data, and classroom-based assessments. Grade levels reflect student placement for the 2020-21 school year:

The problem of student learning addressed is: increasing skills in reading comprehension (understanding and identifying key details) for all students.

Kindergarten

By June 2021, 100% of Kindergarten students will be able to demonstrate comprehension strategies when answering questions about a just-right book (be able to retell a story read to them including character, setting, three key details using sequencing words such as first, next, last, and a character's feelings). Students will be able to cite evidence from the text to support their view on the character's feelings.

First Grade

By June 2021, 100% of first grade students will be able to demonstrate comprehension strategies when answering questions about a just-right book (retell a grade level text read to them to demonstrate understanding). Students will be able to cite evidence from the text to support their understanding of the text.



Second Grade

By June 2021, 100% of second grade students will be able to read a nonfiction article at their reading level, answer comprehension questions about the book, and identify the main idea and 3-5 key details that support the main idea.

Whole school goal:

By June 2021, the percentage of first through fifth grade students meeting standard on the MAP/SBA spring assessment will increase from 83.7% to 90% AND from September 2020 to June 2021 all kindergarten students will increase their F&P reading levels by 2 or more levels as measured by F&P beginning-of-year and end-of-year data.

Safe and Welcoming Environment Goal

Priority Goal:

Upon review of the discipline data for the past three years, there has been a decline in the number of suspensions for all students, specifically students of color and African American males. Given a 0% suspension rate for the 2019-2020 school year, Wedgwood staff will work together to maintain the 0% suspension rate while focusing on collecting data to measure number of minutes from lost instruction time (by December of 2020), develop a plan to reduce the number of lost minutes, and decrease this rate by 50% by the end of June 2021.

Supplementary Goals

Due to school closures in 2020, student achievement data is taken from the 2018-19 Climate Survey.

School Culture Goal:

In the 2018-19 student climate survey, only 43% of students responded favorable to the question: Adults notice if someone is bullied at school (a change of 0% from the 2017-18 student climate survey results). IN the 2018-19 student climate survey, only 45% of students responded favorable to the question: Adults are able to stop someone from being bullied at school (a decrease of 3% from the 2017-18 student climate survey results).

By June of 2021, the percentage of students who respond favorably to the climate survey question: Adults notice if someone is bullied at school, will increase from 43% to 55% or higher as measured by the Spring 2021 SPS Student Climate Survey.

By June of 2021, the percentage of students who respond favorable to the climate survey question: Adults are able to stop someone from being bullied at school, will increase from 45% to 55% or higher as measured by the spring 2021 SPS Student Climate Survey.

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Social-Emotional Development All students receive social-emotional instruction through our Positive Behavior Interventions & Supports (PBIS) and RULER programs as well as their individual classroom and school environment throughout the day.

Students will have mentorship opportunities through all-school Reading Buddies where older students partner with younger students for social-emotional and literacy activities.

Additionally, students can advance their intellectual and artistic development by participating in enrichment opportunities during and after school such as:

- Affinity Groups- parent/volunteer led lunch meetings where students can connect and build community with others across the school and at varying grade levels
- Conflict Managers – builds confidence, problem solving skills, and self-esteem.
- Student Council - provides leadership opportunities for 2 students per classroom 2nd – 5th grade, per year. The Wedgwood Student Council uses a senate model and leadership positions rotate within the senators/representatives from grade levels and classrooms.
- Global Reading Challenge: optional for 4th and 5th grade students · Instrumental Music classes: optional for 4th and 5th grade students
- Wedgwood Choir
- Wedgwood Musical
- Garden Docent Lessons
- Art Docent Lessons
- Chess Instruction (2nd -3rd Grade)
- Chess Club
- Girls on the Run Club

Attendance Goal: By June of 2021, attendance rates for students will increase from 96% in March 2020 to 99.5%, indicating the effectiveness of safe and welcoming systems, routines, and practices.

Additional measures to ensure a safe and welcoming environment as it relates to attendance:

- Teachers will connect with all families and administer a needs assessment within the first two weeks of school
- Attendance is taken by teachers on a daily bases and monitored by Wedgwood's attendance secretary and administrative team
- Progress monitoring of student attendance includes a process for staff referral of students in need of attendance supports
- A school-level response protocol exists for responding when attendance rates are not on track and an educator referral is made

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.

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.

If we, as a whole staff, employ PLC strategies such as:

- Meeting regularly to plan literacy units and lessons aligned to CCSS and Center for the Collaborative Classroom (CCC) curriculum
- Use common formative and summative assessments to analyze student achievement data in order to



guide instruction and provide differentiation

- Communicate grade level learning targets and vocabulary, and student progress data with grade-level PLC's and intervention staff then each literacy PLC will ensure that all students are improving in their ability to understand/comprehend and identify key details within grade-level standard texts.

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.

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.

- Continue implementation of PBIS expectations and RULER curriculum
- Teach social emotional lessons to students in every classroom
- Teach students and families the definition of bullying so all individuals will identify the steps to report bullying within the school
- Teach students and families the process in which reports of bullying are handled
- Follow-up with all confirmed incidents of bullying which will include follow-up sessions with all parties and check-ins with parents/guardians (documentation will be kept to ensure that there is

- systematic tracking of continued behavior)
- Examine curriculum and PBIS with an anti-bullying lens and revise as necessary

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:

Given a set of students and families for the 2020-21 school year, Wedgwood Staff and PTA will partner together to increase opportunities for partnership, authentic engagement, and two-way communication. Wedgwood will specifically target the creation of opportunities to engage with families and students who have traditionally been underserved, felt disempowered, and/or who have not historically had the strongest voice.

Plans for Family Engagement

Student learning goals include activities and strategies for increasing parent involvement. Parents are closely connected with supporting the school academically, socially and financially. Wedgwood's Parent Teacher Association (PTA) is focused on promoting student growth by supporting staff training and opportunities to build community connections and engagement.

Strategies we continue to employ include:

- Ongoing two-way communicate with parents
- Email communication – include encouragement for parents to contact teachers with questions and concerns
- Newsletters (school-wide and classroom-based)
- Providing translation services and translating key communications
- Strategically allotting time after school for meetings
- Positive notes and calls home
- Sending students work home with feedback
- Curriculum night for families in the fall
- Community potlucks with staff presentations or guest speakers
- Third-year implementation of the Watch DOGS program designed to increase father-figures volunteering at school

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- Multiple surveys offered for families to provide feedback on school culture and other areas of improvement
- Creation of students of color affinity groups with facilitation and coordination with parents of color
- Streamlining PTA and school communications so families can find important information in one place
- Scheduling home visits with the families of Wedgwood students that qualify for ELL services

Additional Strategies being explored include:

- Using technology and social media to communicate news from the classroom and the school
- Continuing to improve Wedgwood's welcoming environment by soliciting feedback from families
- Scheduling home visits with more Wedgwood families at the start of each school year
- Increased community nights with staff presentations on math scope and sequence and social-emotional learning

Supporting the transition of new students and families into our school

We host events to welcome incoming kindergarten students and their families during the summer months and invite families to tour the school and meet our staff in the spring of the previous school year and just prior to the start of the school year. The evening before the first day of school the PTA hosts a welcome back BBQ for all families at which time Kindergarten families are encouraged to visit their student's classroom and meet the teacher. We have a Family Partnerships program that pairs new families with existing Wedgwood families familiar with the school to help new families better acclimatize to our community. During each event, we host a volunteer table to help parents get involved with the community and all teachers offer volunteer opportunities in their classroom. Each school year, the first three days of school are reserved for individual conferences with Kindergarten teachers and Kindergarten families, with each family signing their child up for a 1-to-1 assessment time. This enabled Kindergarten teachers to begin targeted differentiation for all students at the beginning of the school year.

Some strategies we currently employ include:

- Support new families by participation of PTA events.
- Providing PTA liaisons to new families to our school.
- Help new families with participation with curriculum nights and how to make connections with Wedgwood families

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:

Wedgwood Elementary staff is committed to engaging families in regular two-way communication. All teachers send a weekly email to families that includes a welcome message, learning targets for all content areas, a summary of asynchronous learning activities, and a weekly schedule. Additionally, teachers host both office hours and hold regular engagement conferences with families during the week.

To engage with adults about online learning and support, Principal Smith hosts monthly conversations with the community in partnership with our PTA. The opportunity to engage in two-way dialogue has helped us to work through system level changes that need to happen in order to best support our families. Included in these monthly sessions, surveys are sent to families to identify what is working, what questions they have, and how we can strengthen our practice. All topics shared in the survey are addressed during the live monthly meetings. In addition, Principal Smith offers three or more opportunities during each session for families to provide feedback, ideas for strengthening our practice, and share their experiences by utilizing the online Slido portal.

Wedgwood hosted a Virtual Curriculum Night this year, and teachers at each grade level held meetings over a two-week period to ensure that families with students in multiple grades could access the information. Each week Principal Smith sends an email communication to the community to relay new information from the district and building level. Additionally, letters are translated into multiple languages and an audio version is also embedded. This information source connects families with resources available to them, keeps up to date with events and timelines, and creates an open line of communication with the school and the Principal to support families.

Lastly, Principal Smith meets with the PTA President, Executive Board, and General meetings to identify needs within the community and respond accordingly. Wedgwood is hosting a virtual move-a-thon as a way to engage the community, share in a common experience, and increase physical activity. Regular communication is provided to all families by email, Schoology, See Saw, and email.

During the strong start period, teachers held 1:1 connection meetings with all families and also administered a technology survey and needs assessment. Results from the needs assessment and technology assessment were addressed immediately. All students have access to an iPad or computer at this time. Teachers of students served with an IEP or 504, conducted an additional family connection meeting to ensure that the individual needs of each student would be met in the remote setting.

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:**

Across each grade level, students engage in a daily 30-minute teacher-led SEL lesson. Lessons are focused on building SEL skills, strengthening relationships, increasing social connections, and incorporate our PBIS practices. All classrooms utilize the PBIS Digital Citizenship Matrix to teach and reinforce learning skills in the remote setting; all students have a color copy accessible in their workspace. The BLT in partnership with our PD Committee has a flexible PD plan during remote instruction, to ensure that we are addressing the social and emotional needs of staff members as we move throughout the year. All staff meetings have a time reserved for celebrations and shout-outs and an increased focus on time to connect with each other across grade levels during the workday.

The Principal and Assistant Principal offer regular (optional) 1:1 check-in meetings with staff. During class and staff meetings, welcoming routines, engaging practices, and an optimistic closure are a part of our regular routine. Students, staff, and families are invited to participate in the Panorama Education Survey, which will provide culture and climate data to the school building, PTA, and Principal. In partnership with nursing services, teacher input, and our PTA, Wedgwood has a system of identifying and meeting the ever-changing needs of our community; which includes but is not limited to support with mental health, connections to community resources, and assistance with everyday needs.

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. 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:**

Teachers have established consistent instructional routines, built meaningful relationships with students and families, connected with students each day, reinforced routines, and worked to make instruction and thinking visible in the virtual classroom. Grade levels meet several times per week as a PLC to review student work, analyze assessment results, and plan aligned content. Grade-level teachers are aligned in their instructional practices, including synchronous and asynchronous learning opportunities.

Scheduled review of data through MTSS team, works to identify students who are not making adequate progress and they receive small group or 1:1 tutoring through our intervention team. Wedgwood currently utilizes the expertise of a staff member who is dedicated to partnering with the MTSS team to provide intervention and ELL support.

All staff have administered the ELA and Math screeners and have responded by supporting student need through whole and small group instruction. Teacher Leaders and MTSS Lead implemented a data collection tool to track student engagement, airtime, and attendance as another measure to analyze the effectiveness of Tier I instruction.

The focus of PD time has been around student engagement, using technology platforms to strengthen instruction, and alignment. Our library program offers curbside check out and browsing two times per month. Over 60% of our families are accessing text through this service and books are delivered when necessary.

Wedgwood has received a waiver from SPS to use Envision Mathematics (both online and consumable editions). The school will be adopting this curriculum using a slow roll out model. During science instruction, teachers are administering ongoing assessment and collecting data around initial and final models and explanations for scientific phenomena; teachers use this data to reflect on their teaching practice and student growth.