



Seattle Excellence Continuous School Improvement Plan (CSIP)

West Seattle 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

West Seattle Elementary is a diverse, collaborative, and engaging community school that has enjoyed great academic successes as a top gap closing school, while also tackling a unique set of challenges. We are a Title 1 and LEVY funded school with a population of students that are 75.3% free and reduced lunch, 32.8% ELL, 25% SpEd, 75% Black and 90.9% students of color. 86% of our students live in SHA (Seattle Housing Authority) homes; highest number in District. Many of our students personify the adage “furthest away from educational justice” yet achieve academically at a high level.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

By June **2020-21**, our school-wide ELA goal is that all 3rd grade students at WSE will be reading at standard, at least 55% or higher, by June 2021 as per ELA Smarter Balanced Assessment, especially those furthest away from educational justice.



Safe and Welcoming Environment Goal

Priority Goal:

By June, 2021 attendance rates for the below groups will increase as captioned below, indicating effectiveness of a safe and welcoming systems, routines and practices:

Whole School Avg from 83 % to 90%

English Language Learners from 93% to 98%

African American Males from 90% to 95%

Special Education students from 76% to 85%

Supplementary Goals

[By the end of November 2020, every 1st -5th grade student will have a data profile, so we are able to know every student, especially our black males, by their story, strength and need. Teachers will collaborate around baseline data to differentiate instruction to create a student needs and/or advanced learner profile. Teachers will put recommended students through the SIT process so that we can involve community and families in the support of the progress monitoring of the plans.

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.



At West Seattle Elementary, we conduct regular Multi-Tiered System of Support (**MTSS-A Academics and MTSS-B Behaviors/Social Emotional**) meetings to determine goals for individual students based on their individual needs. We assess the strength of our Tier 1 instruction; differentiate instruction; provide interventions; and **hold high expectations for all students**. We do not let implicit bias lower student expectations or success.

Our MTSS-A (Academics) grade level teams meet every 6-8 weeks to align instruction, analyze data, and target **students who need interventions** to meet grade level standards; or students who are **exceeding grade level standards** and would benefit from Advanced Learning Opportunities (**ALO**).

We conduct (MTSS-B (Behavioral) meetings weekly as a HELP DESK TEAM TASK FORCE and four times per year school year with all staff around the awareness that students of color have been historically over-identified as having behavior issues. The goal of these meetings is to address students' social-emotional needs. We support students with internalizing and externalizing behavioral needs. Additionally, on a weekly basis, teachers and administration meet in PLC's to discuss and analyze student social-emotional data. We use a detailed data wall to inform us of how each child is progressing, bring in parents, to set goals and implement an action plan.

In addition to our goal of ensuring that every Black male 3rd grade student can read; our **academic focus** will also extend to creating inclusive, differentiated instruction that will challenge our **Advanced Learners, Twice Exceptional, Gifted and Talented and Highly Capable Learners**. Our **Social Emotional or Behavioral goals** will support the Comprehensive Coordinated Early Intervening Service Plan for students with disabilities. Due to our commitment to inclusion and providing each classroom with highly qualified teachers and staff, solid **Tier 1 instruction** across all classrooms will always be a priority.

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.



For our Students with Special Needs and our English Language Learners, we recognize time in the general education setting with their non-disabled and English-speaking peers is an effective and inclusive gap closing strategy. WSE's focus students will have the opportunity extended to be included in general education environment for at least 45 minutes a day. This will be during their general education grade level classroom reading time; students have additional supports by Instructional Assistants during this time. Included in the CCC reading curriculum that is used in the General Education classes is many social emotional lessons and routines that can be modified and adapted to accommodate any student. These lessons and routines and procedures can be generalized across all subjects and various classrooms in order to support our mainstreaming efforts. All of our supports are push-in except for supports given in the FOCUS classrooms. This way, no student is singled out.

We are a blended funding school. Our Instructional Assistants (Special Education, Title 1, and English Language Learner) push in to support all students during intervention blocks. They are very cognizant of IEP and ELL goals and they have baseline data on all the students they support. IAs are also prominent in the data collecting process. Our IAs plan weekly with the classroom teachers around progress monitoring of individual students. Through masterful scheduling, we are able to support all students (regardless of ability level or home language) in small groups and/or individually during the school day for reading and math. No one is ever singled out this way. This also works well for our students who are above grade level or our Advanced Learner. We have a diverse group of Instructional Assistants who speak all of the languages represented by the WSE school community. They also serve as pipelines from the teachers to the parents, as they lead monthly affinity group informational teas for parents.

We take pride in our extended learning opportunities. We utilize time after school, during breaks and in the summer to shower all of our students with opportunities to learn and have fun, as well as further their relationships with teachers and staff- many they have known since kindergarten. We offer our kids cultural after school programs such as a new program we are implementing this year to teach everyone who wants to engage how to speak Somali. Through this program we will also bring in storytellers from all cultures. Yearly, we utilize building funds to support summer school; last year over 255 students engaged in summer school. This program is funded by WSE Title 1 and Levy Funding. We do this because we know how important for WSE teachers to further their relationship with students and parents of students moving up a grade level prior to school starting.

In addition to our goal of ensuring that every Black male 3rd grade student can read; our **academic focus** will also extend to challenging our **Advanced Learners** and **Highly Capable Learners**. Our **Social Emotional or Behavioral goals** will support the Comprehensive Coordinated Early Intervening Service Plan for students with disabilities. Due to our commitment to inclusion and providing each classroom with highly qualified teachers and staff, solid **Tier 1 instruction** across all classrooms will always be a priority.

In 2020-2021, literacy will continue to be our school-wide focus. We have implemented an English Language Arts **curriculum (CCC)** and **ELA assessment** package called **Fountas and Pinnell (F&P)** over the past 2 years at WSE. CCC is a curriculum with a racial equity awareness, it addresses closing the achievement gap, provides diverse resources, and teaches social skills within the curriculum to empower all learners at all levels. CCC is a curriculum that addresses both the academic and social emotional needs of our learners. We are



collaborating with the District MTSS team, our Teacher Leadership Cadre of teachers, a new District Literacy Specialist, our own Head Teacher of Tier II Gap Closing Interventions, with our Levy Coordinator, our Head Teachers of Academics and Behavior and student leader interventionists to ensure that data continue to support the validity with of this implementation process. Teachers will be meeting weekly to look at and analyze data in order to inform instruction. Additionally, since we are a blended funding school, we will have interventionists scheduled in every classroom to support all students in ELA. We will also strengthen teaching and learning of all subjects using CCC methodology through teacher collaboration and teacher lab days.

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.

At WSE, we address the needs of the whole child. 90% of our students are students of color. Some of the research-based strategies we utilize to support targeted students include but are not limited to the following:

- Small group instruction through the workshop model
- Curriculum selections that reflect diversity in ability levels and ethnicities.
- **Inclusion/Push in model** for Special Education and English Language Learners & Individualized Learning plans for **advanced learners**.
- Teachers and staff will engage in book studies around culturally responsive teaching and the brain to support efficacy. (Zaretta Hammond,).

Some of the other strategies we use to address the needs of the whole child include the following:

- **Inclusion** for all our FOCUS self-contained classroom students – breaking down the silos that have prevented students in need of supports from truly accessing instruction in the general education classroom
- **WSE is a blended funding school which means *all* interventionists and paraprofessionals are working with *all* students.**



- **Behavioral interventions** which include check and connect strategies with individual students by respected school staff and actively teaching our school constructed **Essential Learning Skills** curriculum to all students K-5 and Positive Behavioral Intervention Systems (PBIS).
- **Individualized behavioral plans** made in collaboration with parents for students' school-wide
- **Modification of curriculum** to meet all student's needs · after **data analysis**, re-teaching of standards that students have not achieved.
- Reteaching of core instruction, as needed.
- Vast array of **extended day / extended year** academic, social-emotional and enrichment opportunities for students led by WSE teachers and staff.
- **Small differentiated group instruction** developed through data analysis and collaboration between teachers, interventionists and academic coaches
- **Push in support** from Special Education and English Language Learner Depts.
- **ACCESS and Resource** programs for Students with IEPs who need extra support in the General education environment- WSE is a full continuum school.
- **Targeted supports** and interventions systems monitored through **PBIS, MTSS-A, and MTSS-B, as well as our new Head Teacher of Gap Closing Tier II interventions.**
- Implementation of **Goal Setting and Self Reflection** practices by the students with support from school staff and classroom teachers.
- Infusion of **computer-based learning applications** in the classroom and in home (remotely) setting to bridge school to home connections.
- Building of a **strong student leadership core representing all languages, races and ability levels including our gifted and talented students.**

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.



Teachers provide **differentiated curriculum, enrichments** and instruction to **meet the needs of the struggling student**, as well as **ALO students'** needs. Teachers plan and organize **Husky Clubs** which offers differentiated **after school programming**. **We also offer many extended day/ extended year** enrichment opportunities to provide equity in access and opportunity to students. We are a **STEAM infused** curriculum school. We are a full continuum school offering extra supports through Special Education services for Pre-K through 5th grade students.

We offer a SPP+ program: 1 Preschool and 1 Head start class, with room for up to 9 resource preschoolers in order to get our students "furthest away from educational justice" onto a pathway of opportunity from the very beginning. Additionally, we have two **FOCUS** self-contained classrooms (primary and intermediate), a Resource and an **ACCESS** program.

Since 87% of our families live in SHA housing (the highest in the District) it makes sense to partner with SHA, who we meet with weekly during our attendance meetings and who supports us in our parent and community connections. We also partner with the community center (located right behind WSE) and Neighborhood house who will be supporting the WSE community with medical and dental supports, as well as Tier 1 social emotional supports.

We are proud to announce for the 2020-21 school year, we will be collaborating with a new LEVY funded partnership with Atlantic Street. This partnership will provide WSE students with Tier 3 mental health support. WSE is proud to announce that we will be awarded a full time Crisis Counselor through this very important partnership considering the state of things at this time.

As aforementioned, In addition to being a Title 1 funded school, we are also a Levy funded school. The Levy provides for us a part-time Levy Coordinator/Interventionist, and 2part time Head Teachers, one that primarily focuses on our overall academic/instruction for students and teacher leadership and another that focuses on Tier 2 gap closing 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 Goal:

WSE will increase the average number of parents attending parent teas from approximately 10 to 50 remotely or in person by December 2020 by using parent liaisons to recruit as evidenced by parent attendance records.

Target Goal:

WSE will increase the number of students furthest away from educational justice from 10 to 20 included in our student leadership group by March 2021.

Plans for Family Engagement

WSE encourages and solicits opportunities for family and parent involvement. Below are some of the ways WSE will build and sustain a solid parent base:

- 1.0 Social Worker from the High Point community and a Parent Volunteer Coordinator to encourage, support and sustain parent and family involvement at WSE.
- Hired six parent leaders liaisons from different languages groups to support in outreach, engagement and support of our school vision and mission.
- Monthly Parent Teas (Somali, Hispanic, African American and English Speaking) that focus on WSE school specific topic (data, grade cards, testing, Special Ed, summer school, etc.) each month.
- Parent Volunteers solicitation starting from the 1st day of school – we are really wanting to get Kindergarten parents onboard.
- Book Fair/ Updated website that is more family friendly
- Parent participation on the Family Engagement Action Team (FEAT) and Equity Team•Parent Booster Club enrollment
- Two parents on Building Leadership Team (BLT)
- Purple folders – School to parent communication
- Scheduled meetings with administrators – Meetings around new preschool program and around 2021 BEX project
- Multiple mediums of communication: Email, robo calls, kid mail, monthly school newsletter, Facebook page, School website, School Social Worker, Parent leaders
- Open House – Curriculum Night
- Parent Teacher Conferences
- Be There Rally (not during 2020) but hopefully continue in subsequent years
- Math and Literacy Family Nights, Multicultural Night, Movie and Popcorn Nights, Family Fitness Night
- Language/Ethnicity based guest speakers for the Teas
- Husky Clubs, Field Day, Soccer/Sports Day

We have information regarding WSE's homework policy, as well as other parent specific information in our parent handbook, which we update annually. The handbook can be found on the West Seattle Elementary website.



2020-2021 COVID-19 CSIP Addendum

West Seattle Elementary

The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

Required Practices:

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.
7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.



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

At WSE, we are empowering families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom. We are utilizing our Instructional Assistants this year as Affinity group leads in our monthly parent teas in order to receive feedback as to how this empowerment strategy is working. Each of our Instructional Assistants speak a different language or represent an Affinity group at WSE. By empowering IAs to do this work, we are strengthening the Teacher to parent pipeline and everyone has a voice in their child's education.

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:**

All teaching staff at WSE will be utilizing engaging practices such as Brain Breaks & Transition Techniques. Social emotional learning is naturally braided into engaging classrooms. Teachers will provide pauses to intentionally refresh concepts so that learning is anchored, focus is maintained, and creativity blossoms.

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:**

At WSE, we will use 5 essential strategies in our remote instruction: Synchronous lessons, Asynchronous lessons, Small group lessons and lessons that are differentiated to meet the needs of our English Language Learners and our Students with Special needs.