



# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Loyal Heights 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

Loyal Heights is a caring, student-centered, community-supported school. We offer rich, integrated learning experiences. The nurturing relationships between families, school, and students ensures a safe, productive, and joyful school experience. Our school families and committed staff make sure that every student is a priority. The following information shows Loyal Heights academic growth and school performance based on the OSPI 2019-2020 report.

- Our student demographics is 74.7% White, 7.1% Hispanic, 4.8% Asian, 2.2% Black/African American and 11.3% two or more races. 7% of our families our low income and 3% are English learners.
- With an enrollment of 462 students 81.5% met state standards for ELA, 78.5% met state standards for Math and 73.9% met state standards for Science. We had a growth in both ELA and Math from the 2018-2019 school year.
- The percentage of students with fewer than two absences per month, on average, was 92.8%.
- Out of 166 responses from 3<sup>rd</sup>-5<sup>th</sup> graders 76% felt a sense of belonging, 74% felt safe at school and 69% felt school was a healthy community.

## Priorities and Measurable Goals

### Elementary Focus Goal: 3rd Grade English Language Arts

#### **Target Goal:**

The passing rate on the Smarter Balanced English Language Arts Assessment will increase from 83.3% in 2018-19 to 88.3% in 2020-21.

## Safe and Welcoming Environment Goal

### **Priority Goal:**

The percent of students that fall into the “severe” or “very severe” “Attendance Risk” categories as reported by SPS will decrease from 19.48% in 2019-20 to 12% in 2020-21.

## 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.

### **Loyal Heights has created the following MTSS priority focus areas**

1. The MTSS Leadership Team will oversee whole school screeners at set times of the year to identify students that may need academic, social emotional, behavior, and attendance support or extension opportunities.
2. Based on students identified as needing tiered support, the MTSS Core Team, with grade level teams and specialists in attendance, will create a plan and monitor student progress during 6-8 week cycles, which culminate with meetings facilitated by the MTSS Leadership Team.
3. The MTSS Leadership Team will compile information regarding student needs and progress and share with the BLT to help them make decisions related to budget and professional development.



## 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.

Loyal Heights will refine, improve, and initiate systems and structures to better meet the differentiated needs of students. We will:

- Improve our MTSS process with whole school screeners at three times per year for math, reading, writing, social emotional, and discipline. Additionally, grade level teams (GLT) will meet in eight-week cycles to discuss and create tiered MTSS support plans for students that demonstrate below standard, above standard, social emotional, or behavioral need. GLTs meetings will include the SPED and ELL specialists, Academic Interventionist, counselor, and administration.
- Continue to increase collaboration between GLTs and specialists. Calendars will be aligned at the start of the year to allow specialists to attend meetings to plan for students in common.
- At four points in the year, the MTSS Core Team will review academic and behavioral data based on demographics such as race, SPED, ELL, gender, grade, etc.
- Professional development will occur at three times this year to review schoolwide academic and behavior data. GLTs and specialists will identify student need and create actionable steps together. This process will be supported by the Teacher Leadership Cadre leaders who will lead GLT work based on the DuFour Data Analysis Protocol.

## 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."

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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.

The essential practices and strategies that Loyal Heights has adopted to meet the academic priority and goals for our African American males and students of color include:

- Our MTSS process will be intentional in monitoring the progress for African American males and students of color in several ways. We will use and monitor SBA, MAP and F&P assessment results along with teacher records at a minimum of three times per year for every student. Additionally, our MTSS process allows us to review a child's history, identify next steps, and create a plan that uses interventions, tutoring, SIT, 504 or Special Education.
- Teachers will continue to receive professional development around data collection, planning, and GAP closing strategies with a specific lens on African American males and students of color. Furthermore, teachers will receive professional development that will support self-reflection in their own practice and how it impacts the achievement of students of color.
- We will continue to offer in-classroom, targeted small group instruction following the district CCC and Math Frameworks.
- As a school, we will ensure that data informs our decisions by continuing our MTSS process with fidelity and ensuring that data-review cycles are embedded into GLT, PD work, and daily academic conversations.

## 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.

Loyal Heights elementary believes that a positive school culture and welcoming environment has an impact on student learning and therefore our focus will continue to create a safe and welcoming environment for all students but specifically for A.A males and students of color. This work will be accomplished by:

- Creating opportunities for students of color to see themselves reflected in the curriculum by creating lesson plans and activities that speak to the contributions, works and history of people of color in our society.
- Creating opportunities for white students to learn about the contributions, works and history of people of color in our society.
- Establishing a mentoring program that supports positive relationships for students of color by students of color.



- Establish an African American, Black student's affinity group and support system within a white learning environment
- Continue to support and enrich our community's Multicultural families through parent affinity groups
- We will unapologetically support a racially equitable learning environment that is inclusive of all students by learning from each other's history, unique experiences, and distinct narratives.

## 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

### **Goal 1:**

The percentage of multi-racial and other parents that indicate a positive response to the question “Does Loyal Heights overcome cultural barriers between staff and families?” will increase from 50% to 65%, with high growth score to 75%. All baseline data for this goal was based on the Spring 2019 School Climate Survey and all goals are based on the Spring 2021 School Climate Survey.

### **Goal 2:**

The percent of parents that indicate a positive response to the question “Are Loyal Heights staff knowledgeable and respectful of different cultures and races?” will increase from 44% to 60% with high growth to 70% for multi-racial families, and will increase from 60% to 70% with high growth to 75% for other races. All baseline data for this goal was based on the Spring 2019 School Climate Survey and all goals are based on the Spring 2021 School Climate Survey.

## **Plans for Family Engagement**

Loyal Heights elementary believes that family engagement is essential to student success and therefore our work will focus on:

- Active staff participation and school representation in PTA meetings, events, and activities; including the parent Racial Equity Group.
- Continuing to elevate parent participation and parent voice in the decision-making process through our school's Building Leadership Team (BLT) and Racial Equity Team (RET)
- Continuing to partner with the community in planning culturally relevant events and/or activities such as our monthly Traveling Suitcases programs, acquiring guest speakers and

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presenters, our monthly Community Circle assemblies, and our yearly Multi-Cultural Night celebration.

- Continuing to monitor our school culture and climate through the collection of data from the district-designed climate surveys as well as school created surveys.
- Continuing to have open and active communication with our community through newsletters, coffee chats, and an open-door policy.
- Continuing to support families that live outside of our school boundaries by providing opportunities and access to important events and communication.
- The data use to track progress of the goal will be informed by a combination of district created surveys, school created surveys, and feedback provided by PTA, parents, or parents advocates.