

Seattle Excellence Continuous School Improvement Plan (CSIP)

Madrona 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

Madrona serves approximately 270 students PreK-5th grade in the Central area of Seattle. About 50% of our students qualify for Free and Reduced Lunch and 64% are students of color. Our students speak ten different languages and many of our families have multigenerational connections to our School. We have a diverse staff with slightly more than half our staff identifying as people of color. We welcome, value, learn from, and see as a strength the diversity of our community. Our approach to school improvement is threefold: Create a safe and welcoming environment where students, families, and the community feel they are working together in a partnership to support all students, especially those furthest from educational justice through Positive Behavioral Interventions & Supports (PBIS), community partnerships, and restorative practices. Focus on staff efficacy through Professional Learning Communities (PLCs) and professional development of academic and social/emotional curriculum, differentiated instruction and supports, and culturally responsive teaching. The use of multiple data points to assess student strengths, needs, and academic and social/emotional growth, the efficacy of whole and small group as well as individualized teaching strategies, and the social/emotional wellbeing of our school community.

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Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 School year, at least 44% of our Students of Color Furthest from Educational Justice (SOCFFEJ) will meet standards or higher on the ELA Smarter Balanced Assessment.

(Students of Color Furthest from Educational Justice (SOCFFEJ) includes the following student groups: Black/African American, LatinX, Native American, Pacific Islander, Southeast Asian students.

Target Goal #1:

3rd Grade ELA: 50% African-American and other students of color furthest from educational justice will meet or exceed grade level expectations and standards as measured by the F&P (Fountas & Pinnell) Benchmark Assessment in May 2020.

Target Goal #2:

2nd Grade ELA: 50% African-American and other students of color furthest from educational justice will meet or exceed grade level expectations and standards as measured by the F&P (Fountas & Pinnell) Benchmark Assessment in May 2020.

Safe and Welcoming Environment Goal

Priority Goal:

Using PBIS strategies to intentionally engage families and students of color furthest from educational justice, prioritizing African American males, we will increase positive perceptions towards school throughout the 20-21 school year and see an increase in time spent in class for these students as measured by surveys, attendance, and discipline data.

Madrona uses RULER, a social emotional curriculum that teaches students social skills and strategies allowing them to focus on their academic growth. School wide expectations combined with small group supports will guide students in their social emotional growth. Staff will receive professional development in culturally relevant and PBIS practices building positive relationships with students and families. We will monitor progress through analyzing attendance and discipline data. By having our social emotional team and academic staff work together we will see an increase in attendance rates and a decrease in discipline rates leading to higher student outcomes.

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.

Priority areas for system wide work at Madrona include focusing on the academic success of our students of color and those furthest from educational justice as well as the social and emotional well-being of those students. To do this we conduct ongoing data team and PLC meetings where staff focusing on academics as well as social emotional needs analyze the outcomes of our focus students. As a team, we look at attendance, behavioral, and academic data to determine successes and next steps for those students. Individualized plans are created, implemented, monitored, and adjusted to ensure student success.

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.

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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.

At Madrona we have an MTSS structure in place that allows us to identify and monitor the progress of our students with the highest academic and social emotional needs including students with IEPs, ELL students and advanced learners. In order to meet the unique needs of specific populations of students we will focus on improving our ability to better use assessment data, differentiate instruction, monitor and adjust individual plans, and use student goal setting to increase student engagement, academic, and social emotional success. We will start by looking at the assessment tools we are using to see if we are getting the information needed to best serve our specific students. Through professional development we will increase the capacity of staff to gain more information around student skills through the assessment tools used and we will make individualized plans using available staff and resources to address student skill gaps and needs. These plans will be monitored on a regular basis and adjusted as needed. Small group instruction will allow teachers to focus on specific skill building instruction and strategies and on delivering instruction in ways that best suit specific students. Student goal setting will give these students more control over their own learning. Staff goals will be focused on African American male achievement leading to increased outcomes.

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.

To achieve positive outcomes for our students furthest from educational justice we will work with our Race and Equity team to support culturally responsive teaching practices. Academic and social emotional teams will meet regularly to look at data and use it to analyze and adjust schoolwide, classroom, and small group practices. Small group instruction will be used to ensure students are getting their specific needs met.

Professional development will focus on effective teaching practices and academic and social emotional strategies. Student goal setting will give students control over their learning and their outcomes and lead to higher engagement and successes.

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.

Using PBIS strategies to intentionally engage families and students of color furthest from educational justice, prioritizing African American males, we will increase positive feelings towards school and see an increase in time spent in class for these students as measured by surveys, attendance, and discipline data.

Madrona uses RULER, a social emotional curriculum that teaches students social skills and strategies allowing them to focus on their academic growth. School wide expectations combined with small group supports will guide students in their social emotional growth. Staff will receive professional development in culturally relevant and PBIS practices building positive relationships with students and families. We will monitor progress through analyzing attendance and discipline data. By having our social emotional team and academic staff work together we will see an increase in attendance rates and a decrease in discipline rates leading to higher student outcomes.

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:

Through the Room Parent Program we will increase the number of family members representing AA males and children of color FFEJ in school engagement (event participation, volunteering, student homework support) from 20% engagement to 60% engagement over the next 3 years as measured by surveys, attendance lists, and room parent program data.

Target Goal:

Include family representation from African American males and other students of color furthest from educational justice on schoolwide teams (Levy, BLT, PBIS) to increase the voice, participation, and positive influence of those families.

Plans for Family Engagement

At Madrona we work hard to engage families, especially those of African American Males and students of color furthest from educational justice, by actively recruiting family members from these populations and by applying a race equity lens to our systems, structures, and actions. Every classroom has a room parent to facilitate communication from teachers to families. The room parent coordinator works to recruit people of color for these positions and supports room parents to attract families of color for engagement opportunities. We are adding family representation on building committees (BLT, Levy, and PBIS) and work with the PTSA to recruit members and participation from the above populations to make sure that the representation of these groups reflects the diversity of our families. Additionally, we are working to make our community building and academic support events (multicultural night, fish fry, math night, literacy night, ELL Coffee Chat) culturally responsive using race/equity/culturally responsive tool when planning events. Our ELL staff works in conjunction with teachers to make sure information is translated and available for those families and works with these families to help them navigate and feel comfortable in the school culture. Progress towards these goals will be monitored through surveys and participation logs.