



# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Sacajawea 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

Sacajawea Elementary is a diverse, inclusive community school. Our mission is *Teach every student with kindness, equity and empathy*. Our vision is *Educational Justice for All*. Our Sacajawea Equity Team leads the work as we endeavor to be an inclusive, empowering, and welcoming community. We build community in many ways including student nest groups in which students from each grade level participate together throughout the school year, a variety of community events, and our annual continental focus through which students learn about a different continent each year.

As a special education continuum school, we serve students in Developmental Preschool, Resource, Access and Distinct programs. We also serve students who speak a variety of languages through our English Language Learner program. We differentiate instruction with instruction, intervention and enrichment to meet a variety of learning needs, and all students are included throughout the school day. Our framework of Positive Behavior Interventions and Supports, and the RULER program for social and emotional learning, help us to provide a consistent, caring environment. We SHINE by being Safe, Helpful, Inclusive, Neighborly and Engaged. The Sacajawea Parent Teacher Association strongly supports this work. Sacajawea families support each other through our weekend food program, volunteering and caring relationships



## Priorities and Measurable Goals

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

#### **Priority Goal:**

For the 2020-21 school year, at least 60% of 3<sup>rd</sup> through 5th grade students of color furthest from educational justice will meet standards or higher in English Language Arts, as measured by reading levels within grade level range, and multiple samples of classroom and on-demand writing assignments assessed using a grade level standards-based rubric.

### Safe and Welcoming Environment Goal

#### **Priority Goal:**

For the 2020-21 school year, the average attendance rate of African American students will be at least 96%.

#### **Target Goal:**

While we are engaging in remote learning, all Students furthest from educational justice will have at least 75% engagement in learning opportunities. This can look like:

- required work turned in – on paper, in Seesaw or in other ways
- Participation in small group, individual, or whole group learning opportunities online
- Use of online learning platforms
- Communication with their educational team members

## 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.

Our assessment and data work is done within a structured framework of team collaboration with a laser-focus on increased student learning. Small teams of teachers analyze student data and plan instruction to respond to what the data shows about student strengths and needs. In 20-21 we are working to strengthen our assessment systems around writing and math.

Our Help Desk/MTSS team analyzes school wide data to determine appropriate interventions and strategies. This year we are working on streamlining our responses to students with similar needs for efficiency and to be able to collect data that tells how well these interventions are working.

## 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.

At Sacajawea we try to meet each student's needs with a consistent focus on inclusivity and equity. As we work with students who are eligible for special services, we know they are general education student first, and work to include every student. We work to deliver core instructional strategies that are effectively differentiated and culturally responsive and serve student individual needs in inclusive ways. With this in mind, we use a combination of classroom push-in support and pull-out instruction that is scheduled to ensure students engage in core content with their peers, and are supported when needed. Below are some of the special services students may receive:



**Advanced Learners:** Advanced learners are generally served within in their homeroom classes. In Kindergarten – third grade, differentiated small groups in reading help support each student at his or her appropriate learning level. In 4<sup>th</sup> and 5<sup>th</sup> grade, higher level reading instruction is done through individual student conferences. In math, advanced learners are supported in flexible groupings, and there are some students in math and reading who may go to a group in a higher-level classroom.

**English Language Learners:** All English Language Learners receive core content instruction in their homeroom classes. ELL staff support their learning needs. Depending on their language proficiency needs, they may have push-in support during class time or pull-out support that supplements core instruction. Families receive translation and interpretation services.

**LAP:** Reading intervention is provided for students who need Tier 2 reading instruction in addition to their classroom core content instruction. Our reading specialist and tutors work with students in small groups to help improve their reading skills. This may be push-in or pull-out support depending on student needs.

**Special Education:** All students eligible for Special Education Services are served in the Least Restrictive Environment by the service model that best meets their learning needs. Students served by Resource and Access spend most of their time in their homeroom classes with varying levels of support depending on their IEP requirements. Students served by the Distinct program spend most of their day in their distinct classroom and are included in their general education classes in a variety of ways. Our developmental preschool students are served in their classroom setting with modified general education curricula. All students have access to core content, modified core content, and specially designed instruction according to their IEPs. Over the last few years, we have worked to streamline our process for identifying students who need Specially Designed Instruction, through our Help Desk/MTSS systems.

**Students of Color Farthest from Educational Justice:** In all programs we prioritize students farthest from educational justice. We do this by providing culturally diverse learning materials, using culturally responsive teaching strategies, and paying attention to our own biases. Staff professional development has centered around race and equity in the past few years. In 2019-20, we began studying Culturally Responsive Teaching and the Brain, by Zaretta Hammond. We will continue study and implementation of this work throughout this CSIP cycle. One project we are working on in Social Studies is teaching history through an equity perspective, and helping students understand how current events are influenced by past history. We foster social justice by consistently reflecting upon our own practices, and teaching our students about equity and racism, how to be an advocate and ally, and providing safe spaces and opportunities for students to engage in this work.

## 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.

We are working to meet our priority goals for our students of color farthest from educational justice through:

- 1) Revitalizing library collections with a focus on equity and current materials.
- 2) Reading instruction that includes intentionally selected diverse, authentic and culturally responsive reading materials, flexible, differentiated reading groups, and ongoing reading and writing conferences.
- 3) Creating standards-based rigorous rubrics and checklists for each writing genre, collecting anchor papers to use with the rubrics, and adopting researched based, culturally responsive, standards-aligned best practices for writing instruction.
- 4) Developing our staff PLC structure to support regular assessment, data analysis and responsive instructional planning. Consistent cycles of data analysis will help us to determine the success of these practices.
- 5) Learning culturally responsive teaching practices through our book study of Culturally Responsive Teaching and the Brain and adoption of culturally responsive strategies.

## 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.

We will improve the culture and climate for students and families, especially for African American students through positive climate and relationships. One on one family/teacher partnership meetings



occur during the first two weeks of each school year and these partnerships continue through welcoming events and positive communications.

Our Safe-Helpful-Inclusive-Neighborly-Engaged (SHINE) matrix helps us to focus on how we treat each other and gives a consistent framework for understanding and maintaining school wide expectations. The RULER program of Social Emotional Learning helps all community members to identify our emotions and respond to each other positively. Every student participates in a Nest group that meets monthly to help develop cross-grade positive relationships.

For our attendance goal, we will track student attendance monthly, reward students who are attending regularly and contact families to set up positive incentive plans and/or support students and families who are struggling with attendance.

## 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:**

By Spring of 2023, at least 80% of families will respond positively on the district family survey to the prompt “The school does a good job sharing information about my child’s academic progress.”

By Spring of 2023, at least 80% of families will respond positively on the district family survey to the prompt “The school has successfully overcome cultural barriers between staff and families.”

### **Plans for Family Engagement**

In order to meet the goals above we will focus on two areas within the Essential Practices for Authentic Family Engagement:

- *Intentional assessment and data practices that engage a racial equity-based approach to analyzing and responding to varied data* – Teachers will have a plan for annual family engagement experience for every classroom. This may include family partnership events where families and teachers engage in looking at student goals progress together and plan at home and at school goals and next steps.
- *Develop a 3-year family engagement plan impacting Core Instruction at Tier 1* - School staff and parents will

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work together to develop a Family Engagement Compact and staff will receive professional development around family engagement. We will learn about the cultures of our students and their families in order to overcome cultural barriers and continue our commitment to be a truly inclusive, empowering community. Our parent and staff equity teams will lead this work and help us to maintain focus on our students of color farthest from educational justice.