



# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Coe Elementary School

### 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

Frantz H. Coe Elementary is named after Frantz H. Coe, M.D. (1856-1904). Dr. Coe began his career as principal of Phoenix, Michigan public schools at the age of 23. In 1884 he attended medical school, and four years later traveled west to Seattle, to begin his medical career.

Though a prominent physician, Dr. Coe never forgot his early days as an educator. He served on the Seattle School Board from 1901-1904. A progressive thinker he was instrumental in hiring the first women as principal. He wrote in his journal, "I am absolutely satisfied women make better principals than men and wish to open up a new era in Seattle schools". Three years after Dr. Coe's death, the school board honored his memory in the naming of our school. We are proud to continue his progressive heritage.

Each student at Coe receives a solid academic foundation, develops a love of learning, and acquires a sense of responsibility for our school, our community, and our world. We nurture curious, thoughtful, responsible, and resilient young people. Our vision is to prepare students for middle school academically, socially, and emotionally.



## Priorities and Measurable Goals

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

#### **Priority Goal:**

For the 2022-23 school year, at least 80% of 3<sup>rd</sup> grade students of color furthest from educational justice will meet standards or higher based on multiple district and state measures (Measurement of Academic Progress and Smarter Balanced Assessment).

#### **Supplementary Goal:**

For the 2022-23 school year, at least 90% of students in grades K-5 will meet standards or higher based on multiple district and state measures (Dynamic Indicators of Basic Early Literacy Skills, Measurement of Academic Progress and Smarter Balanced Assessment).

### Safe and Welcoming Environment Goal

#### **Priority Goal:**

For the 2022-23 school year, at least 85% of students in grades 3-5 will demonstrate a sense of belonging at school based on climate survey.

## 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 Coe Elementary School, we address the learning needs of all students through data-informed Tier 1, 2, and 3 instruction & supports. Student progress in learning is continually monitored through aligned assessments and collaborative data analysis so instruction can be differentiated to best meet each students' 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.

We believe that a systematic, continuous improvement framework in which data-based problem-solving and decision making is practiced allows us to support the diverse needs of our students. Coe teams continuously evaluate individual, subgroup, and schoolwide data to inform practices and systems that support the academic, behavioral, and socio-emotional growth of every student, particularly those furthest from educational justice. Additionally, we leverage data to identify possible disproportionality in academics, discipline, or attendance. We are committed to data-informed, equity-focused, and reflective practice.



## 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.

Coe Elementary School is dedicated to supporting the broad range of learning needs within our school. We ensure that highly qualified staff support each individual student through a Multi-Tiered Systems of Support model.

As a learning community, we engage in data-informed decision-making to ensure resources and staffing are allocated appropriately to promote student growth and to close achievement gaps, especially gaps that exist in student groups furthest from educational justice.

In addition to a highly qualified general education and special education staff, Coe also supports diverse student learning needs through special education staff, reading specialists, multilingual specialist, and math specialist. These individuals are highly trained and skilled, with extensive background and expertise in their subject areas.



## 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 at Coe Elementary build positive relationships with students and families by:

- **Demonstrating Knowledge of Students:** Teachers actively seek knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attain this knowledge for individual students.
- **Creating an Environment of Respect and Rapport:** Classroom interactions between the teachers and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development.
- **Communicating with Families:** Teachers' communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teachers successfully engages families in the instructional program, as appropriate.

As a school community, our goal is to make every student and family at Coe feel welcome. It is our goal to partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement. We 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 our students, especially students of color who are furthest from educational justice. We build trusting relationships and strive to create collaborative partnerships in the school community.

## 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:**

For the 2022-23 school year, parent responses on school climate survey in the following areas will increase by 5%:

1. Welcoming and Culturally Responsive Climate
2. Parent/Family Influence and Decision Making

### **Plans for Family Engagement**

Coe Elementary School believes inclusive and authentic family engagement is essential to student success. We will foster family engagement through the following strategies:

- Strong collaboration between school teams and the PTA.
- Increasing parent participation and voice in the school-based decision-making process, particularly parents of students of color furthest from educational justice (Building Leadership Team, Racial Equity & Inclusion Team).