

Seattle Excellence Continuous School Improvement Plan (CSIP)

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

South Shore PK-8 is a diverse community choice school located in the Rainer Beach neighborhood. We serve over 600 students and approximately 84% of our student body are identified as Historically Underserved Students of Color. Being located in one of the most diverse zip codes in the country, South Shore's diversity is also its primary strength. We are a school that values family, and community, with an intentional focus on preparing students to not only be academic scholars, but also empathetic world citizens. South Shore values the whole child and integrates Social Emotional Learning into all aspects of our school community. Our school celebrates the strength of every child and values the gifts they bring to our classrooms. As a "School of Promise," we know all too well the urgency needed to serve students furthest from educational justice. South Shore uses data to guide school wide instruction, utilizing research-based curriculum to provide both enrichment opportunities as well as additional small group academic supports and interventions to identified students. South Shore has foundational strength in the MTSS framework that allows students to be "seen," knowing students by name, strength and need. As a community school South Shore also has several very long-standing strong community partnerships that are targeting our HUSOC including Speak with Purpose, ACE academy, City Year, Communities in Schools, Rainer Scholars, Seattle Parks, and Asian Community Counseling Services.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2022-23 school year, at least 47% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

Priority Goal:

In order for students, staff and community members to feel safe and welcomed South Shore will provide positive intervention strategies that support universal language, expectations and safety which include how we enter/exit the building and function within it. These expectations will be taught no less than four times a month by teachers and support staff. We will use survey data measuring student, staff and community members understanding of the expected expectations/and responses.

We will know that students understand the expectations based on discipline data reflected by fewer than 15 incidents in Power Schools and less than 5 suspensions for HUSOC students. This work will be supported by teacher lessons, exit tickets or any other method or system he/she deems necessary to meet this outcome.

We will further know that students and staff feel safe, welcomed and supported by the results of the yearly climate surveys surround Safe and Welcoming Environment. Positive feedback, and all other observable positive interactions will serve as an additional indicator that we are working towards meeting this goal.

Target Goal:

Target Goal for Safe and Welcoming Environment will be placed here when available. To be provided by the district not by the schools.

Supplementary Goals

[When given a social emotional learning block, teachers will engage their whole class in a lesson around expectations and universal language for our school at least once a week and after any extended week-end or break to increase feelings of safety and wellbeing in South Shore School as measured by yearly climate surveys, random sampling of the community to assess knowledge of the expectations and safety, and feedback from our community.

When given consistent lesson on expectations, safety, and universal language for South Shore, discipline data will show decreases in incidents for historically underserved students of color from more than 30 incidents in PowerSchools and 10 suspensions to less than 15 incidents in PowerSchools and less than 5 suspensions as measured by student incident data in Power Schools.

When given systems set by our PBIS, team students will be acknowledged for exemplifying the expectations at least once a week in their individual classrooms and once monthly during assemblies. We will measure this by keeping records of those students who have been acknowledge for meeting the expectations. South Shore will also alert families.

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.

South Shore’s Wellness Team provides intentional tiered supports to address student social-emotional and academic needs. Due to Covid-19 and considering the hybrid in-person, distance learning model anticipated for the fall, our primary focus will be student wellness and socio-emotional health. Our current MTSS system uses a combination of data, assessment tools and strategies to coordinate academic and SEL supports for students needing more focused and/or unique interventions. Our team is comprised of Admin, support staff, clinicians, school counselors, academic coaches, and teachers.

Teachers/staff identify students who need additional support.

The team reviews the collected data.

Teacher/Team collaborates to design a student intervention.

Teacher implements strategy.

Teacher progress monitors.

Based on student progress, intervention is adjusted and/or next steps are decided.

Our second area of focus will be coordinating resources for students and families. As the school closure impacted student learning, our intentional focus on ensuring students’ basic needs are met first will allow us to move forward instructionally. Pre-assessments, interim bench-mark assessments, etc. will provide the baseline data needed to determine what supports students need first. As academics continued during the school closure, we understand the adjustment time students needed to become acclimated to a new system. South Shore will continue to prioritize academic supports for students as they again enter a new learning experience for the fall.

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 the 20-21 school year South Shore will have grade level teachers Tier all of their students with support from the MTSS team using various data points so that all students will be put into Tiers for both academic as well as social/emotional needs. This will be done by Nov 1st so we can develop specific plans for identified students.

The second part of the goal is to have teachers or grade levels present students to our MTSS team so the team can help create research-based interventions for each identified student in order to provide additional support.

The final part of providing supports for identified students in Tier 2 and Tier 3 students will result in teachers providing these planned interventions in class and keep track of the data to determine if the intervention is working. This gap closing cycle will repeat every 6 weeks with new student data presented to the MTSS team.

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."

South Shore PK – 8



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.

South Shore has always embraced Multi-Tiered Systems of Support, through which all students receive access to a baseline level of academic, behavioral, social, and emotional learning supports and additional personalized interventions are added based on students' unique needs. One example of a baseline support is differentiated literacy instruction in small leveled groups overseen by a school-based literacy coach who ensures fidelity of the assessment and implementation across all grade levels. In order to do this well teachers must believe that all students and especially our HUSOC can achieve academic success at very high levels. This foundational belief will be supported by solidifying the hiring practices of South Shore to reflect that ALL teachers hired have demonstrated consistent values and beliefs in the aptitude and abilities of black boys and young men through clear commitment in action, interruption and flagging for implicit and explicit and racial bias.

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.

Student and Family feedback is essential to determining not only how South Shore is doing in creating a safe and welcoming for all families but areas that we need to grow. Utilizing universal language and expectations, increased family awareness of our PBIS goals and clarity about adult roles in PBIS we will improve climate and culture. In order to make family feedback more accurate and meaningful to monitor progress South Shore will opt in to a culture/climate survey, three times per year, that focuses on specific areas of growth that are an opportunity for South Shore and we have identified three areas. The first area is increasing family participation in completing the survey. Our goal is to have at least 100 families participate in our survey this next year increasing from 45 responses in 2019. In addition, we will focus on two areas covering both Social Emotional supports as well as academic supports. We will increase our percent favorable on the question – Teachers do a good job meeting the specific needs of my student. Our goal is to raise the positive feedback to 65% a gain of 10% from 2019. Finally, we will move to 75% favorable feedback on the question of South Shore providing a supportive academic environment and a

positive social/emotional environment to increasing an average of 9% in the 20-21 school year. These interim survey results will be gathered by leadership team and presented to staff at least 3 times a year.

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:

South Shore has adopted the Academic Parent Teacher Teams (APTT) as a robust tool to engage families in K-5 with regards to their student's data and strategies to support student academic growth at home. This year 30% of our grade levels used the APTT model to engage families. In the school year 20-21 that will increase to 50% and in elementary it will go from 43% to 83%.

Target Goal:

[Specifically, for our HUSOC families our goal is to have 65% of the families participate in at least 2 of the 3 yearly APTT teacher data meetings and 100% at our annual November conferences. This increase will occur as a result of very intentional outreach from the school and specifically the classroom teachers. Each family will receive an invitation in several forms. They will receive a translated e mail and robo phone call from school inviting them to join their students teacher in the APTT meeting. The families will also receive an individual phone call and a postcard reminder that is translated as well.

Plans for Family Engagement

NO PLANS SUBMITTED BY SCHOOL TEAM