

West Woodland Elementary



Seattle Excellence Continuous School Improvement Plan (CSIP)₁

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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.

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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

West Woodland Elementary is a caring community school, working to create an educational success story for every student it serves. This success is built on these foundational ideas: Cultivating a safe and nurturing environment for all through family partnerships, the use of culturally responsive and social emotional instruction and best practices; Providing engaging and challenging learning opportunities with high expectations for all, differentiated instruction and high-quality teaching of the curriculum standards; Careful monitoring of individual student progress; and providing a Multi-Tiered System of Support for both academic and social-emotional needs of students so that every student, including our students furthest furthest from educational just, is both challenged and supported. Clear communication ensures that students, staff and families understand that the best educational outcomes happen when everyone endeavors to do their best work - whether that is schoolwork, teaching, or supporting education at home.

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Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

By June 1, 2022, 80% of 3rd grade AA Males and other Students of Color Furthest from Educational Justice will demonstrate 1 year's growth on the MAP Reading Achievement Norms from the FALL Grade Level to the Spring Grade Level (using latest published norms for MAP from 2020).

Safe and Welcoming Environment Goal

Priority Goal:

The percentage of students responding favorably on the SPS Spring 2022 Climate survey in the following 3 areas will improve from the SPS Spring 2021 Climate Survey results in the following 3 areas:

- Belonging and Relationships: I can really be myself at school
- Positive Behavior and Safety: The rules at my school are the same for everyone
- Identity and Culturally Responsive Teaching: I get to learn about my culture at school

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

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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.

Academic and social emotional student concerns are addressed in weekly MTSS meetings, where grade band teams along with an administrator, academic interventionist and school counselor plan, support, and monitor the progress of all students with Tier 1 and 2 interventions. Weekly Student Support Team meetings that include the school psychologist, special education teacher, and family members address student concerns that have not resolved with MTSS team intervention. Three outcomes from the SST meeting are possible: 1) modify and extend Tier 1 & 2 classroom interventions, 2) 504 team referral, or 3) special education evaluation to determine eligibility for individually designed instruction.

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.

West Woodland Elementary has a highly qualified team of Teacher Leaders, Collaborative Literacy Leaders, a counselor, an academic interventionist, nurse, and tutors, specialist teachers, special education teachers, and general education teachers who provide support designed to close gaps, targeting our students furthest from educational justice:

- Teacher Leader Cadre members (2) and Collaborative Literacy Teacher Leaders (2) lead professional development in the areas of literacy instruction, culturally responsive teaching, and anti-racist teaching practices.
- SEL RULER/Kelso’s Choice - Social Emotional Learning is taught in every classroom and reinforced by specialists with RULER and Kelso’s Choice K-2.
- Social Worker/Counselor – Addresses basic needs for families, weekend food program, classroom support, crisis management, McKinney Vento, scholarships for enrichment, short-term individual and group counseling, friendship groups to enhance student connection, consultation, resource and referral.

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- Basic Needs- The MTSS team uses the "Right Now Needs" funds for students/families experiencing economic inequality to provide food (snacks), basic needs (clothing, grocery, field trip supplies).
- SOUND partnership – Mental health counselling weekly at school available for students with Medicaid.
- Gender Diversity and LGBTQ - We offer coordination for families in our building to attend the annual LGBTQ SPS District Dinner as well as additional community building opportunities. District approved Gender Book Kit available for classroom use for all grade levels. Students have the choice to use a bathroom consistent with their gender, including offering the option to use the private bathroom in the nurse's office for students who need added privacy.
- Universal screener (WaKids for K) fall, F/P fall and Spring, and MAP Spring to track student progress.
- LAP - We have directed resources toward early intervention to close the gap in the primary grades. These students receive targeted interventions served either by tutors or an academic interventionist.
- Academic interventionist- Provides targeted small group or 1:1 instruction for Level 1 first and second graders and other students per MTSS.
- After school Tutoring Program - Afterschool Wildcat Tutoring prioritizes students of color without access to other supplemental instruction.
- America Reads - Partnership with UW America Reads work-study program to provide extra 1-1 reading support during the day for MTSS identified students.
- Library collection development increasing books reflecting diversity and social justice, high-interest reading materials and a focus on accessible materials for all reading levels.
- In addition to Tier 1 outreach for all students with health concerns, the school nurse is unapologetically prioritizing students of color to ensure access to medical care, and when applicable assist in application for health insurance, provide resources to receive immunizations and case management for repeat vision exam with referral to a network of vision providers.

Special Services

English learners are general education students first. Our EL teacher and supporting instructional assistant design instruction based on student strengths (what the student can do) which provides an important foundation for success and offers opportunities to build upon those strengths to address areas where the student is struggling. Our literacy curriculum enables teachers the ability to unpack critical moves in the actual moments of teaching to help ALL our students participate in deeper conversations to promote better understanding and learning. All EL students receive core content classes (unless a disability necessitates other supports) which is taught using culturally responsive pedagogy, including differentiation for language proficiency, academic language development, and progress monitoring. Specific facilitation practices include the use of anchor charts, asking open-ended questions, adjusting teacher questions to the language proficiency of the student, and providing opportunities and tools for students to initiate clarification.

The purpose of special education service delivery is to ensure that services are based on a comprehensive understanding of a student's capabilities and challenges. Students who are referred for special education eligibility consideration, are evaluated and qualified for services in academic or behavioral support. Students

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are assured of a least restrictive environment, a master delivery schedule, progress monitoring and delivery of specially designed instruction, which is flexible, adaptive and responsive to student need. Individual education plan goals are monitored for progress and instruction is adjusted to ensure student growth – the SPS continuum approach service delivery structure provides a flexible, rigorous, individualized delivery plan, while allowing for predictability and quality individual education plans with the least restrictive environment for each student.

West Woodland Elementary provides intentional programming and services for all students designed to promote academic growth and achievement through the Multi-tiered Student Support approach to instruction. West Woodland Elementary uses instructional practices and performance data to target the growth and academic achievement of all learners. West Woodland students are provided instruction that is relevant to their learning experience and ability level so they may continue a rich learning experience at their neighborhood school. Teachers use a variety of approaches and instructional strategies across our curriculum to deepen conceptual understanding and application of new learning, including: instructional grouping (tiered instruction), enrichment (deeper grade level challenges), and curriculum modification (pre- and post-test monitoring to guide instruction). West Woodland staff participate in ongoing professional development to strengthen their skills to support the academic growth of students performing at advanced levels.

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 utilize curriculum that provides instruction and scaffolding to reach learners of all levels through targeted small group lessons with support provided by an Academic Interventionist. Our MTSS team partners with teachers to identify academic and behavioral challenges with a focus on students furthest away from educational justice. Intervention plans made in partnership with the Student Support Team, what the metrics

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for success will be, and when the team will reconvene to discuss progress. Grade levels meet with MTSS every 6 weeks to monitor progress. Culturally Responsive Practices such as inclusion, regular structures, and high expectations, are used across classrooms.

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.

West Woodland creates a welcoming culture and inclusive environment that reflects and supports the diversity of our students, their families and community through social emotional learning curriculum. We establish and teach behavior expectations providing structured positive student feedback and celebrate achievements school wide. We foster a positive climate through relationships and connections with students and in points of engagement with families. We are intentional in reflecting diversity of students in all physical spaces. We recognize student voices so that they take pride and ownership of space. The safety committee meets regularly to help ensure a safe learning space.

School-based attendance and engagement goals will be measured twice a year to monitor family engagement, ensuring year-long connection with 100% of our students.

Practice 1: Social emotional learning skills and practices - RULER/Kelso's choice

Strategy 1: consistent teaching of SEL framework in every classroom including mood meter check-ins, class circles, drafting and monitoring of classroom charters, charters shared with families, reviewing of charter throughout the school year, and SEL community engagement evening events regularly (vague- we should say yearly or every other year).

Practice 2: Establish, teach and reinforce behavior expectations (3Bs - be safe, be kind, be responsible)

Strategy 2: teaching and reinforcing school wide behavior expectations, adapted to show expectations in every physical space with visuals posted throughout the building. Use of structured positive student feedback (Wildcat pride tickets) and school wide celebration of achievements (about once a trimester), and review of expectations throughout the year in each classroom and all school areas such as the library and lunchroom.

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Practice 3: Positive climate through relationships and connections

Strategy 3: intentionally reflect diversity of students in posters on walls and in classroom and library reading materials, and in texts shared with classes, materials shared in languages spoken by our students and families, providing language translation for points of engagement with families (meetings, conferences), encourage positive, caring relationships so that each student can name at least one adult at school who cares about them, community circles, encourage cross grade level buddy connections, community events (Blast, Art Night, Math Night, Literacy Night, RULER night, Science Night, spirit days, West Woodland Spirit Squad), opportunities in staff meetings to share successes and strategies with relationship building, fostering relationships with the LGBTQ community (SPS dinner, Pride Parade), providing opportunities for family connection to our families of color (community dinners, book clubs, guest speakers, partnership with other schools).

Practice 4: Student leadership and voice

Strategy 4: teaching about and recognizing the role of upstanders through carefully selected literature and curriculum, offering opportunities for student leadership and elevating student voices (buddy classrooms, community assembly planning, older student helpers in younger classrooms, classroom performances, assemblies and genius hour presentations, community fundraisers and food drives, 5th grade camp, Field Day student leaders, Global Reading teams, recess monitors and safety patrol), giving pride and ownership in physical space via student art and bulletin boards.

Practice 5: Safe school environment

Strategy 5: in accordance with SPS Safety and Security, our building safety committee ensures continuous improvement with campus emergency preparedness (classroom backpacks, emergency water and supplies, first aid kits), staff training in CPR/first aid, incident command, practicing monthly safety drills, intentionally planning for consistent adult presence in all areas of the building, securing a closed campus with check in procedures (locked doors with access via buzzer, locked gates).

Practice 6: priority class placement

Strategy 6: during class placement collaboration meetings, grade level teams will prioritize identifying students of color to ensure positive teacher-student and supportive peer-to-peer matches.

Assigned to:

- Assistant Principal
- Counselor
- Nurse
- Classroom and Specialist Teachers
- Racial Equity Team
- Behavior interventionist

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- Safety Committee

Target date for completion: June 2021

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 June 2021 West Woodland will have connected with 100% of all of our families demonstrating evidence of family engagement.

Family involvement is crucial to student success. West Woodland seeks to gain student/parent input to provide clear communication channels and diverse engagement opportunities so all families can find meaningful ways to participate. Successful relationships focus on families' strengths and a shared commitment to the child's well-being and success

Plans for Family Engagement

Action Plan: The goal will be measured across three years. Year one will be school wide data collection and initial analysis of data. Year two we will develop a concrete plan and begin implementation around improving family engagement. Year three will include reassessing data and implement a plan to increase family engagement for all families.

How WW Engages Families and Community:

- Communication through Parent/Teacher conferences, Emails and Newsletters, Coffee Chats, Community Meetings and a PTA Survey
- Academic focused events such as Curriculum, Art, Math, Science, Ruler, and Literacy Nights
- Support services including: Parent Library Cards, Language Interpreters (if needed), Food Delivery and additional Family Resources as needed through the counselor.
- In-school community opportunities such as band, assemblies, and classroom-based events such as

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plays and celebrations.

- Before and after school clubs and classes such as choir, chess and Spanish
- PTA Parent Volunteer opportunities
- Parent Events such as a Race and Equity Book Club, Race and Equity Guest Speakers and The Gala
- Family Outreach and Inclusion events: Family of Color Dinner, LGBTQ Dinner and Pre-school family get together and Pride Parade
- Transition Events such as an Ice Cream Social for new students, Incoming Kindergarten play dates, Middle school information meetings
- Fun Community Building events such as: Field Day, The Blast, Talent Show, Turkey Trot, Doughnut Dash, Children's Marathon, Bike to School Month, and Nutty Squirrel Fund Raisers.