



2023-26 Continuous School Improvement Plan (C-SIP)

Bailey Gatzert Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Bailey Gatzert Elementary School

Principal: Ronnie Belle

Members of the Building Leadership Team and Parent/Guardian Partners: Ronnie Belle, Alexandria Red, Jaclyn Sherer, Elena Sanchez, Ande Martin, Lanh Lam, Shelly Sharp, Melissa Graham, Jane Cantwell, Nicholas Dillon, and Mariella Bravo

Community Partners (Community Based Organizations): Alliance for Education, Asian Counseling & Referral Services, Assistance League of Seattle, Atlantic Street Center, Backpack Brigade, Big World Breaks, Bureau of Fearless Ideas, Downtown Cornerstone Church, Japanese Baptist Church, Mary's Place, Mountaineers, Neighbor Care, Northwest Harvest, Page Ahead, Rotary (Central District), Seattle Children's Theater, Seattle Housing Authority, Seattle Music Partners, Seattle University Community Engagement, St. Peter's Church, Sound Health, Team Read, The Creative Advantage, Well Spring, Windemere, YMCA, YWCA, and You Grow Girl



[Bailey Gatzert School Report](#)

[Bailey Gatzert Elementary School Climate Survey](#)

School Overview

Bailey Gatzert Elementary School is a vibrant place that serves Seattle's Central District community. The location of Bailey Gatzert attracts families with varied cultural backgrounds. The school community's diversity is its strength, with over twenty-five languages spoken by 130 students.

Bailey Gatzert's academic approach is designed to challenge and motivate its diverse student population and is driven by equity and the highest possible learning expectations for students. The learning experiences at Bailey Gatzert are academically rigorous and intended to prepare students for success in the future.

At Bailey Gatzert Elementary, we are strategic, intentional, culturally attentive, and student-centered in our approach to supporting students. Targeted individualized learning plans are created and implemented to reflect the academic expectations of students. With support, students are engaged and motivated through relevant real-world learning experiences focused on the 21st Century learning skills-communication, collaboration, and critical thinking.

The Family Partners team supports the school community. The Family Partners team aims to build community by supporting student learning. The team is comprised of family leaders, staff, and community organizations. The Family Partner team works in conjunction with Bailey Gatzert Elementary to Promote the "Big Three" -Home-School-Community

Seattle Excellence – Culture of Equity and Educational Justice

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, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

[*African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

By June 2026, Bailey Gatzert staff will promote a welcoming learning environment focused on engaging and educating students through high-quality instruction and learning experiences that accelerate growth for all students in their core subjects, student voice, and leadership through a culturally responsive lens with a focus on students of color who are furthest from educational justice, and with an intentional focus on African American males to meet grade-level standards on the Smarter Balance Assessment and increase 10% on school climate surveys.

One-year Goal:

By June 2024, Bailey Gatzert's staff will actively concentrate on inclusionary practices with a focus on writing in all grade levels, intentionally planning with a focus on student outcomes, and implementing sound instructional strategies and best practices to increase student achievement by 10% in the core subjects on the Smarter Balance Assessment.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

Students thrive in healthy, safe, engaging, supported, and challenging environments where 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.

- Interacting with families and students with positive, strength-based, culturally responsive practices through daily/weekly or family check-ins.
- Ensuring the presence of language translators at Family Community events and invitations to events will be posted in multiple languages.
- Utilizing (PBIS) positive behavior intervention system by naming positives with high expectations (5:1), rewarding expected SEL and academic behaviors (with Bear Paws and recognition assemblies), providing predictable, consistent structures for the class environment, transitions, recess, cafeteria, hallways, etc.
- Utilizing consistently, Culturally Responsive Teaching Practices and Trauma-Informed Teaching Practices to support students academically, socially, and emotionally.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Tapping into student's cultural capital
- Communicate consistently high expectations
- Address our own biases
- Implement an inclusive curriculum
- Account for language differences
- Facilitate student empowerment

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

Gatzert's professional learning plan will take a holistic approach that supports teacher growth. The process must also be targeted in both practice and policies. The plan will focus on the following areas:

- Encourage staff self-reflection
- Staff preparation to teach effectively
- Provide teachers with anti-racist resources

- Gatzert school soliciting support to build an anti-racist school community

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

At Gatzert, ALL Multiple Tiered Systems of Support (MTSS) components reflect Inclusive Practices that promote student success. The four components: screening, progress monitoring, multi-level prevention system, and data-based decision-making, are essential when identifying students for the multiple programs we provide. In addition, MTSS promotes three critical features, inclusive academic, inclusive behaviors, and inclusive social and emotional instruction.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

At Gatzert, ALL Multiple Tiered Systems of Support (MTSS) components reflect Inclusive Practices that promote student success. The four components: screening, progress monitoring, multi-level prevention system, and data-based decision-making, are essential when identifying students for the multiple programs we provide. In addition, MTSS promotes three critical features, inclusive academic, inclusive behaviors, and inclusive social and emotional instruction.

- All students belong and are valued as equal members of the school community.
- Promote a safe and welcoming classroom and school community where individual differences are valued, embraced, and evident.
- Implementing practices where all students, regardless of cognitive or academic level, have opportunities to be included in the general education classroom, participating in standards-based curriculum.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

School Three-year Goal:

- By 2026, 61 percent of 3rd Grade Students of Color FFEJ will be Proficient or Higher on the English Language Arts Smarter Balanced Assessment.
- By 2026, 70% of 3rd-grade students will meet standards or higher on the ELA Smarter Balanced Assessment. To meet this goal, classroom teachers will promote a welcoming learning environment focused on engagement and educating students through targeted high-quality instruction and learning experiences that accelerate growth for all students in their core subjects.

School One-year Goal:

By 2024, 58% of 3rd grade students will meet standards or higher on the MAP Assessment which will be a 10% increase from 2023.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

Assessments, both common formative and classroom-based, and street data are gathered and disaggregated to monitor student learning and provide ongoing feedback that staff can use to improve their teaching and students to improve their learning. Also, the data collected (formative/classroom-based/street data) are used to determine targeted goals, plan instruction and interventions, professional development, and monitor all growth and progress.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Student achievement at Gatzert does not happen without providing students with the conditions they need to achieve. The guardrails or parameters that ensure students achieve at a high level are focused on school safety, a welcoming environment, partnering with families/community, equity, inclusion, culturally responsive teaching, and addressing racist practices.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- We will contract with TIPS (Tutoring in Public Schools) to help us meet our ELA goals. The TIPS tutors will work with classroom teachers to support identified students who need targeted support. The individualized support will build essential learning skills and strengthen student comprehension.
- Making ELA a priority
- Implement a comprehensive curriculum
- Utilize tutors to support students academically
- Guided and independent reading time for students
- Classroom libraries
- Encourage independent reading
- Partnering with families
- Target professional development
- Ensuring a diverse collection of books
- Immerse students in all genres
- Align reading with writing
- High quality fiction/non-fiction books
- Tapping into student's cultural capital
- Communicate consistently high expectations
- Address our own biases
- Implement an inclusive curriculum
- Account for language differences
- Facilitate student empowerment

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- Provide time for staff to present best-practices

- Promotes better learning outcomes
- Encourage staff self-reflection
- Improve efficiency
- Teachers gain knowledge from peers
- Promote team building and planning
- Staff preparation to teach effectively
- Provide teachers with anti-racist resources
- Gatzert school soliciting support to build an anti-racist school community.

Universal Design for Learning (UDL) trainings promotes inclusive educational practices throughout our school community. With an intentional student-centered focus, we aim to encourage flexibility, differentiated instruction, and student voice/choice through instructional strategies to engage and motivate all learners.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

At Gatzert, ALL Multiple Tiered Systems of Support (MTSS) components reflect Inclusive Practices that promote student success. The four components: screening, progress monitoring, multi-level prevention system, and data-based decision-making, are essential when identifying students for the multiple programs we provide. In addition, MTSS promotes three critical features, inclusive academic, inclusive behaviors, and inclusive social and emotional instruction.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

All four essential components (screening, progress monitoring, multi-level prevention system, and data-based decision-making) support students' academic needs.

At Gatzert, we ensure the components work jointly to provide equitable access and opportunity for all students. The MTSS system focuses on curriculum, instruction, assessment, and targeted professional development. Concentrating on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment to targeted behavioral and social systems provides 360 degrees of comprehensive support for all students. This approach challenges the Gatzert staff to change how we have traditionally worked across all school settings while executing the following:

- Conduct universal screening of all students early in the school year and continue ongoing progress monitoring to track student progress.
- Implement tiers of interventions to support students with SEL, Academic, Attendance, and Behavior that can be amplified in response to levels of need.
- Conduct grade-level progress monitoring meetings every six weeks with the MTSS Team to adjust Tiered instruction and support.
- Promote targeted intervention strategies through ongoing data collection and continual assessment.
- Implement a schoolwide approach to expectations and support for all students.
- Enlist ongoing support from parents in the MTSS process.

Advanced Learning and Highly Capable Services:

At Bailey Gatzert Elementary, the following process will be used to refer, identify, screen, assess, and match students to and meet their needs with Highly Capable and Advanced Learner (AL) support.

Bailey Gatzert Elementary School uses multiple measures to identify students who perform or show potential for performing at significantly advanced academic levels compared to others of their age, experiences, and/or environments.

Student data for this school year includes district-required in-class literacy, math, and cognition assessments. Following assessments, the Multi-Tiered System of Support (MTSS) thoughtfully reviews student data. The MTSS team includes classroom teachers, a building principal, and a school psychologist.

We aim to identify academically highly capable students who would most benefit from a continuum of Highly Capable services at Gatzert. As we review student data, there is no single score or threshold a student must meet. We look at trends over time, focusing on student growth while considering the demographics of underrepresented student populations to ensure equity and remove barriers for low-income students, as state law requires.

Following the team's decisions, families receive communication via email or letter regarding a student's qualification for services, with the option to appeal the committee's decision if desired.

Expanded Learning opportunities for students through afterschool or summer programs:

Afterschool programs are an extension of the school day. The programs provide social, academic, and physical plans in a safe, supportive environment.

At Gatzert, the same academic approach is implemented after school. All afterschool programs are equipped with students' individualized educational plans to target the support students' needs better.

In addition, the same structure is enforced in our afterschool programs. The rigor, high expectations, and routines help students and families feel more confident and comfortable with the program. Also, students continue with learning interpersonal skills and good character traits as well as teamwork.

Gatzert Homework Policy

District policy requires that homework be assigned to all elementary students. Bailey Gatzert's homework policy promotes the following:

- Homework serves many important purposes - it reinforces academic skills, teaches research skills, and helps students learn to develop ideas and become life-long learners.
- Homework is the student's responsibility; students must develop regular study habits and do most of the work independently. At times, long-term assignments may require the assistance of the parent.

Bailey Gatzert's homework plan has been developed after extensive research: Home projects that apply common core standards may be assigned throughout the year at all grade levels.

- Grade K-2: 5 – 10 minutes/day or 20 – 40 minutes/week
- Grade 3-4: 10 – 20 minutes/day or 40 – 80 minutes/week
- Grade 5: 20 – 40 minutes/day or 80 – 160 minutes/week

Homework Guidelines:

Gatzert's homework policy and practices align with the SPS Board Homework Policy. Based on evidence-based research, the purpose of homework is:

- To practice skills or reinforce knowledge that has been learned in the classroom to help students master a specific skill
- To reflect on what was learned in the classroom
- To be used as a way for students to prepare for future classroom activities
- To transfer knowledge and extend skills learned in one content or subject area to another situation
- Homework will not be used as a disciplinary measure.

Late Work:

Students will not be penalized for turning in homework late. If your child consistently requires much longer than the time indicated above to complete their homework, please get in touch with

your child's teacher. Some modification to the homework load may be needed for your child, and/or a homework "contract" should be designed to support your child's best efforts.

Suggested Guidelines for Parents to Support Student Success:

- Provide a quiet, well-lit study area.
- Keep a supply of "study tools" available: pencils, pen, paper, ruler, and dictionary.
- Establish a regular time for homework during which the child can work with minimum interruption.
- Provide a healthy balance between homework, extra and co-curricular activities, and family commitments.
- Encourage student responsibility and independence.
- Contact the teacher if a child cannot consistently do the homework within the time guidelines or if challenges or questions arise.
- Contact the school if the need for supplies arises.

Priority Area: Family and Community Engagement

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that 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.

Family and Community Engagement Measures and Targets

School Three-year Goal:

The percentage of families who engage in school volunteer programs to support school-wide, classroom, and parent involvement activities based on the Gatzert Family survey will grow from 71% in June 2023 to 81% by June 2026.

School One-year Goal:

By June 2024, parent and family engagement will increase to build strong and effective partnerships with families that can help children and families thrive by 10% to 81%. These partnerships will be grounded in positive, ongoing, and goal-oriented relationships with families.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

- Gatzert administrators/staff will not allow resources to be allocated without firm evidence of their equitable distribution
- Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.
- Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.
- Gatzert administrators will not allow a breach of safety policies and procedures that increase threatening or unsafe circumstances for students, families, and staff.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

The power of our parents drives who we are. Our families are encouraged to lead events during and after school to help dismantle inequities in our community. Families are given a voice and choice in the events that impact our school.

We will assess the impact of the volunteer program and activities on school operations, school climate, and student performance data and surveys annually. The family engagement plan will be implemented by the Family Partner Team here at Bailey Gatzert. The goal of the Family Partner Team is to guide all efforts to implement an effective plan for family engagement. The Family Partner team will also partner with community organizations to provide resources for parent engagement and wrap-around resources for families.

Last, in partnership with the school, the Family Partner Team will support best practices in responding to parents' concerns and/or complaints to ensure all students' needs are met.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

- Designating a parent liaison to oversee the school volunteer program.
- Inviting parents to join and participate in the school volunteer program.
- Providing training for volunteers based on their assignment and need.
- Providing parents professional development on all school systems in person and remote.
- Promoting parent volunteer to support teachers in the classroom as well as in school-wide activities.
- Recognize monthly a family for positive partnership efforts.
- Ensuring regular positive communication with families via a monthly newsletter, monthly town halls, regular robocalls, frequent emails of important events, strategies to support students at home, and how to advocate for your student.
- Selecting monthly a student from each class for the Scholar Wall to be recognized for their positive behaviors.

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Staff will implement positive structures for building and maintaining trusting relationships at school for PLC, grade-level and other collaborative teams. This will support the Mission of Bailey Gatzert's RET to build cross-cultural trust and communication within our school community. This will allow for

inspired collaboration towards the creation and maintenance of an ant-racist and culturally responsive school environment.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

Bailey Gatzert staff will ensure every student will engage in culturally appropriate, grade-level, standards-based instruction in a safe and welcoming learning environment that supports Belonging and Relationships.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

Bailey Gatzert staff will develop and implement a Culturally Responsive and Anti-Racist Work Environment framework and expand access to high quality learning opportunities for all students.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

Bailey Gatzert staff will review progress on implementing evidence-based strategies, identify school-wide trends, address and solve areas of concern, and celebrate the successes of every student. This review of progress will align with Gatzert staff Leadership Opportunities.

Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Title

Amount: \$235,944

How will funds improve student learning? Title 1, Instruction funds are used to support students directly. The funds pay for salaries (interventionists/coaches) to provide targeted support to students and teachers to ensure students have an opportunity to obtain a high-quality education. The interventionist and coaches support small group instructions and ongoing professional development support to teachers.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Title

Amount: \$26,216

How will funds improve student learning? Title 1 professional development dollars are used to provide staff targeted job-embedded ongoing training that is relevant and focused on (student data, staff surveys, new district initiatives, and walkthrough/eVal) information.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Title

Amount: \$6,587.00

How will funds improve student learning? Title 1 Parent and Family Funds are used to engage the school community and encourage involvement. The Funds support Engagement through meetings, professional development for families, and a family coordinator. The engagement and activities support/promote and improve higher academics, students' behavior, and enhance student social skills

at school. The approach also fosters a safe, welcoming environment and shows families the importance of the community.