



2023-26 Continuous School Improvement Plan (C-SIP) **Benjamin Franklin Day 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: Benjamin Franklin Day Elementary School

Principal: Natalie Zisko

Members of the Building Leadership Team and Parent/Guardian Partners: Brianna Thurston, Ashley King, Shellie Ferrel, Jennifer Hogue, Vince Delaney, Shannon Obermiller, Sonja Haas, Lauren Smith, Britta Steel, Jaimee Papineau, Eloise Davis, Annie Barker, and Carly Riepe



[B.F. Day Elementary School Report](#)

[B.F. Day Elementary School Climate Survey](#)

School Overview

B.F. Day is located in the Fremont neighborhood of Seattle. We educate 420 students in preschool – fifth grade.

Vision: B.F. Day Elementary School empowers students to become the best version of themselves. Our confident and compassionate scholars acquire the skills needed to thoughtfully engage with the world around them and build an inclusive future for themselves and others.

Mission: Strong family and community partnerships define our Family School. Every child is seen, heard, and valued within an inclusive climate. We educate all students to become responsible and courageous problem solvers, who attain their highest levels of academic achievement and civic engagement.

Core Values: At B.F. Day, we are caring, engaged, and responsible.

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, 93% of students in all race/ethnic categories will respond favorably to questions asked on the Seattle Public Schools district survey regarding enjoying math, from the current aggregate, overall rates of 72% on the Fall 2022 survey and 71% on the Spring 2023 survey.

One-year Goal:

By June 2026, 85% of students in all race/ethnic categories will respond favorably to any questions asked on the Seattle Public Schools district survey regarding healed relationships after conflict, from the overall rates of 82% on the Fall survey and 78% on the Spring 2023 survey.

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:

B.F. Day vision states: "B.F. Day Elementary School empowers students to become the best version of themselves. Our confident and compassionate scholars acquire the skills needed to thoughtfully engage with the world around them and build an inclusive future for themselves and others."

The guardrail supports our vision of providing an inclusive environment for all learners. Social emotional learning on campus is supported through a full-time school counselor that supports student wellness at both the Tier I and Tier II level. B.F. Day staff seek out and deploy the necessary resources to ensure that every family is welcomed and valued within the school, and that a trusting partnership is formed among caregivers and staff. The daily program allows students to express themselves, connect with each other, and learn skills that will help them build an inclusive future for themselves and others.

Each member of the B.F. Day staff contributes to a welcoming environment. Staff are encouraged to be their authentic selves because representation matters.

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:

- Re-committing to start every day in every classroom with social-emotional learning time that includes group activities and conversations. This is such an important part of what we want to do at B.F. Day because it gives us a set time and space to talk to our students and for them to talk to each other in a warm, inclusive setting. The students can start the day with a fun activity while feeling better about themselves and feeling closer to each other.
- Using TRI days and staff meetings to review the SEL plan and recommit to de-escalation strategies and schoolwide PBIS efforts.
- Hosting an evening Science Fair event, where students can showcase what they've learned
- Ensure that every student finds a book series that is appealing so they look forward to independent reading.

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

- Reflecting on MTSS systems of support and referral data
- Culturally responsive teaching training
- Introducing and utilizing UDL walkthrough rubrics

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:

- We use part of the MTSS time to analyze whole school trends and disproportionality by varying demographics.

- We identify students' strengths and adapt our approach to intervention based on their own unique strengths and needs.
- We look at individual student situations during MTSS time and determine if students need additional support with counseling, reading and/or math.
- We look at attendance data to decide strategies for supporting families in getting their children to school more regularly.
- We meet with grade level teams to talk about instructional strategies that may work in the classrooms.
- We discuss whether or not a referral for Special Education and related services is appropriate.

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

Components of B.F. Day's **Multiple Tiered System of Support (MTSS)** that meet the social-emotional and behavioral needs of marginalized groups include access and support from our full-time school counselor, inclusive of 1:1 check-ins, small groups, Tier I lessons, and individual family outreach for wraparound services.

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:

The percent of third grade students of color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 46.7% to a target goal of 76.7% by 2025-2026.

School One-year Goal:

The percent of second grade students of color FFEJ projected proficient or above in ELA based on the MAP will increase from a baseline of 61% to a target goal of 71.1% by 2023-2024.

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

To ensure that we move towards our priority 3-year SMARTIE goal, we will monitor each year’s interim SMARTIE goal. Additionally, we will track the 2025-26 cohort during their 1st grade in 2023-24, 2nd grade in 2024-25, and 3rd grade in 2025-26 by screening school and district measures.

During each interim SMARTIE goal cycle, we will monitor MAP data three times year, DIBELS data, intervention progress monitoring data, and CCC classroom data.

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:

Our building believes we need to implement and monitor anti racist/anti biased practice to uphold Guardrail 3 consistent with Seattle Public Schools vision and mission for each school. We believe this guardrail supports the efforts at B.F. Day school to ensure alignment within and between grades and departments.

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:

- Flexible, small group instruction for reading and math
- Use of data and progress monitoring
- Tier 1 strategies in the classroom
- Strong MTSS systems for Tier II support
- Universal Design for Learning strategies
- Student choice and input

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

- Professional development on differentiation
- Professional development on using data to inform instruction
- Time at regular intervals to analyze data as a PLC
- Data literacy and interpreting common formative assessments

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:

- We use part of the MTSS time to analyze whole school trends and disproportionality by varying demographics.
- We look at individual student situations during MTSS time and decide if students need additional support with counseling, reading and/or math.
- We look at attendance data to decide strategies for helping parents problem solve to get their children to school more regularly.
- We meet with grade level teams to talk about strategies that might work in the classrooms.
- We discuss whether or not evaluations would be appropriate for specific students.
- We provide evidence-based interventions for academic and behavior needs, and use the BIM and the PRIM as research-based support text

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

- MTSS documents that include all students in each classroom
- Review of MAP data. MAP is administered three times yearly, K-5.
- Analyzing whole school trends and disproportionality by varying demographics at regular intervals
- Scheduling regular MTSS meetings to discuss and track trends by grade and by individual
- Intervention teachers (combined 1.3 FTE) servicing small group instruction for students in K-5. Focused effort to boost proficiency rates in K-2 reading and strengthen grade level cohorts, given low transiency rate at B.F. Day.

Advanced Learning and Highly Capable Services:

- In ELA we use differentiated learning opportunities for students that qualify for advanced learning and/or demonstrate readiness to extend their thinking beyond grade level common core standards. Differentiation in the classroom varies based on the grade and what students need. Potential examples of ELA differentiation include: a book club or literature circle small group with other students that are also ready to dive deeper; extension activities in writing to demonstrate their thinking, ability to analyze text, and/or more globally to build on their written communication skills; and opportunities to read higher level more complex texts and opportunities to respond in writing to prompts about that text.
- In math we use differentiated learning opportunities for students that qualify for advanced learning and/or demonstrate readiness to extend their thinking beyond grade level common core standards. Differentiation in the classroom varies based on the grade and what students need. Potential examples of Math differentiation include: independent work activities; more challenging problems to extend their application skills of grade level standards to more complex numbers or problems; use of digital Envision curriculum platforms that provide individual skill practice and learning providing exposure and allow students to dive deeper into conceptual understanding; and /or small group guided learning with other students that are ready for additional challenge in their mathematical thinking or application
- There is no district provided staffing or separate curriculum resources provided for advanced learning in neighborhood schools. There is not a separate classroom. Advanced learning differentiation is provided in the child's general education classroom and based on the child's ongoing demonstration of mastery of grade level common core standards and readiness to extend their learning/thinking.

Expanded Learning opportunities for students through afterschool or summer programs:

- Evening events and performances that connect families to the instruction and engage families in student learning including Curriculum Night, Take Your Family to School Night, Science Fair, Village Day, Field Day
- PTSA and parent funded after-school enrichment activities
- SPS summer learning

Homework Policy:

B.F. Day believes in raising well-rounded children. Students are encouraged to spend after school time participating in enrichment activities and connecting with their family. Students are encouraged to read with a family member for 20 minutes per night. In grades 4-5, on occasion, homework will be assigned as enrichment packets to extend the learning in the classroom.

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:

By June 2026, 95% of families with students receiving Special Education or multilingual services will respond favorably to data probes measuring that their child is seen, heard, and valued within an inclusive climate at B.F. Day.

School One-year Goal:

By June 2024, at least 30% of families with students receiving Special Education or multilingual services will respond favorably to data probes measuring that their child is seen, heard, and valued within an inclusive climate at B.F. Day.

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:

The Guardrail supports the values of the school by ensuring that each child is known by name, strength, and need; and that the intersectionality of their identity is celebrated.

Artifacts and evidence that will support the alignment of the schools' values with the Guardrail include family survey results; family interviews conducted through teachers, school counselor, and school leadership; meeting minutes; and attendance data.

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:

- Multilingual plan
- TLC Plan
- Professional development plan

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:

- Parent affinity groups
- Welcoming parent events that promote reflection, learning, and community
- Strengthening individual relationships with families, inclusive of more positive feedback sent home, home visits, personal coffee chats in the office, and asset-based special education meetings.

These strategies will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes among African American males and/or students of color furthest from educational justice, multilingual learners, students eligible for special education services, and students eligible for advanced learning services because they will foster a sense of inclusion for marginalized populations on campus.

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:

B.F. Day is committed to aligning adult practices to district-wide vision, values and anti-racist initiatives through empowering students to become the best version of themselves. Our students will acquire the skills needed to thoughtfully engage with the world around them and build an inclusive future for themselves and others.

Artifacts to be considered include fall and spring student and staff climate survey data measuring equity, anti-racism, and belonging.

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:

- Campus leadership jobs for students in fourth and fifth grade (TLC project)
- Dragon Dens implemented schoolwide, students grouped in K-5 Dens led by a B.F. Day staff member, the whole school reads a text on a central message and implements a corresponding craft.
- Administrators using tools, like the Danielson framework, for during informal class visits.

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

- Interview statement during hiring to diversify workforce to match student population to staff hiring.
- Audit of who is participating on interview teams annually to make sure there is a diverse representation of staff on the team.
- Working with school's HR Analyst to make sure staff have easy access to the interview training to increase the number of people available to be on an interview team.
- Administrators using tools, like the Danielson framework for administrator-teacher feedback loops, during informal class visits.

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

- Annual audit of staff leadership roles to analyze the representation of staff in leadership roles- looking at it through disaggregated data based on gender identity, race/culture, age/experience, and sexual orientation.
- Thoughtful recruitment and onboarding process for staff to take on a leadership role on BLT, R&E Lead, TLC, or curriculum/technology leads.

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: PTSA

Amount: \$71,100

How will funds improve student learning? 0.5 Counselor for social-emotional learning.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: PTSA

Amount: \$17,000

How will funds improve student learning? 0.1 FTE PCP (Preschool Coordinator Program).

Academic Year: 2023-24

Funding Type: Specific

Funding Source: PTSA

Amount: \$63,715

How will funds improve student learning? 0.5 Interventionist for grades 3-5.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: PTSA

Amount: \$20,900

How will funds improve student learning? 0.2 Lower Elementary Intervention.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: PTSA

Amount: \$7,285

How will funds improve student learning? 1 Playground Supervisor.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Baseline

Amount: \$20,900

How will funds improve student learning? 0.2 Lower Elementary Intervention.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Baseline

Amount: \$16,172

How will funds improve student learning? 2 Playground Supervisors.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Baseline

Amount: \$26,264

How will funds improve student learning? Supplies.