



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

Decatur 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: Decatur Elementary School

Principal: Laurie Miller

Members of the Building Leadership Team and Parent/Guardian Partners Rina Geoghagan, Anya Rifkin, Karin Rosman, Beth Lee, Jo Cross-Whiter, LeAnn Miller

Community Partners (Community Based Organizations): This year in conjunction with our PTA we are partnering with Lego robotics, Burke Museum, Pacific Science Center and Museum of flight to provide STEAM projects for all of our students. Our 4th graders did Wheat Week, and our fifth graders do Shakespeare Theater Company



[Decatur Elementary School Report](#)

[Decatur Elementary School Climate Survey](#)

School Overview

Decatur is a 1st through 5th grade school located in Northeast Seattle. Decatur is a self-contained Advanced Learning school. Decatur has a strong PTSA with a focus on family engagement and providing culturally responsive community building events for all families. Diverse racial and multilingual students represent 64.6 % of the student body at the school. Teachers at Decatur have an average of 8.2 years of experience, ensuring that students are supported both academically and emotionally.

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, we will increase our identity and culturally responsive teaching responses from 71% to 81% and for our students who identify as multi racial from 49% favorable to 75% favorable responses as recorded by our Students Climate Survey.

One-year Goal:

By June 2024, we will increase our Belonging and Relationship favorability responses from 82% to 90% and for our students who identify as multi racial from 82% favorable to 90% favorable responses as recorded by our Students Climate 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 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Evidence of alignment to student outcome focused governance:

Teachers are implementing classroom meetings on a weekly basis. Teachers are using culturally responsive teaching practices. Monthly assemblies are planned based on RULER Feeling Words and are student created. The assemblies are focused on helping students to learn strategies to address conflict. Teachers and students co-plan and teach social emotional awareness. Students are recognized for making positive impacts on their school environment. Families support classroom behavior plans and are involved in all discipline measures. Families and educators work together to support student social-emotional needs.

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:

- Decatur will implement the Hill Model from Gholdy Muhammad's book, Unearthing Joy: This includes an evaluation of curriculum, assessment and teaching practices.
- Each year, teachers will analyze their teaching practices to ensure they are anti-racist and culturally responsive in their classrooms.

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

- Read and discuss Unearthing Joy by Gholdy Muhammad as a staff in a book club format
- Read and discuss chapter 5. Practical and Creative Uses of the Hill Model: Students, Teachers and Staff Members
- Continue to implement social emotional and instructional committee to analyze and disrupt anti racist practices.
- Teachers will continue to teach district adopted curriculum to ensure students receive a consistent learning experience across all classrooms and grade levels.
- Teachers will attend STI training to ensure Since Time in Memeorial is being taught in in all classrooms.

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:

- Decatur has a .3 FTE LAP teacher, a .5 Resource Room teacher and a .5 social worker for the 23-24 school year.
- Co-teaching to ensure co-teaching is happening in general education classrooms.
- Comprehensive SIT process
- Flexible small groups to differentiate
- SEL Committee will create lessons and activities to support monthly Feeling Words program.

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

- Social Worker will work with small groups and help students with friendship issues, anxiety, behavior support, one-on-one therapy.

- Class meetings support students SEL needs by providing opportunities for students to discuss important issues related to social emotional needs, cultural topics, recess issues, family and student driven topics.
- Decatur will host monthly SEL assemblies to highlight SEL topics, student spotlights and share positive messages related to the school community.

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

Three-year Goal:

The percent of 3rd Grade Students Furthest from Educational Justice proficient or above in ELA on the SBA will increase from a baseline of 96.7% to a target goal of 100% by 2025-26.

One-year Goal:

The percent of 2nd Grade Students Furthest from Educational Justice projected proficient or above in ELA based on MAP will increase from a baseline of 100% to a target goal of 100% by 2023-24.

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

We will use formative reading, writing and math assessments to make sure we stay on track to meet our goals. We will meet twice a year to discuss student data for students to see how we can support.

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 community vision is to instill a life-long passion for learning in an emotionally supportive environment that will enable students to contribute their wisdom, compassion and leadership. We ensure that anyone who enters our schools supports this vision as well. In order to ensure that the adult behaviors align with the vision and values, we have teachers as well as the principal visit one another's classrooms, we have open communication between staff members, and our school is dedicated to anti racist practices as well as culturally responsive teaching practices. When racial incident occurs, our staff comes together to discuss and develop specific plans for how to address the incident and how we can prevent and educate students and adults.

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:

- Teachers will meet with students one on one to develop individualized literacy goals.
- Teachers in third through fifth will specialize in ELA/Social studies and Math/Science.
- Teachers will adopt culturally responsive CCC teaching materials.

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

- Read Unearthing Joy by Gholdy Muhammad as a staff in a book club format. We will critically look at the questions for each pursuit of the HILL model outlined in chapter 2 (Identity, Skills, Intellect, Criticality, and Joy). We will continue our focus of helping students learn, affirm, and/or validate identities. (Mohammed, 2023, p. 74)
- During monthly EOG meetings, staff will meet in a book group to read, discuss and analyze Unearthing Joy.
- Teachers will participate in PLCs based on the Data Wise Framework to analyze their teaching practices, calibrate their teaching practices, review student data and create action plans for how to address student academic needs.
- Teachers will also participate in professional development related to technology in order to support student learning and help students become responsible digital citizens.

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:

Decatur Elementary believes in ensuring that each one of our students receives high quality instruction and the support that they need in order to be socially, emotionally, and academically successful. One of the main purposes of our MTSS and SIT process is to ensure that students who are identified as needing additional supports (both students working above grade level standard as well as students working below grade level standard), receive the necessary intervention(s) as soon as possible. Families and students are included in the steps of the process to identify the needs of a student, and to ensure student receive support and interventions the team believes will help them to access academic learning in their classrooms and school.

In order to facilitate this, the school community has developed the following inclusive Student Intervention Team (SIT) process:

- Classroom teachers and/or parents/guardians, identify a specific emotional, social and/or academic concern
- Based on that concern the school moves forward with tier 1 classroom interventions and data is collected for a cycle of 4-6 weeks.
- The classroom teacher meets with the student to set goals for growth and/or achievement. If the student does not show adequate growth towards grade level standards or behavioral check points then the teacher moves to calling a SIT meeting

SIT meeting participants: Parents/guardians, school psychologist, principal, classroom teacher(s), special education teacher

- School staff contacts parents to inform them about the SIT date and who will be attending the SIT meeting

- Meeting agenda includes introductions, strengths, background, health history, health concerns, review of SIT Referral Form (parent/guardian will be provided with a copy, prior to the meeting), review of student data and classroom work examples

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

SIT recommendations and decisions:

- Meeting participants decide as a team how to move forward in terms of providing the appropriate support for the student including 504 or Special Education evaluation.
- Behavior interventions or plans.
- Support ideas for families to try at home.

Advanced Learning and Highly Capable Services:

Decatur is a Highly Capable school where we teach two years ahead in math and one year in ELA. Our science and social studies remain at grade level.

Expanded Learning opportunities for students through afterschool or summer programs:

N/A

Homework Policy:

The staff at Decatur send home any work that isn't done during class time to be finished at home. We also ask that students read from 10-20 minutes a night, and if needed work on math facts.

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

Three-year Goal:

2023-24 to 2025-26: 80% of families will engage in surveys related to the Four Pillars of Family Engagement.

One-year Goal:

In 2024-2025 70% of our families will engage in surveys related to the Four Pillars of Family Engagement.

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:

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.

Decatur's mission: An advanced learning school that fosters the development of environmentally conscious, creative and critical thinkers who are socially and emotionally equipped to engage in a just and sustainable world.

Decatur's vision: Our community goal is to instill a life-long passion for learning in an emotionally supportive environment that will enable all students to contribute their wisdom, compassion and leadership.

At Decatur we maintain a strong partnership with our PTA to engage families and facilitate a welcoming environment. Engaging families, especially those with students that are furthest from educational justice, is a priority at Decatur. We strive to create partnerships with families that enhance their student's learning.

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:

- Read Unearthing Joy by Gholdy Muhammad as a staff in a book club format.
- Read and discuss chapter 6. Practical and Creative Uses of the Hill Model: School Leaders, Community Members and Families.
- After studying the five pursuits of the Hill Model review the schools' curricula by completing the Hill evaluation for identity, skills, intellect and criticality.
- Implement new ideas and strategies for areas that are highlighted as unclear or non-satisfactory.

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:

- Survey community members to see what topics are of interest to them in regards to community engagement.
- Collaborate with the PTA to organize outside speakers that may be of interest to the community.
- Engage the community in a discussion and understanding of the Hill model.
- Introduce examples of how parents, caregivers and guardians can use the Hill model at home.

As a school and community, Decatur has an effective and involved PTA. The PTA holds monthly events that focus on:

1. Giving all communities a voice
2. Building the awareness of other cultures
3. Enabling an understanding of the school curricula.

These events are well attended and promote an understanding of the diversity of the school and the breadth of the school curricula.

Teachers at Decatur involve parents/guardians/caregivers at a variety of levels with participation in their students' education. These include, but are not limited to:

1. Parents volunteering to sit on an 'expert panel' to add information to a curriculum area

2. Parents being interviewed by their student to gather information before a new unit is started
 3. Parents participating in the individual celebration of their child through VIP interviews
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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:

In Fall 2022, 91% of our students felt safe and welcomed at school. By maintaining a professional demeanor in all aspects of the school we can help more of our students feel safe and welcomed at school. We will do this by:

- Teachers will work in committees to explore practices and/or adapt curriculum to suit students social and emotional needs.
- Teachers have taken and will continue to take professional development related to culturally responsive teaching. These can include building-wide and individual.
- Throughout the school year, teachers and administration will check in with students through questions, conversations, and critical listening—particularly those students who are furthest from justice.
- Teachers will teach students the RULER Blueprint to help resolve conflicts that may happen on the playground or in the classroom.
- Teachers will use the "Meta Moment" to help students recognize their emotions before or during conflicts.

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:

- Teachers will read [Unearthing Joy](#), by Gholdy Muhammad, which will further help us to strategize ways to make the curriculum and learning experience culturally responsive.
- Using what they've learned from [Cultivating Genius](#) and [Unearthing Joy](#) towards understanding that their students have identities and cultural expectations that may be different from their own, then using that understanding to help the student engage with their own joy and brilliance.

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

Teachers will invite families to participate in the learning process (flip videos, sharing expertise to the classroom, celebrating published writing pieces, organizing in-class social events).

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

Teachers will provide students with opportunities to be leaders in their groups and classroom (give the Friday announcements, participate in group work where students are sharing their knowledge and encouraging each other to grow and learn).

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: LAP

Amount: .3

How will funds improve student learning? .3 FTE LAP funding provides intervention for students who are below grade level in reading. This funding was added to the librarian to create a full-time position so that students have access to literacy resources every day.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Equity

Amount: Not specified

How will funds improve student learning? Equity dollars are used to provide opportunities for student furthest from educational justice.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Per pupil

Amount: Not specified

How will funds improve student learning? Student materials/curriculum

Academic Year: 2023-24

Funding Type: Specific

Funding Source: PTA

Amount: \$90,000

How will funds improve student learning? Hourlies-recess supervision, field trips, STEM enrichment