



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

McGilvra 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: McGilvra Elementary School

Principal: Jolene Anderson

Members of the Building Leadership Team and Parent/Guardian Partners:

Kristin Drake (K/1 Teacher rep), Heather Christothoulou (2/3 Teacher rep), Stacy Mitchell (4/5 Teacher rep), Elise Wright (Specialist rep), Julia Finch (Classified rep), Maria Breuder (Principal), Amy McCue (MTSS rep), Helena Baldasty (K/1 Parent rep), Sarah Kim (2/3 Parent rep), Sarah Van Arsdale Cook (4/5 Parent Rep), Megan Bartley (PTA Board rep)



[McGilvra Elementary School Report](#)

[McGilvra Elementary School Climate Survey](#)

School Overview

At McGilvra Elementary, we believe that all students benefit from standards-based instruction in accordance with the Common Core State Standards. While the learning process is different for each student, the teachers and staff at McGilvra are committed to creating an environment that

challenges, supports, and encourages creativity in students. We strive to ignite a passion for exploration and intellectual curiosity with all our students. We believe Black Lives Matter and will engage our community in such guiding principles as empathy, diversity, restorative practice, and loving engagement.

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:

In partnership with the PTA and Central Office staff, by the end of the next three-year period, McGilvra Elementary will increase student response percentages for Belonging & Relationships from 81% to 95%, and Identity and Culturally Responsive Teaching from 85% to 95%

One-year Goal:

In partnership with the PTA and Central Office staff, by spring 2024, McGilvra Elementary will increase student response percentages for Belonging & Relationships from 81% to 90%, and Identity and Culturally Responsive Teaching from 85% to 90%.

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:

Every space that students and families enter will be a warm and welcoming environment, including (but not limited to) the school bus, the playground, the lunchroom, the office, the hallways, and all of the classrooms.

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:

Cycles of inquiry to look at student voice (re: belonging), as well as parent/family voice (via a school-created Input Survey).

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

Professional Development Plan will include TRI Days (August, September, October), as well as early-release Wednesdays to incorporate work around aligning classroom instruction, aligning culturally responsive teaching strategies, and creating a scope & sequence of lessons and activities that broaden the perspective of our school community by bringing in opportunities for more multicultural learning.

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:

MTSS team meets weekly to systematically look at student data across the school. Racial Equity lens is always implemented when determining interventions, analyzing data, and deciding next steps, which could include a referral for special education evaluation or other pathway.

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

MTSS team meets weekly to systematically look at student data across the school. Racial Equity lens is always implemented when determining interventions, analyzing data, and deciding next steps, which could include a referral for special education evaluation or other pathway.

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:

By the end of the 2025-26 school year, at least 90% of 3rd- grade students at McGilvra will meet or exceed standard as measured by the Spring SBA for ELA.

One-year Goal:

By the end of the 2023-24 school year, at least 85% of 3rd- grade students at McGilvra will meet or exceed standard as measured by the Spring SBA for ELA.

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

McGilvra PLCs and grade-level teams will meet systematically (monthly or every six weeks for a data cycle) to analyze student data and use that data to inform instruction.

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:

McGilvra staff will participate in ongoing professional development around culturally sensitive teaching strategies, meet in PLCs, and participate in learning walks to align strategies (including, but not limited to, classroom management and behavior management strategies) across the school.

McGilvra staff will partner with the PTA (including Families of Color group, SPED Family group, and PTA Board) to provide opportunities for parent/guardian learning series to help support strategies taught at school. This partnership will also include co-planning of community events.

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:

- Stay in alignment with the SPS curriculums for each subject (equitable)
- Having an MTSS process which includes meeting with parents and trying interventions
- Continue SEL Second Step
- Wildcat Packs
- Small groups, 1 on 1 teaching, turn & talks vertical alignment for CCC and enVision
- Data collection and sharing
- Flexible grouping
- Continued differentiation (Success Maker allows for this)
- Global Reading Challenge, instrumental music, student council
- Have a school-wide plan for AL/HC students that is aligned with our feeder school
- Having a plan when a student's behavior gets in the way with academics

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

- Ongoing discussions around Gholdy Muhammad work, including Cultivating Genius book study
- Collaboration with Curriculum & Instruction (including, but not limited to Math and ELA) for professional development regarding aligned instructional strategies (including differentiation)
- Collaboration with Special Education and Advanced Learning around differentiation strategies

- PD on implementing science of reading research with the new decodable K-2 books
- More frequent MTSS strategy sessions

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:

- PD on implementing science of reading research with the new decodable K-2 books
- More frequent MTSS strategy sessions

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

MTSS team meets weekly to systematically look at student data across the school. Racial Equity lens is always implemented when determining interventions, analyzing data, and deciding next steps, which could include a referral for special education evaluation or other pathway.

Advanced Learning and Highly Capable Services:

Throughout our classroom practice at McGilvra, we provide differentiated learning opportunities for all. This includes: challenge options for students who want to extend their thinking; opportunities to show learning in different ways; and a school wide weekly challenge which encourages students to work together to arrive at a solution. These “Wildcat Challenges” are varied and include multiple modes of learning including visual spatial, patterns and permutations, and creative solutions.

Expanded Learning opportunities for students through afterschool or summer programs:

McGilvra School Social Worker is part of the MTSS team and collaborates with teachers and families to provide opportunities for Expanded Learning. This could include (but is not limited to) afterschool enrichment, summer learning, afterschool tutoring, etc.

Homework Policy:

The majority of learning occurs during the school day. To develop executive functioning skills and to engage families in the learning process, students will have

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:

Parent survey will be designed and distributed to families at McGilvra. Input on this survey will be solicited from the PTA board, staff at McGilvra, and McGilvra's BLT. Each year this survey will be revisited in September for possible revisions with staff and BLT. This survey will be distributed on November and May each year.

One-year Goal:

By the end of the 2023-2024 school year, McGilvra will demonstrate 100% connection with our families. We will measure this through: attendance at different educational events such as PTA Parent Ed nights and fall conferences. Additionally, we will be measuring parent participation in Tier 2 intervention meetings such as Student Intervention Team (S.I.T.) meetings.

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:

Processes and systems at McGilvra will reflect the priority to support and engage our Black and Brown students, especially those furthest away from educational justice. (Classroom management strategies, positive behavior interventions, homework policies, MTSS processes, etc.)

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:

Collaboration and co-planning with PTA (including Families of Color and SPED Family groups) to plan inclusive community events and equitable opportunities for students (i.e. afterschool programming, funding tutors, etc.)

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:

- Outreach to new parents via families with experience at McGilvra (not just PTA Board)
- Have Families of Color group, but figure out ways to involve the greater community
- Continue to add cultural community events/assemblies – reach out to families to help plan – PTA funding
- Parent education nights – reading, math, cyberbullying, social emotional learning, race and equity – partnering with other schools to bring in speakers
- More in-person meetings – providing food and childcare
- Create sign-up for staff to attend PTA meetings and other outside of school hour events

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:

- Ongoing SEL strategies and conflict resolution strategies for students and staff that help create a welcoming environment
- Input surveys from staff (Fall, Winter, Spring) to reflect on practice and check in on Staff Charter
- Ongoing PD that supports culturally responsive strategies and creating an inclusive 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:

- Retaining staff by supporting staff (mentoring, team collaboration)
- Keep anti-racist practices at the forefront of what we do. (It has become a part of our normal culture.

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

- Keep anti-racist practices at the forefront of what we do. (It has become a part of our normal culture.
- Guest speaker to share with staff and families (possibly partner with neighboring schools)

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

- Retaining staff by supporting staff (mentoring, team collaboration)

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: LAP & PTA

Amount: \$44,000

How will funds improve student learning? A combination of LAP funds (\$44,000) = PTA funds (\$108,422) = 1.0 FTE Academic Intervention Specialist

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Per Pupil

Amount: \$1,500

How will funds improve student learning? Culturally responsive books for the school library

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Per Pupil

Amount: \$500

How will funds improve student learning? Materials for PE program

Academic Year: 2024-2025

Funding Type: Specific

Funding Source: Per Pupil

Amount: \$250

How will funds improve student learning? Materials for vocal music program

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Per Pupil

Amount: \$1,000

How will funds improve student learning? Extra-time for MTSS team members (weekly meetings)