



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

Stevens 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: Stevens Elementary School

Principal: Peter Donovan

Members of the Building Leadership Team and Parent/Guardian Partners: Peter Donovan, Mike Wilcox, Anne Campbell, Casey Martin, Susan Holmes, Mike Kollins (parent) Kate Elias (parent)

Community Partners (Community Based Organizations): Kids Club Day Care and Interlaken Pre-School, Listen and Talk Pre-School for students who are deaf and hard of hearing.



[Stevens Elementary School Report](#)

[Stevens Elementary School Climate Survey](#)

School Overview

Stevens The school opened its doors to neighborhood families and children in 1906. The school is considered one of Washington State's Historic Schools. Stevens currently serves Kindergarten through 5th grade students. 34% of our students considered Farthest From Educational Justice and they are forefront in our mind in our decision making. Eight of our eleven teachers have more than 10 years' experience as educators many have been at Stevens for at least that long.

Our mission is to provide a high quality academic and social-emotional education that meets every student's needs, ensuring equitable access for all students in a safe environment where children are inspired to develop their skills and talents, a life-long love for learning, and a passion to care for each other and our 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, we will increase our Belonging and Relationship favorability responses from 85% to 92% and for our students who identify as Hispanic from 54% favorable to 85% 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 85% to 90% and for our students who identify as Hispanic from 54% favorable to 80% 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 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

Evidence of alignment to student outcome focused governance:

Our mission is to provide a high quality academic and social-emotional education that meets every student's needs, ensuring equitable access for all students in a safe environment where children are inspired to develop their skills and talents, a life-long love for learning, and a passion to care for each other and our community.

Stevens Vision

Our vision is that every Stevens student is empowered by a high-quality education and a strong sense of value and purpose to achieve their goals in a safe, diverse and caring community.

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:

- Continued focus on the Science of Reading
- Behavior Flowchart
- MTSS Student Focus Process

Reach out to families a minimum of 3Xs with positive intent for connection and recognition of their student.

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

- The components of Stevens' Multiple Tiered System of Support (MTSS) that meet our social-emotional and behavioral needs include:
- Ruler Framework including Class Charters
- Individual and collective based STAR ticket incentive system
- Grade band implementation meetings to focus on student needs and develop action plans through an UDL lens.
- Staff commitment to track family communications and ensure a minimum of 3 positive communications.

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:

- Ongoing PD focus and coaching on the Science of Reading – facilitated by our Reading interventionist.
- Ongoing UDL training and consulting to support UDL strategies
- Ongoing intentional collaboration between our Special Education team and our General Educators to facilitate full inclusion of our students with IEPs
- Ongoing Book Studies and collaboration with our RET to build our Culturally Responsive Educational Practices

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

- The components of Stevens' Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices include:
- Universal (Tier I) SEL classroom supports.
- Data-driven MTSS structure
- Intentional Collaboration between our Special Education Team and our General Educators to support meaningful inclusion of our students with IEPs.
- Focus on Culturally Responsive Education in collaboration with our RET

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 of Color FFEJ projected proficient or above in ELA on the SBA will increase from a baseline of 50% to a target goal of 76.2% by 2025-26.

One-year Goal:

The percent of 2nd Grade Students of Color FFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 50% to a target goal of 57.1% 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 use MAP to benchmark students in the fall and then track growth into the spring. Our school has adopted DIBELS testing K-5 even though it is only required K-2. We use three data points, beginning of year, mid-year and end of year to progress monitor. For students requiring extra support, we use the SIPPS built in mastery levels for more frequent progress monitoring.

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:

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.

Stevens' mission is to provide a high quality academic and social-emotional education that meets every student's needs, ensuring equitable access for all students in a safe environment where children are inspired to develop their skills and talents, a life-long love for learning, and a passion to care for each other and our community.

Stevens' vision is that every Stevens student is empowered by a high quality education and a strong sense of value and purpose to achieve their goals in a safe, diverse and caring community.

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
- Use of data and progress monitoring
- Tier 1 strategies in the classroom
- Universal Design for Learning (UDL) strategies
- Focus on full inclusion for students with IEPs
- Culturally Responsive Educational Practices

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

- Professional development on differentiation
- Professional development on UDL practices
- Professional development on using data to inform instruction
- Time at regular intervals to analyze data as a UDL implementation team
- Intentional collaboration between our Special education Team and our General education teachers

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:

- Robust and intentional collaboration with our Special Education team and our General Education team to ensure full inclusion of our students with IEPs
- Our Special education team and reading interventionist consider all students as their students and reciprocally, our students consider all teachers their teachers, enabling a web of support for all students especially Students Furthest Away from Educational Justice
- Strong Tier I instructional practices, focusing on high expectations utilizing researched based practices and resources to support all students.
- Regular analysis of student performance to ensure students are making expected progress.
- Intentional implementation of UDL practices and Culturally Responsive Educational Practices.
- Dedicated Early Release time for our Special Education team to meet and monitor progress of students with IEPs and determine action plans

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

- Regular and grade band collaboration time to review and monitor student data.
- Coordinating with our social worker to determine and support families if there are obstacles for learning for individual students.

- Regular collaboration between ML teacher and Reading interventionist to support students not yet meeting standard in Tier II intervention.
- PLCs focused on student growth and action planning based on student data

Advanced Learning and Highly Capable Services:

As a part of our Tier I instruction at Stevens Elementary, students are given high quality instruction on grade level content Guided by the principles of Universal Design for Instruction. Students are given tasks with low floor and high ceilings to allow students to explore and challenge themselves appropriately.

Part of that Tier I instruction includes:

- Regular teacher conferring
- Small group instruction to meet students where they are and lift them to their next level
- Use of district adopted online curriculum SuccessMaker for both reading and math to accelerate students at their own pace – with that included regular conferring with teachers to discuss and analyze with students their progress and set goals.
- All students 1st-5th are offered bonus and extension work in the areas of math and reading, students with the HC or AL designation and deliberately encouraged to complete tasks often allowing them to demonstrate understanding with fewer baseline problems to allow them time for extension problems

Regular opportunities for engagement with problems and tasks that encourage critical thinking rather than just task completion.

Expanded Learning opportunities for students through afterschool or summer programs:

- Referral to SPS Summer of Learning programs
- Evening events and performances that connect families to the instruction and engage families in student learning.
- Curriculum Night
- PTA funded after-school enrichment activities.
- Collaboration with our onsite after school care program for coordinated events including:
- Back to school connections
- Fall Social
- Winter Celebrations
- After school tutoring with certificated teachers
- Extensive experiential learning opportunities:
 - All School trip to Seattle Children's Theater to see cultural events.
 - Inviting Culturally Authentic Artists to guest teach and create student performances.
 - Outdoor Education – planters at school and Sound to Mountain field trips to promote land stewardship for students to become contributing citizens with civic interests

Homework Policy:

There is no conclusive evidence that homework increases student achievement across the board. Some studies show positive effects of homework under certain conditions and for certain students, some show no effects, and some suggest negative effects (Kohn 2006; Trautwein and Koller 2003).

Based on research our policy is as follows:

- Work done at home, is usually work that has not been completed during allotted time in class.
- Intermediate students are encouraged to read independently for 20-30 minutes after school, this can be done with a family member or independently. To become better readers, readers must read.

- Grading homework is primarily a review of practiced skills and students are part of the review process.
- Special and extended projects may be continued at home, and with ample class time and teacher support.

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:

By June of 2026 Stevens will create a family student council that informs decision making about culture building, community foundational, belongingness events and PTA initiatives to ensure that all families are considered when making decisions that are within locus of control of our community including offerings for afterschool enrichments, events that are sponsored during and beyond school and understanding the best ways to communicate with families that make sense for families.

One-year Goal:

By June of 2024 100% of our families will have at least three positive connections with Stevens Elementary regarding the well-being of their students, this includes families and communities who represent students of color furthest from educational justice will have meaningful voice in school and district initiatives. We as stakeholders will use the information that we learn from those positive connections with families to influence our instructional practices to create culturally relevant instructional practices for each student at Stevens Elementary. As measured by our tracking tool. The communication is two and reciprocal.

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 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 community-based 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
- PTA Plan
- RET Plan
- MTSS Plan
- Community Partner Agreements and connections

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:

- PTA Executive Board meetings
- Parent volunteer and leadership events for school community building
- Partnerships and coordination with our On-site Community Based Partners
- Kids Club before and after school care
- Interlaken Pre-school
- Listen and Talk Pre-School for the Deaf and Hard of Hearing

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:

Stevens Elementary is committed to aligning adult practices to district-wide vision, values and anti-racist initiatives by aligning our work with the district-wide vision, values, and anti-racist initiatives. Specifically aligning adult behaviors drives our work to create a more just, anti-racist, and identity-affirming world.

Artifacts or evidence that support alignment between the vision and guardrail:

- Spring 2023 Student Climate Survey Equity/Anti-racism section
- Spring 2023 Staff Climate Survey

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 Culturally Responsive Unearthing Joy by Gholdy Muhammad
- Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students By Zaretta Hammond which will further help us to strategize ways to make the curriculum and learning experience culturally responsive.
- Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students By Zaretta Hammond and other key texts 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)
- Teachers are committed to making at least 3 positive connections with families to build connection and relational reserve to allow a trusting partnership between families and schools to help navigate if issues do arise with students and also just to promote a positive atmosphere where families know their students are cared for and recognized for their positive traits.

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.
- Recruitment and onboarding of diverse staff for leadership roles, including committees listing what they do as a team and having a handover meeting each spring for continuity

Budget Allocations to Support Continuous Improvement

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

Academic Year: 23-24

Funding Type: Specific

Funding Source: LAP

Amount: 0.75 FTE

How will funds improve student learning? Support our Tier II support and MTSS processes.

Academic Year: 23-24

Funding Type: Specific

Funding Source: PTA

Amount: 0.4 FTE

How will funds improve student learning? Pay for Art Teacher

Academic Year: 23-24

Funding Type: Combined

Funding Source: Special Education

Amount: 2.5 FTE certificated and 5 FTE classified.

How will funds improve student learning? Support inclusionary practices, Resource and Extended Resource Special Education programs.

Academic Year: 23-24

Funding Type: Specific

Funding Source: PTA

Amount: 0.05 FTE increase for reading intervention

How will funds improve student learning? In Progress