



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

## West Seattle Elementary School

### Purpose

The Continuous School Improvement Plan (C-SIP) is a product of a collaborate inquiry that includes a comprehensive needs assessment led by school leaders with school staff and in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, student outcome focused governance alignment, strategies, activities, progress monitoring, and budget allocations.

### School Data and Building Leadership Team Members and Partners

**Current School Year:** 2023-24

**School Name:** West Seattle Elementary School

**Principal:** Pamela McCowan-Conyers

**Members of the Building Leadership Team and Parent/Guardian Partners:** Kyle Tunstall, Rhiannon Wolfe-Jones, Kathleen Mills, Meagan Bail, Colleen Farrell, Peter Royce, Damien Joseph, Ibrahim Hussein, Hannah Walker, Akim Finch, Tracie Thompson, Laura Stowell, Ritchie Garcia



[West Seattle Elementary School Report](#)

[West Seattle Elementary School Climate Survey](#)

## **School Overview**

West Seattle Elementary is a beautiful school located in the heart of the High Point Community. We are a diverse, collaborative, engaging, global community school that has enjoyed great academic successes as a top gap closing school, while also tackling a unique set of challenges. We are a Title 1 and LEVY funded school with a population of students that are 75.3% free and reduced lunch, 31.2% ML, 19.6% SpEd, 65.7% Black and 85.9% students of color. 86% of our students live in SHA (Seattle Housing Authority) homes; the highest number in District. This illuminates the fact that our students are indeed “furthest away from educational justice”, and yet, they achieve academically at a high level!

West Seattle Elementary has moved into our updated building, which features an addition. We have begun the 23-24 school year at West Seattle Elementary at High Point. Our new building is designed specifically for collaboration – collaboration amongst our students, staff, families, and community. As a 'blended funded' school, we cross-train all of our teachers, IAs, and intervention staff to support our students as needed. We are so excited this school year that grades Kindergarten-3rd will have scheduled ELA intervention blocks called "Read to Grow". This is a time for students to be met with literacy instruction right at their individual instructional level. Students will mix with other students from their same grade who are at a similar reading level as them. Because of our blended funding, all interventionists will be scheduled during this time block to support a whole grade band, rather than a specific classroom. Our building has many large spaces designed specifically for this program. These groups are fluid and are regularly changing based on the needs of each individual student. Read to Grow will support our school in achieving our goal that "all students will be reading at grade-level by the end of 3<sup>rd</sup> grade".

Additionally, West Seattle Elementary at Highpoint is a true community school. We are in the heart of High Point, and the majority of our students walk or bike to and from school. Our new building is specifically designed for family and community engagement. We have open meeting rooms, a large foyer for families to gather, a food pantry for families in needs, a prayer room, and a space for parents and families to receive their own trainings and continuing education.

West Seattle Elementary boasts a vibrant Talent Development extracurricular club for students K-5 in the last block of the school day called "Husky Clubs". Husky Clubs are STEAM focused enrichment program run by the staff, parents, and community members. Some of the clubs offered are Arts and Crafts, 3D Printing, Leadership, Ultimate Frisbee, Soccer, Basketball, Graphic Design, Future Kings, Future Queens, and so much more. This program follows the scheduled trimesters, so students get the opportunity to try different clubs throughout the school year. This program brings so much joy and excitement to both students and staff and is a wonderful opportunity for all students to shine!

Finally, one of our community partners was awarded a grant \$150,000 for the next 3 years. This money will go to supporting our academic tutoring and enrichment needs after school.

## **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](#)

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## 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:

Based on our school's Student Climate Survey, our three-year goal is to increase student's self-esteem and self-perceptions in Science to 90%. Additionally, we want to increase student's knowledge of about different jobs that are interesting them to 90%. Finally, our goal is to increase student joy in learning to 90%.

This will be done by the 25-26 school year through continual implementation of the Amplify Science curriculum, our ML learning lab focus on science, and our STEAM focused Talent Development Blocks.

#### One-year Goal:

Based on our school's Student Climate Survey, our one-year goal is to increase student's self-esteem and self-perceptions by 5% in Science. Additionally, we want to increase student's knowledge of about different jobs that are interesting by 5%. Finally, our goal is to increase student joy in learning by 5%.

This will be done by the end of the 23-24 school year through continual implementation of the Amplify Science curriculum, our ML learning lab focus on science, and our STEAM focused Talent Development Blocks.

### 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.

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:

The Superintendent's guardrails are aligned with the WSE vision and expectation for all people who enter our building. 86% of our students responded favorably to our school's social and emotional practices. We have a set of PBIS behavior expectations called PAWS which stands for Prompt and Prepared, Always Respectful, Working Hard, and Safe. We use this language with students, teachers, families, and visitors, and have many posters up as a reminder and refer to when needed.

Additionally, each month we have a virtue of focus. These include Stamina, Takes on Challenges, Collaborative Learning, Think before Act, and more. These are real-world, 21<sup>st</sup>-century skills we are teaching and reinforcing to all of our students, grades Preschool – 5<sup>th</sup>.

## **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:**

West Seattle Elementary has a strong Racial Equity Team. Additionally, this team is spread across our school building committees. Their members assure our collaborative work is based off of the Racial Equity Framework. Other culturally responsive strategies, processes, and procedures that support our three-year goal include:

- ML Learning Labs focused on Science
- Vertical Alignment among Science Vocabulary
- Implementation of Science Curriculum
- District Science PDs
- Continue to bring in community partners to share different lines of work
- Increase the conversation around college and career readiness
- Continue bringing JOY into our days via Husky Clubs, Leadership opportunities, outdoor adventures, field trips, STEAM, PBL, and more!

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

Our professional learning plan will be focused our Literacy intervention blocks, implementing the Envision math curriculum and the NGSS science standards.

We will be training all staff on SIPPs (phonics program) in order to provide K-3 Literacy intervention blocks so that all students, especially those furthest from educational justice can receive direct instruction in their area of need. This will help us meet our district's ELA goal that all students will be reading on grade level by 3<sup>rd</sup> grade.

As part of our professional learning plan, we will conduct a series of peer observations and collaborate with surrounding schools on the implementation of our new math curriculum. Giving access to a robust and rigorous math curriculum that has SEL strategies embedded in the lessons will help dismantle systemic inequities with our demographic of students historically under performing at the state and district level.

Our final part of our professional learning plan is working with our district's ML department to conduct a series of learning labs around science and multi-lingual strategies with the new science curriculum in order to make sure that all students can access the tier 1 science content. This goal will dismantle barriers because the student climate survey results stated that a greater portion of students didn't see themselves as scientists.

### **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:**

- ELA Intervention Blocks to meet students at their specific area of need
- Strong tier-1 instruction that is differentiated so that all students can get access
- Inclusion of all students and all programs – teachers push in to all programs and students are not removed or separated from the gen ed groups
- TIPS ELA & TIPS Math- tutors push in to classrooms to support students
- Summer School- to reduce the amount of learning loss during the summer
- NeighborCare & Atlantic Street Counseling – to provide tier 1, 2 and 3 SEL services for students
- Team Read & Microsoft Tutors – to provide after school support for students

- Husky Clubs- enrichment provided to all students during the school day so that everyone has access
- Check & Connect- for students with attendance issues
- SPIN – Afterschool
- YMCA enrichment

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

- PBIS
- PAWS
- PAWS Managers
- Essential Learning Skills
- Husky Bucks = Husky Store
- Referrals
- Family Communication
- Spaces for students to calm down/reset
- PDs around SEL
- Counseling services
- Friendship Groups

**Priority Area: Classroom Instruction and Academic Success—3<sup>rd</sup> 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:**

At West Seattle Elementary, in 3 years, 75% of our students will be reading at grade-level by the end of 3<sup>rd</sup> grade, especially those furthest away from educational justice.

This will be done through strong tier 1 instruction, the implementation of Intervention Blocks, our new focus on Advanced Learning students, and meeting the needs of ALL students, ALL the time.

**School One-year Goal:**

At West Seattle Elementary, in 1 year, 65% of our students will be reading at grade-level by the end of 3<sup>rd</sup> grade, especially those furthest away from educational justice.

This will be done through strong tier 1 instruction, the implementation of Intervention Blocks, our new focus on Advanced Learning students, and meeting the needs of ALL students, ALL of the time.

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

- Analyzing ongoing SIPPS data
- Analyzing ongoing DIBELS data
- Analyzing MAP data (beginning, middle, end of year)

- Teacher made assessments (checkpoints)
- BaR instruction/on-going assessments
- F&P Reading assessment
- ELA Intervention Blocks
- Utilization of our Reading Coach
- Utilization of our ELA Teacher Capacity Builders
- Training of teachers and IAs in needed areas

## **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:**

- Have a shared Master Schedule
- Assign IAs to Intervention Blocks and grade-level bands
- Create a Master Schedule that includes yearly trainings for ALL staff
- Have a member of the Equity Team on each School Committee
- Have everything done through an Equity and "Student Focused" Lens

## **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:**

- ELA Intervention Blocks - 'Read to Grow', grades K-3
- Departmentalization, grades 4-5
- Science of Reading
- Focusing on the Instructional Priorities of the 3<sup>rd</sup> grade reading goal which are Systematic Phonics (K/1), Fluency, Text Dependent Questions (2/3), and
- Monthly PLCs with Literacy Coach to look at data and plan instruction
- MTSS Meetings

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

At WSE, we have a strong Racial Equity Team. Each school committee includes a member of the Equity Team so that all of our work is done through the racial equity analysis tool. Additionally, our staff has recently done a book study on the book "Cultivating Genius – an equity framework for culturally and historically responsive literacy". We refer to this book often, and make sure our practices reflect our learnings. Also, we have a culturally responsive curriculum which all teachers implement.

### **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:**

- ELA Intervention Blocks to meet students at their specific area of need
- Strong tier-1 instruction that is differentiated so that all students can get access
- Inclusion of all students and all programs – teachers push into all programs and students are not removed or separated from the gen ed groups

- TIPS ELA & TIPS Math- tutors push into classrooms to support students
- Summer School - to reduce the amount of learning loss during the summer
- NeighborCare & Atlantic Street Counseling – to provide tier 1, 2 and 3 SEL services for students
- Team Read & Microsoft Tutors – to provide after school support for students
- Husky Clubs - enrichment provided to all students during the school day so that everyone has access
- Check & Connect - for students with attendance issues
- All staff cross-train to support all students regardless of services

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

- ELA Intervention Blocks
- Strong tier-1 instruction
- Focus on Advanced Learners
- Inclusion of all students and all programs
- CCC (BaR)
- SIPPS
- LLI
- TIPS ELA
- TIPS Math
- Summer School
- Atlantic Street Counseling
- Neighbor Care
- Team Read
- Microsoft Tutors
- Husky Clubs
- Check & Connect
- School Social Worker

**Advanced Learning and Highly Capable Services:**

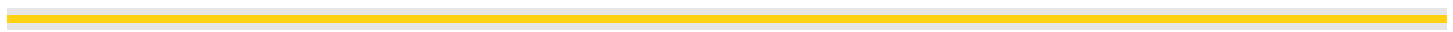
Advanced Learning at WSE consists of a team of instructional coaches, and teachers coming up with a pathway to meet the needs of our Advanced and Highly capable learners. The team will look at student data to drive instructional decisions. We look at all aspects and areas of a child’s education. The team will meet with parents to discuss implementation, progress and monitoring of a student’s plan and goals. The team will look at the student portfolio of work.

**Expanded Learning opportunities for students through afterschool or summer programs:**

- Aftercare (w/ homework support)
- After School Tutoring
- After School Enrichment
- SPIN
- YMCA
- TIPS
- Team Read
- Language Class – Rashid Noor
- Continually sharing community resources and happenings!

**Homework Policy:**

WSE’s homework policy is to provide work that all students can complete independently and that reinforces the learning from that school day. All students have independent reading time for the allotted time that is appropriate per grade level.



## 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:

Our three-year Family and Community goal is to grow our parent volunteer list to 20, with parents who represent all cultures within our school and community. This will be done by the 2025-2026 school year by consistent family outreach through our PTO and social worker, as described in our Parent Involvement Plan.

West Seattle Elementary has an emergent parent group called The Friends of West Seattle. WSE also has established partnerships with parents and the community through our Parent Involvement Plan, student-led Open House, and parent volunteers that support academic enrichment. WSE holds yearly Parent-Teacher Conferences (in November and April), Curriculum Night (November), Math Night, and a wonderful Literacy Night where teachers share home resources for families to support our Strategic Plan at home. WSE also sends out a weekly Family School Newsletters which includes the school calendar, updates, highlights, celebrations, pictures, volunteer opportunities, and more!

Another three-year Family and Community goal is to train and have 75% of our parent population utilizing The Source. The district communicates all student information via The Source. At WSE, we have found this not to be equitable for our families due to language barriers, technology barriers, and lack of training. The reason for this goal is to help our families navigate the American school system to support their child.

Our final three-year goal is to have 100% representation of our school community in our WSE preschool program. Historically there have been barriers for our families to attend our preschool due to the convoluted application process. Therefore, our preschool program has had affluent students who have moved on to attend their own community schools. Our families are not given the opportunity to participate in a preschool program with certificated teachers.

#### One-year Goal:

Our one-year Family and Community goal is to grow our parent volunteer list from 5 to 10 with parents who represent all cultures within our school. This will be done by the end of the 2023-2024 school year by hosting monthly parent events which will take place in the mornings, after drop-off. We will create a welcome environment for all parents.

Another one-year goal is to have 75% representation of our school community in our WSE preschool program. This will be done by the 2023-2024 school year by community outreach in various languages, and providing a point-person of contact for the community.

### 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:



At West Seattle Elementary, 75% of our students are black and 90% are students of color. Therefore ALL of our students are considered "furthest away from educational justice". However, at WSE, we have a record of excellence, and set the bar high. Our school is the top gap closing school in both Washington and Oregon. Additionally, our new building is designed around recognizing and valuing our families and community who are diverse in cultural, religion, and languages.

Our 3 family engagement goals listed above are specifically aligned to engaging students of color, especially those furthest away from educational justice.

## **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:**

At West Seattle Elementary, we require that all teachers create and submit a plan on how they foster teacher-parent communication and relationships. This includes:

- During Collaboration Days, staff always has time to reflect on parent communication
- Parent-Teacher Compacts (during conferences)
- Weekly Family Newsletters via the school administration
- Weekly Classroom/Grade-Level Newsletters
- Inviting in parents to volunteer at WSE
- Parents running Husky Clubs
- Parents involved in Teacher Appreciation Week and sharing dishes from their cultural
- Multicultural Night
- Talking Points
- Class Dojo
- Parents chaperoning on field trips
- Staff – PTO check-in/feedback

### **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:**

West Seattle Elementary has a newly formed PTO called the Friends of West Seattle. Administration works closely with the PTO to support them and communicate both the needs of the school and the needs of the families. Additionally West Seattle Elementary implements a variety of strategies, processes, and procedures to support our PTO and center family voices. These include:

- Hiring many diverse parents from our community to work at our school.
  - Hiring a Family Literacy Connector
  - Re-inviting the YMCA back into our building to run aftercare to support working families.
  - Our new social worker will be bringing in people from the community to share experiences, history, and culture for staff to better understand the different cultures represented at our school.
  - Our new building specially designed the family area near the social support worker space for ease and collaboration.
  - Opportunities throughout the school year to support parents in completing their background checks and any other necessary documentation to be cleared in order to volunteer.
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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:

West Seattle Elementary has school-wide goals aligned to the district initiatives. This guardrail is supported through our hiring practices. West Seattle values transparency and often hires parents and other community members to work at the school in various capacities. West Seattle teachers and community members will reflect upon the climate survey and use this as a catalyst to support our vision, values, and initiative.

### 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:

- Hiring qualified people of all backgrounds
- PBIS for all – students, staff, families, and community
- Social Committees (one person from Equity Team on each committee)
- Newly Formed PTO
- Social Worker initiatives
- Shared and distributive leadership
- Sunshine Committee

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

- Collaboration Days
- Staff Meetings
- Staff PDs
- District PDs
- PLCs
- Book Studies
- Equity Team
- Equity Lens (in all we do)
- Committee Work (Equity Team member on each committee)
- Staff members who reflect our community

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

- TLC (one from each grade-level)
- Mentorships
- STR
- Capacity Builders (ELA)

- TPEP
  - Community Partnerships
  - Husky Club Enrichment
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## 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:** Combined

**Funding Source:** Title 1/LAP/High Poverty

**Amount:** \$437,634

**How will funds improve student learning?** Teacher Collab and PD, Materials, Interventionists, Social Worker, parent liaisons

**Academic Year:** 2023-24

**Funding Type:** Combined

**Funding Source:** Levy/Levy Performance

**Amount:** \$460,000

**How will funds improve student learning?** Crisis counselors, Supplemental programs , Interventionist teachers, Tutoring and academic supports

**Academic Year:** 2023-24

**Funding Type:** Combined

**Funding Source:** Additional Grants awarded to community partners

**Amount:** \$150,000

**How will funds improve student learning?** After school academic and extracurricular support through 3<sup>rd</sup> party community partnership. They wrote and were the recipients of this grant. They will do their work in collaboration with other partners at WSE.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** PTO SW Region Equity Fund

**Amount:** \$5,000.00

**How will funds improve student learning?** Parent Equity Fund- Wealthy PTAs give money to schools like ours. Fund T-shirts, graduation ceremonies, Teacher Appreciation, supplies