



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

Leschi 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: Leschi Elementary School

Principal: Genevieve Ramsey

Members of the Building Leadership Team and Parent/Guardian Partners: Leni Bolster, Karen Chaokhruembong, Lologo Lologo, Julia Anders, Teresa Stout, Deborah Vanderhorst, Mel McLamb, Gail Richards, Nia Steward, Theresa Estrada, Genevieve Ramsey

Community Partners (Community Based Organizations): Playworks, Garfield Golden Grads, Writers in the Schools, Big World Beats, Seattle JazzED, Launch Learning, Seattle Public Library



[Leschi Elementary School Report](#)

[Leschi Elementary School Climate Survey](#)

School Overview

Leschi Elementary is a school with a positive climate that is inclusive, equitable, and focused on the whole child, where Black Lives Matter, by:

1. Having a school environment that is safe, respectful, and responsible,
2. Giving students ownership and leadership of their school and educational experience, supported by staff and families,
3. Teaching students in a shared culture of collaboration, high expectations, and love,
4. Having student supports that are focused, responsive, consistent, while honoring the strengths and needs of individual students,
5. Providing accessibility, connection, and communication to all families in support of students,
6. Having community partnerships responsive to the needs of our students and the 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:

Spring 2023 Student Climate Survey data indicated that an average of 81% of students in grades 3-5 responded favorably to questions about feeling a sense of belonging and positive relationships, and 82% of students in grades 3-5 responded favorably to questions about equity and anti-racism at Leschi Elementary. With African American boys and students furthest from educational justice responding less favorably than their peers.

From the Fall of 2023 to the Spring of 2026, Leschi Elementary will increase the percentage of African-American boys and students of color furthest from educational justice, by 10% or more, feeling a sense of belonging, having positive relationships, and seeing the positive effects of equity and anti-racism as measured by the 2026 Spring Student Climate Survey.

One-year Goal:

From the Fall of 2023 to the Spring of 2024, Leschi Elementary will increase the percentage of African-American Boys and students of color furthest from educational justice, by 10% or more, to the climate survey question, "Students of different cultures and backgrounds treat each other with respect," as measured by the Spring 2024 Student Climate Survey. This goal will be achieved through increased SEL lessons and practices in the school to support students with conflict resolution skills, social skills, and emotional regulation skills.

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:

Leschi's work in providing and improving welcoming environments starts with students and their involvement in creating schoolwide expectations, feedback on schoolwide practices involving students' sense of belonging, and initiatives for equity and anti-racism at school. Staff and families are also critical to providing and improving welcoming environments through collaboration with students, feedback about schoolwide practices in climate and other surveys, and involvement in school leadership and equity teams.

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:

Staff training on trauma-informed practices and positive behavioral strategies will support this goal.

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

Staff will engage in aligning on schoolwide expectations and practices on a regular basis through each school year, and staff will align on identifying when restorative or disciplinary practices should be used.

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:

By having clear and consistent schoolwide expectations, Leschi students will understand and have expected standards for their behavior throughout the school.

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

Social-emotional learning time blocks will be identified and devoted to class meetings, restorative practices, and SEL lessons for all classrooms at Leschi Elementary.

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:

60 percent of 3rd Grade Students of Color FFEJ will be Proficient or Higher on the SBA in ELA by 2025-26.

From Fall of 2023 to the Spring of 2026, 75% or more of 3rd grade students at Leschi Elementary will score proficient or higher in ELA on the SBA assessment, increasing from 58% of Leschi's 3rd graders who scored proficient or higher on the 2023 Spring ELA SBA.

This goal will be achieved through continued collaboration and support of Leschi's instructional coach with K-3 classroom teachers, focused on increasing students' skills in phonics, phonemic awareness, sight words, fluency, comprehension. Goal achievement will also be reached by devoting instructional blocks to Tier 1 and 2 small groups in literacy, whole group lessons, and independent practice time for students.

One-year Goal:

From the Fall of 2023 to the Spring of 2024, the percentage of Leschi's 2nd graders who met expected Fall-to-Spring growth on the MAP assessment will increase from 45% during the 2022-2023 school year to 60%, as measured by the Spring 2024 MAP assessment and growth report.

This goal will be achieved through continued collaboration and support of Leschi's instructional coach with K-3 classroom teachers, focused on increasing students' skills in phonics, phonemic awareness, sight words, fluency, comprehension. Goal achievement will also be reached by devoting instructional blocks to Tier 1 and 2 reading intervention, whole group lessons, and independent practice time for students.

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

Leschi will use assessment data from CCC Being a Reader and SIPPS groups, as well as DIBELS and MAP data, to monitor the progress that students are making in early literacy skills. Data analysis will be co-facilitated by Leschi's instructional coach, school leaders, and teacher leaders, and ongoing training and practice will be provided to classroom teachers to support their growth in adjusting instruction and groupings of students receiving small group 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:

Plans from grade level PLC's and collaboration with reading interventionists, instructional coaches, teacher leaders, and school leaders, will be reviewed and analyzed to determine the effectiveness of the work to support classroom teachers' growth in whole and small group literacy instruction, analyzing data, and adjusting instruction based on student needs. Conversations about adult learning and practices will remain student-centered, especially to monitor the progress of students and to adjust instruction when students are not making expected growth.

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:

Leschi teachers and staff will continue using learning targets and success criteria in the classroom for core academic areas. Small group instruction will also take place in the areas of reading and math.

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

Leschi teachers and staff will participate in ongoing professional development on learning/language targets, success criteria, sentence stems, small group instruction, and classroom management in order to tighten up Tier 1 and Tier 2 instruction for all students in the general education classroom.

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:

School schedules and response to intervention will support students in the general education classroom and decrease the amount of transitions that students have scheduled throughout their school day. The Coordination of Student Services Team (COST), operating under the MTSS team, will serve as an internal staff support for students of concern and students needing Tier 2 and Tier 3 supports.

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

Tier 1 instruction will be a focus of learning for Leschi's teachers and staff for the 2023-2024 school year in order to ensure that students, especially students of color furthest from educational justice have clear learning expectations in the classroom and understand the criteria for how their learning will be assessed and measured.

Advanced Learning and Highly Capable Services:

At Leschi, we believe in the potential of all students. We differentiate instruction for all students based on each student's strengths and needs. We do this through intentional small group instruction in literacy and math that provide enrichment and extensions for students who qualify for advanced learning and/or highly capable services provided by classroom teachers, academic interventionists, and building tutors. In reading this includes more complex text and more in-depth textual analysis, in writing this includes producing more sophisticated writing in terms of complex ideas, generating multiple paragraphs, and writing complex sentences. In math, this provides opportunities for access to above-grade level standards during independent practice.

Expanded Learning opportunities for students through afterschool or summer programs:

Leschi will participate in summer learning programs in SPS and with Levy partners as allowed through building access and staff availability. Levy work must include summer programs for Levy focus students.

Homework Policy:

Homework is expected to be used as additional practice of skills students are developing and to monitor progress. Homework is a team decision. Recommended homework is:

- A grade level appropriate amount of reading and writing each night
- Additional math work from the EnVision workbook (additional practice or reteach)

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:

From the Fall of 2023 to the Spring of 2026, Leschi Elementary will have families, who are representative of students of color furthest from educational justice, participate and serve on the school's Building Leadership Team (BLT) and Racial Equity Team (RET) to give feedback on school initiatives and improvements. BLT and RET participation and involvement is on a one-year basis but can be increased to consecutive or multiple years if needed.

One-year Goal:

During November 2023 family-teacher conferences, Leschi Elementary will have 96% or higher of participation and attendance (online, phone conference, or in-person) to partner on student progress and connection between school and home.

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:

Families representative of students of color furthest from educational justice are a vital part of school improvement at Leschi and getting their feedback is done in a variety of ways from family surveys created by the Racial Equity Team, partnering and communicating with Leschi's Family Connector and other support staff. The Racial Equity Team, Building Leadership Team, and the staff are continually seeking feedback and finding ways to engage families in ways that are convenient for the families to share their ideas and feedback about improving Leschi.

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:

Leschi teachers and staff currently offer family conferences, send out weekly newsletters about things students are learning in class, and are responsive to family communication via text message, phone calls, and email. Teachers and staff will continue to learn ways to partner communicate with families during staff meetings and trainings throughout each school year. This learning may be facilitated by the Racial Equity Team, the Department of Racial Equity Advancement, Levy teams, Teacher-leaders, the Family Support Worker program, and Family Engagement and Partnerships.

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:

Power in schools has typically been held with school leader, White educators, and White families. Leschi Elementary has initiated intentional outreach programs for students and families as mentioned above, and the Leschi PTA has also created space for families of color to participate and hold positions of influence and power. Leschi will continue to find ways to share and give power to families of color to improve school initiatives and student outcomes.

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:

Leschi's current vision for the school is focused on teaching the whole child as complex human beings and that all students will receive quality instruction that meets the needs of individual students. Leschi's staff have aligned in schoolwide expectations for students and plans are moving forward to have feedback from the Student Equity Team on schoolwide expectations, teaching and learning, and school culture. It is noted that only 20 staff responded to the 2022 Fall Staff Climate Survey among a total of 58 staff so having all staff respond to the 2023-2024 Staff Climate Survey will be a priority.

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:

Leschi staff committees (BLT, RET, MTSS) will be asked to co-create and collaborate on professional development plans that meet the needs of the staff. Staff community circles will continue to develop staff relationships with each other.

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

Leschi's Racial Equity Team, in collaboration with the Building Leadership Team and the Student Equity Team, will develop staff professional development opportunities and trainings during Wednesday staff meeting days devoted to Racial Equity work. The Racial Equity Team consists of staff who are representative of the cultural identities of staff and all staff are invited to participate in planning.

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

Leschi staff have many leadership opportunities to serve on staff committees including the Racial Equity Team, Building Leadership Team (BLT), MTSS team, Social committee, Teacher Leader Cadre, and other coordinator positions for curricular materials, TPEP, and Educational Technologist. Many of these positions have direct involvement with decision-making in accordance with the Decision-Making Matrix that is reviewed by the BLT and approved by staff each school year.

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: General Education

Amount: \$2,244,120

How will funds improve student learning? Instruction for all students aligned to state standards.

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: Equity dollars

Amount: \$28,490

How will funds improve student learning? Funding partial FTE for Assistant Principal position – supporting instruction, school operations and management, student support, and vision/mission.

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: LAP

Amount: \$58,000

How will funds improve student learning? Supplemental state funding to support K-4 literacy and Tier 2 support for students.

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: Title I

Amount: \$108,319

How will funds improve student learning? Math intervention teacher, professional development around math and literacy, and family engagement.

Academic Year: 2023-2024

Funding Type: Specific use

Funding Source: Bilingual

Amount: \$97,272

How will funds improve student learning? Multi-lingual teacher, translations, resources to support multi-lingual families.

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: Special Education

Amount: \$858,547

How will funds improve student learning? Special education teachers and IA's, IEP writing, services and resources to instruct and support students with IEP's.

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: City Levy

Amount: \$391,000

How will funds improve student learning? Funding for Assistant Principal, Youth Services Assistant, Reading Intervention, and Math Intervention positions, and community partnership with Playworks.