



# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Adams Elementary School

### Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

### Introduction

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 by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

## Seattle Public Schools Foundational Beliefs for Supporting Student Learning

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.

As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **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.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

## School Profile

Adams Elementary School provides an engaging, rigorous, arts-infused education that maximizes the academic, social and emotional growth of every student. At Adams, we believe students learn best when:

- Learning experiences are appropriately challenging and relevant to the learner. The staff frequently discusses how to increase and support rigor and to maintain high expectations while connecting our students' interests and experiences to the curricula.
- Art is infused through the curricula as a way to build connections, foster engagement, and promote creative and critical thought.
- Students feel a strong sense of belonging to a learning community that is characterized by mutual respect, cooperation and responsibility. We strive to create a welcoming environment in which relationships are built on trust and respect. Adams teachers get to know their students, learn their interests, give frequent opportunities to share about their lives and cultures, and reflect on their strengths.
- Grade level teams work together to create common assessments, to review data and to work together to improve instruction.

Most of all, we want our students to be happy and safe and have good memories of their time at Adams. |

## Priorities and Measurable Goals

### Elementary Focus Goal: 3rd Grade English Language Arts

#### **Priority Goal:**

For the 2022-2023 school year, 60% of 3rd grade students of color furthest from educational justice and students enrolled in our ELL program will meet standard or higher on the ELA Smarter Balanced Assessment, from the 2021-2022 passing rate of 40%. Additionally, the passing rate of the 2021-2022 third graders of color furthest from educational justice and students enrolled in our ELL program will improve to 80% (as fourth graders).

#### **Target Goal #1:**

By June, 2023 80% of students of color furthest from educational justice and/or in our ELL program in 1st, 2nd, and 3rd grades who score in the 25<sup>th</sup> percentile or lower on the fall ELA Measures of Academic Progress assessment will demonstrate at least 1.5 years of growth in ELA as demonstrated by RIT scores on the ELA Measures of Academic Progress.

#### **Target Goal #2:**

By June, 2023 90% of kindergarten students of color furthest from educational justice in general education will demonstrate proficiency in a summative ELA Kindergarten Benchmark Assessment.

#### **Supplementary Goal-Math:**

75% of students of color furthest from educational justice and students enrolled in our ELL program in grades 3, 4 and 5 will score a 3 or higher on the math section of the Smarter Balanced assessment. 75% was the median passing rate for all students in grades 3, 4 and 5 at Adams last year, while the passing rate for students of color furthest from educational justice and students enrolled in our ELL program was 47%. |

### Safe and Welcoming Environment Goal

#### **Priority Goal:**

At Adams, we want our students to learn to work together effectively, to treat each other with respect and to be kind to each other. Our teachers know how important it is to know our students well and to talk to them about their lives, interests, and strengths. We use student surveys to gauge how we are doing, and this year we want to use the following goal to help us track how comfortable at school our students are and how well they are working together. Key to this goal is our Social-Emotional Learning time that occurs in every classroom,

every day, first thing in the morning. We use this time to teach and discuss a wide range of social-emotional learning skills and to discuss Race and Equity topics.

There will be a 5 percentage point or greater improvement in positive student survey responses administered to 2nd through 5th grade students in the spring of 2023 from the survey in the spring of 2022 to the following questions:

1. My school values what I think and what I have to say. (Spring: 85% positive)
2. At school, I learn how to speak up for what I need. (Spring: 87% positive)
3. At school, I learn how to make good friendships. (Spring: 90% positive)
4. Adults take action when students are being mean. (Spring: 86% positive)
5. After conflicts occur we work on fixing relationships. (Spring: 85% positive)

### **Target Goal:**

For the 2021-2022 school year, the average number of students in any given grade level who were absent 10 or more days was 24 students. For the 2022-2023 school year, that number will be reduced to 10 students per grade level, indicating the effectiveness of safe and welcoming systems, routines and practices. Key to this goal will be the introduction of a program in which each classroom will be expected to create a system in which the students send a communication to any absent students, wishing them well, letting them know that they are missed and asking when they will return.

### **Supplementary Goal:**

Teachers will communicate with every family in their class at least once every two weeks and include information on the topics they will cover during that period. This can be achieved by talking to the parents or students by phone, email, or through platforms such as Microsoft Teams, Schoology, Clever or SeeSaw.]

## High Quality Learning Experiences

**Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.**

*To achieve educational justice*, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

## School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

Our area of focus this year will be on the timely resolution of teacher requests for assistance from the team. The MTSS team or delegate(s) will meet with a referring teacher within a week of receiving a request. From that meeting, the team may decide to provide intervention advice or may arrange for resources or assistance, including assistance from the Occupational Therapist, Counselor or Reading or Math Specialists. The delegate(s) will follow up within a week from the initial meeting to check on how the advice or assistance is working, and at that time will report back to the MTSS team via a Sharepoint MTSS tracking document. |

## Gap Closing Practices and Special Services

**Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.**

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.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

The key concepts that we use at Adams to better meet the needs of students are:

- Intentional teacher assignments so that students are paired with teachers with whom they have already established positive relationships
- Careful scheduling of LAP Reading, ELL, Math Intervention and Special Education pull out instruction times so that our students will not miss key instruction periods in their homerooms and minimize the feeling that they've missed out on opportunities to bond with their classmates or enjoy special classroom events
- Flexible, small-group reading and math instruction targeted to students' assessed needs, in home rooms and in the LAP Reading/ELL room and the Math Intervention room.
- Regular and ongoing individual reading and writing conferences

- Master scheduling that allows grade level teams to meet on any day to discuss data and instruction plans
- SIPPS instruction in our LAP, ELL, and SPED programs
- Teacher leaders focused on
  - 1. MTSS
  - 2. School Improvement Plan goal tracking and assessment data collection
  - 3. Social Emotional Learning plan coordination
- Social-emotional learning time at the start of every day in every room that includes time for community circles so students feel closer to their teachers and peers
- A well-developed MTSS plan and process
- Frequent staff discussions and training on accommodating advanced learners |

## Practices and Strategies

**We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.**

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

|The Adams plan for meeting the Grade 3 reading goal is to incorporate all of the essential practices:

Targeted Instruction using Being a Reader and SIPPS with small, flexible groups for grades K-2 and our target 3rd grade students; building comprehension skills via Making Meaning, Amplify Science and social studies units utilizing GLAD strategies; regular, ongoing individual reading and writing conferences and standards-aligned writing instruction; word analysis and vocabulary instruction; and comprehension strategies instruction using diverse, culturally responsive reading materials. Progress monitored through MAP, Being a Reader and Being a Writer assessments, along with DIBELS and CCC progress tracking. |

## Safe and Welcoming Environment

**Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.**

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

|The Adams Safe and Welcoming Goal centers on helping our students to treat each other with kindness and respect. Our plan is to refine our internally-created daily social-emotional learning plans so that it is easier for teachers to follow and teach, and to set up a process by which all teachers are accountable for the daily sessions. The sessions will be two-part: a community circle in which the teacher and students connect with each other on topics that are student-driven, and a time for the teacher to lead a conversation about the social emotional learning topic for the week. |

## Inclusive and Authentic Engagement

**Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.**

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

## Family and Community Goals

### **Priority Goal:**

There will be a 5-percentage point or greater improvement in positive family survey responses administered to Adams families on the next family survey from the initial survey in the fall of 2020 to the following questions:

1. My child learns about the experiences and contributions of people from diverse races and cultures in his/her classes. (2020: 86% positive)
2. My child's school is interested in family feedback and ideas to improve the school. (2020: 89% positive)
3. Communications from the district and my child's school are clear, timely and informative. (2020: 76% positive)
4. School staff provide the individual support and attention my child needs to be successful. (2020: 76% positive)
5. Teachers and staff treat families as equal partners in educating children. (2020: 86% positive) |

### **Plans for Family Engagement**

The Adams Family and Community Engagement Goal centers on improving our efforts to communicate with and include all families in the decision-making processes at the school. Our plan is in three parts:

1. We are changing the focus of the Race and Equity Team this year to one in which the team members will mentor specific students and will establish and maintain frequent, direct communications with their families. We also will change the focus of the work of our Student and Family Support Lead to more of a mentoring position, and this will position will also create and maintain frequent, direct communications with families.

2. We will conduct monthly question and answer and/or feedback meetings with the Adams community either via Teams or in person. This will typically be done during the monthly PTA meetings.

3. We will create and send out a survey three times per year and work to secure a strong response rate that includes families for which English is a second language. With this information we will work as a school to solve any issues that come up in an effort to improve every aspect of our school.

A key piece of the family engagement process is how well teachers communicate with families. To help stress the importance, we will have staff professional development sessions during the year that will focus on how to communicate effectively with all families. The ELL staff will be involved in these sessions and as part of their commitment they will communicate a plan to the staff about how, specifically, teachers can create communications that will be more likely to be well-received by all families. The Adams technology lead will oversee the creation of the family survey that we will use to gauge our success with the main goal.