



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

Alki 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: Alki Elementary School

Principal: Mason Skeffington

Members of the Building Leadership Team and Parent/Guardian Partners: Mason Skeffington, Davina Dilley, Sunny Moroles, Shelly Grygleski, Laurie Rasmussen, Amey Nutter, Daron Walters, Ashley Clingan

Community Partners (Community Based Organizations): Alki Community Center



[Alki Elementary School Report](#)

[Alki Elementary School Climate Survey](#)

School Overview

Alki Elementary is a school in the West Seattle community in the Southwest of Seattle. We are a community of caring and committed families and educators. Alki is dedicated to developing students' academic and social emotional abilities to become life-long learners. As a learning organization, Alki aims to strengthen the instructional program in academics and student well-being, as well as build strong family and community partnerships to ensure the school climate is welcoming to all families.

Alki uses district curriculum and state standards to ensure that each student is given access to an equitable education. Alki focuses on standards-based instruction in all academic areas.

Alki Elementary uses multiple methods to deliver additional support to Multilingual Language students, special education instruction, and reading intervention.

In 2023-2024 we will continue to refine our practices to ensure that learning is accessible for all Alki students by

- Increasing teacher efficacy through teaming and professional learning communities.
- Implementing MTSS Multi-Tier System of Supports using progress monitoring and personalized instruction to ensure all students meet standards and are enriched to excel beyond standards.
- Alki uses diverse groupings including targeted instruction and small groups, and time for independent practice for all skills. This includes using manipulatives in math for conceptual understanding and rigorous culturally relevant texts in literacy.
- Alki uses a weekly Assembly time to build community, promote and reinforce The Alki Way, and deliver Second Step social emotional lessons.

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 94% as recorded in our Student Climate Survey.

One-year Goal:

By June 2024, we will increase our Belonging and Relationship favorability responses from 85% to 90% as recorded in our Student 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 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:

Alki Elementary works to create and maintain a student-centered learning environment for all our students. We have a strong school culture that celebrates our students. We feature student art prominently displayed throughout the school. Alki Elementary also creates a strong culture and school identity through activities that recognize and affirm common expectations we have for all students through the Alki Way. This school-wide mantra is recognized for individual and classroom achievements and helps ground our students in an expectation of behavior that recognizes student safe, responsible, respectful, and kind behavior.

Cultivating student voice and leadership is very important at Alki Elementary. To that end, our students help lead our school-wide activities like assemblies, Alki-a-thon, and field day. There are special leadership opportunities for our fourth and fifth grade students through Alki Heroes and Reading Buddies. In each of these, our older students take on leadership and mentor roles with our youngest Seagulls which supports a K-5 culture of belonging. Our bus buddies program pairs older students with younger riders on the bus so that each student has a familiar face on their ride to and from school. We are also proud to continue our Salmon in the Schools over the next three years that supports 5th grade students teaching our younger students. In the Spring Student Climate Survey given in Spring of 2023, we saw a 6% increase in favorable responses to student voice and leadership within our school. 89% of students polled responded favorably to my school values, what I think and what I have to say, and 84% shared that they feel they can be a leader in their school (up 9% since Fall 22).

Teachers are implementing our tier one social emotional learning curriculum (Second Step) lessons weekly. Families support classroom behavior planning and are involved in all discipline measures. Families and educators work together to support students' social-emotional needs.

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:

In 2023 and beyond, we will lean heavily on the *Ready for Rigor Framework* by Zaretta Hammond to understand Culturally Relevant Instruction and work to develop a community of learners. We are aiming to create independent learners through focusing on the four tenants of the Ready for Rigor Framework:

Awareness

- Know and own your cultural lens
- Understand the three levels of culture
- Recognize cultural archetypes of individualism and collectivism
- Understand how the brain learns
- Acknowledge the socio-political context around race and language
- Recognize your brain's triggers around race and culture
- Broaden your interpretation of culturally and linguistically diverse students' learning behaviors

Information Processing

- Provide appropriate challenge to stimulate brain growth to increase intellectual capacity
- Help students process new content using methods from oral traditions
- Connect new content to culturally relevant examples and metaphors from students' community and everyday lives
- Provide students authentic opportunities to process content
- Teach students cognitive routines using the brain's natural learning systems
- Use formative assessments and feedback to increase intellectual capacity

Learning Partnerships

- Reimagine the student and teacher relationship as a partnership
- Take responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions
- Balance giving students both care and push
- Help students cultivate a positive mindset and sense of self-efficacy
- Support each student to take greater ownership for his learning
- Give students language to talk about their learning moves

Community of Learners and Learning Environment

- Create an environment that is intellectually and socially safe for learning
- Make space for student voice and agency
- Build classroom culture and learning around communal (sociocultural) talk and task structures
- Use classroom rituals and routines to support a culture of learning
- Use principles of restorative justice to manage conflicts and redirect negative behavior

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

This year as a staff, we will deepen our study and implementation of cultivating inclusive classrooms grounded in strong student discourse of learning. We will use our Building Leadership Team directed days to study Universal Design for Learning (UDL) as an entry point to continue growing our ability to create inclusive learning spaces grounded in community and collaboration.

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:

Alki Elementary is committed to supporting the needs of all learners through a rigorous tier one educational experience. When students show they need assistance outside of tier one, we take a comprehensive approach to identifying and supporting learning through a consistent MTSS process.

We support academic intervention for students in our tier two and tier three model. Students are identified for support through multiple points of data. Students are originally identified for support through teacher meetings with our MTSS Team. These Team meetings occur three times in the school year with adjustments to flexible grouping support based on data collected.

Our Academic Intervention Specialist targets K-3 students for reading support in line with our SPS goal of all students reading at grade level by 3rd Grade. We use SIPPS as our main intervention

curriculum to support students as it aligns with our tier one instructional materials through the Collaborative Classroom.

Our special education team, serving students through a Resource Room model, attempts to push-in academic support as much as possible into the student's general education setting.

Our Multilingual Teacher supports student growth through a variety of direct instruction, small group pull-out and general education teacher consultations.

Our school supports Advanced Learning Opportunities for students in a variety of ways across the curriculum. In consultation with the SPS Advanced Learning Office, we will provide rigorous and engaging learning opportunities in tier one subject content areas.

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

Our universal Tier 1 social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making. These competencies are integrated into curriculum and instructional practices.

School Social Worker:

- Social Worker will work with small groups and help students with friendship issues, anxiety, behavior support, one-on-one therapy.
- Class meetings support students SEL needs by providing opportunities for students to discuss important issues related to social emotional needs, cultural topics, recess issues, family and student driven topics.
- Alki will host monthly SEL assemblies to highlight SEL topics, student spotlights and share positive messages related to the school community.

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

School Three-year Goal:

The percentage of 3rd Grade Students proficient or above in ELA on the SBA will increase from a baseline of 77.0% to a target goal of 90% by 2025-26.

School One-year Goal:

The percentage of 2nd Grade Students projected proficient or above in ELA based on MAP will increase from a baseline of 57.1% to a target goal of 67.1% by 2023-24.

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

Each teacher at Alki Elementary will use classroom-based assessments, classroom observations and standardized interim testing (MAP, DIBELS) to triangulate data on student growth and progress

throughout the school year. These multiple points will ensure that we are tracking student progress throughout each trimester. In addition, at two points in the year we will also have a more comprehensive MTSS where teachers will bring students of concern to the group to consult with and recommend additional support.

To target our third grade reading goal, students who qualify after tier one classroom interventions, may be identified for SIPPS intervention to further support phonics-based reading growth. SIPPS is our main intervention used for students as it aligns with work being completed in Tier One ELA.

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:

Our school community strives to create a life-long passion for learning in an emotionally supportive environment that will enable students to contribute their wisdom, compassion, and leadership. To ensure that adult behavior align with this vision and values, we have created a culture of visiting each other's classrooms and supporting continued growth of instructional practice. Our school is dedicated to anti-racist practices as well as culturally responsive teaching practices. When racial incidents occur, our staff come together to discuss and develop specific plans for how to address the incident and how we can prevent and educate students and staff.

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:

All students at Alki Elementary will have access to an inclusive, standards aligned, tier one learning experience covering all required subject content areas.

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

- This year as a staff, we will deepen our study and implementation of cultivating inclusive classrooms grounded in strong student discourse of learning. We will use our Building Leadership Team directed days to study Universal Design for Learning (UDL) as an entry point to continue growing our ability to create inclusive learning spaces grounded in community and collaboration. In addition to this work, we will also balance this learning time with practical learning and study of tools that help support student learning. Finally on these professional learning days there will be time carved out in our schedule to collaborate with team colleagues to plan for how this new learning will be implemented.
- Our gap-closing learning days will focus on supporting students in their Social and Emotional Learning and cultivating and celebrating student identity within our community. For the 2023-2024 school year and beyond we will also create time to examine data and student growth for our students not reforming at grade level. This intentional planning will help support our efforts to be a gap-closing organization. We will also spend time reviewing our school climate data for both staff and students and adapting our programming to support the needs identified in those surveys.
- One of our goals as a learning organization over the next three years is to support the great collaboration work that happens during our Professional Learning Communities (PLC's). This group will focus on Cycles on Inquiry related to student data and achievement, the sharing of

practice through peer-to-peer learning walks, and through collaboration and alignment of our tier one instructional delivery model.

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:

Alki Elementary believes in ensuring that each one of our students receives high quality instruction and the support that they need to be socially, emotionally, and academically successful. One of the main purposes of our MTSS and SIT process is to ensure that students who are identified as needing additional supports (both students working above grade level standard as well as students working below grade level standard), receive the necessary intervention(s) as soon as possible. Families and students are included in the process to identify a student's needs and ensure student receives support and interventions the team believes will help them access academic learning in their classrooms and school.

To facilitate this, the school community has developed the following inclusive Student Intervention Team (SIT) process:

- Classroom teachers and/or parents/guardians identify a specific emotional, social and/or academic concern.
- Based on that concern the school moves forward with tier 1 classroom interventions and data is collected for a cycle of 4-6 weeks.
- The classroom teacher meets with the student to set goals for growth and/or achievement. If the student does not show adequate growth towards grade level standards or behavioral check points, then the teacher moves to calling a SIT meeting.

SIT meeting participants: Parents/guardians, school psychologist, principal, classroom teacher(s), special education teacher.

- School staff contacts parents to inform them about the SIT date and who will be attending the SIT meeting.
- Meeting agenda includes introductions, strengths, background, health history, health concerns, review of SIT Referral Form (parent/guardian will be provided with a copy, prior to the meeting), review of student data and classroom work examples.

SIT recommendations and decisions:

- Meeting participants decide how to provide the appropriate support for the student, including 504 or Special Education evaluation.
- Behavior interventions or plans.
- Support ideas for families to try at home.

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

Alki Elementary's MTSS and SIT process are designed to evaluate the academic and social emotional needs of all students.

- Where there are academic concerns, data is collected for a minimum of six weeks, and classroom tier 1 interventions are implemented.
- The classroom teacher meets with the student to set goals for growth and/or achievement.
- Teachers and psychologist will meet with families to discuss strengths and concerns related to students who need additional support and develop an individualized plan of support.

Advanced Learning and Highly Capable Services:

Advanced Learning Opportunities (ALO):

Classroom Differentiation: At Alki Elementary, we have high expectations for all students, and we know that each will be challenged by the rigor and depth of our curriculum. To that end, Alki

follows an inclusion model in which teachers differentiate instruction for all students. [Current research](#) shows that inclusion is generally the best educational practice for all learners, including advanced learners, especially in math. An inclusion model is also consistent with the [Seattle Public Schools' Strategic Plan](#) focus on "undoing legacies of racism in public education." The following are various strategies we use to meet the needs of all learners, including those identified as advanced either by their teachers or district testing.

ALO Math Strategies: Alki Elementary utilizes the SPS-adopted [enVision Math 2020](#) curriculum, which builds conceptual understanding through a combination of problem-based and visual learning strategies. The curriculum provides opportunities for student discourse, elaboration of ideas, and project-based learning. Teachers implement differentiated instruction in varied groups: whole class, small group, partners, and individual. Listed below are instructional strategies that teachers may use at Alki:

- *Parallel Tasks*. All students work on the same core content with tasks of different complexity.
- *Curriculum Compacting*. Use assessment to determine student skill level in a core content area. Then eliminate or enhance parts of the curriculum based on instructional need.
- *Flexible Groups*. Students are grouped by interest, achievement, activity preference, or specific instructional needs.
- *Math Centers and Games*. Activities in small groups are based on student choice or teacher designation.
- *Small Group Instruction*. Teacher works with a small group of students on a targeted learning goal.
- *Tiered Assignments*. Adjusted degrees of difficulty of a question, task or product to match student's current readiness level.
- *Open Questions*. A question framed so that various responses/approaches are possible.
- *Targeted Questioning*. Teacher is intentional about depth of questions asked. All students are asked questions that require critical thinking at a level that is challenging for them, and all students benefit from hearing their peers' thinking.

ALO Reading and Writing Strategies: The strategies listed above may also be adapted for use in reading instruction by classroom teachers. We use a wide variety of reading materials from our classroom and school libraries. Classroom groupings include:

- *Whole Group Reading Instruction and Flexible Leveled Reading Groups (K-2)*. Utilizing the [Collaborative Classroom](#) curriculum, students are placed in groups by current reading level to ensure appropriate instruction and reading materials. Groups can change as students' reading skills develop.
- *Whole Group Reading Instruction and Partner Work (3-5)*. Utilizing the Collaborative Classroom curriculum, a class studies text together. Students ask peer questions, discuss major themes, study vocabulary, and analyze the author's purpose and style.
- *Independent Reading*. Each student will have an opportunity for self-selected reading during the school day to develop reading fluency and get in the habit of reading.
- *Support for Students in Selecting Appropriate Books*. Teacher will guide students in choosing just-right books for independent reading. (Criteria include instructional level, high interest reading, and student choice.)
- *Amplify Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers.*

Teachers may also use the following differentiated approaches to support the ALO Reading Strategies above:

- *Reading Logs.* Students keep a reading record to allow both student & teacher to monitor choices.
- *Independent Book Study Projects.* Opportunities for students to explore a topic of interest to them.
- *Book Reports (2-5).* Depth of student analysis and comprehension is appropriate to student reading level.
- *Response to Literature.* Opportunities for students to demonstrate understanding by using text to make connections and support thinking. Projects could include art, drama, writing, reports, literature circles, or other presentations.

For more information about Advanced Learning Opportunities, please visit the [Seattle Public Schools Department of Advanced Learning](#).

Expanded Learning opportunities for students through afterschool or summer programs:

- Alki Elementary is in connection with our CBO partners (Alki Community Center) to align support for afterschool activities and extra academic support or enrichment if appropriate.
- We also partner with our PTA organization to provide enrichment opportunities for students' afterschool. These programs are open to all Alki students and scholarships are available as needed within our community.

Homework Policy:

We believe that all children K-5 benefit from a rich reading life at home. We encourage at least 20 minutes of daily reading, which can be a combination of looking at picture books, reading with an adult, reading independently, or other reading activities.

Brain research also shows that repeated exposure to math concepts is beneficial. As a result, we want students to do some math work at home as well. That can be something the teacher sends home that matches the day's lesson, or it can be something that a family chooses--playing go fish, counting coins, working on math facts, playing chess, talking about time, etc. You can find additional ideas for supporting your mathematician at home by visiting SPS's [elementary math family support page](#) online. Rich resources especially designed for elementary mathematicians and their families are also available [online at the SPS website](#).

Special Projects--Sometimes a teacher will assign special projects at school that require a little prep work at home. Examples include interviewing a family member, thinking of ideas for a science project, practicing lines for a play, etc.

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

School Three-year Goal:

By the end of the 2026 school year, 100% of our families at Alki Elementary will have participated in a Family Connections meeting with their child's teacher.

School One-year Goal:

By the end of the 2024 school year, 50% of our families at Alki Elementary will have participated in a Family Connections meeting with their child's teacher. Student Outcome Focused Governance

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments 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:

Alki Elementary recognizes the importance of our partnership with families in ensuring we are supporting growth in all our students.

We seek feedback after all our events as to how we can improve and be more inclusive of all families. We also use attendance data to track which families are attending and how we can plan outreach to identify barriers and grow our participation in events for all families.

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:

We will rely on the leadership of our SPS Family Partnership Committee in using the Pillars of Family Engagement to strengthen and support authentic family-school partnerships in serving our students.

The Main Elements of the 4 Pillars of Family Engagement:

- Share Power and Responsibility
- Facilitating Positive Interactions
- Welcoming Environments
- Two-Way Communication

We will use these pillars as a guide for how we grow and support. We will identify strengths in our process and goal set for areas that we can continue to strengthen in support of stronger relationships.

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:

Our goal at Alki Elementary is that each family has at least one opportunity for a positive home-to-school connection for the year where the family gets to share their hopes for their child and how the school can partner to make that goal a reality. For most of our families, this comes during our Parent Teacher Conference each year. In addition to this, some of our grade levels also start the year with a Family Connections meeting.

Our collective work with our PTA organization will work to connect our outreach to all our families. We will work to bring greater representation to our school committees and our PTA Board positions to ensure that we are continuing to work in the best interest of all our families and students.

Alki as a community has a high level of family engagement that crosses between student learning, equity, and joy.

- Alki has an inclusive PTA that works to include all families through monthly board meetings that are open to all families.
 - The PTA meets regularly with school leadership to ensure there is clear communication to support families and the school community.
 - PTA surveys to ensure that community events are culturally responsive and inclusive.
 - Co-Sponsored events are scheduled throughout the school year.
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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:

Each year Alki Elementary starts with a review of policies and procedures that support a warm and welcoming school environment for its employees. During TRI days we create our Staff Charter as well as review the Workplace Civility Standards created by Human Resources.

Our goal from this work is to clearly identify action steps for when instances occur, create transparency of next steps, and communicate this expectation and process with the larger staff community.

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:

- In the spring of 2023, we solicited feedback from staff that were retiring or those who were being displaced due to budget cuts around their experience in our school community and how we could look to improve. The plan for this data is to present at our BLT Retreat annually to assess our progress and adjust as needed.
- Each summer during our BLT Retreat, we identify new staff that are joining our community and assign a “buddy” colleague to help with supporting the new employee with feeling connected to their workplace.
- During our TRI Days (back-to-school teacher days) we work to revise our Staff Charter to reflect how we want to feel and act as members of the school community. We also review the Workplace Civility Standards to ensure that each staff member carries themselves with the highest standards of workplace ethics in engagement.
- Each trimester we schedule larger learning walks with staff to observe and provide praise to staff and their work to support students. This shared practice helps us to lift up practice and celebrate the great things that our staff is doing in service of student learning.

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

Alki staff have engaged in ongoing training and implementation of the Envision math curriculum, which focuses on culturally responsive learning, which is critical in helping ensure that all learners succeed. This curriculum increases engagement and achievement by giving students a voice and allows them to see themselves reflected in the curriculum. Teachers have focused on increasing student discourse, welcoming a diverse array of voices and opinions. We have worked hard to set high expectations for all learners, create safe spaces for learning and challenging conversations, and promote student agency by providing differentiation and choice.

During Tri-Days staff continued the work on recognizing our own biases and reflecting on our pedagogy and curriculum to make sure it meets the needs of our diverse student population.

Teachers provide weekly Social Emotional Learning lessons using the Second Step curriculum. These lessons affirm and support student identity to build students' SEL skills to develop confidence and ensure a safe, joyful learning environment.

We are also looking for bias in our school library and classroom libraries. We're working to ensure all cultures are represented in books, resources, and curriculum.

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

- Our Whole Child team combines Race & Equity, PBIS, and RULER to address the needs of our students holistically. Due to the smaller staff size of Alki, staff members usually take on one or more leadership opportunities within our school community.
- We look to include diverse backgrounds and viewpoints in all school committees.
- Staff provide leadership for book studies.
- Staff lead or provide professional development on a variety of topics.

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: Baseline and LAP

Amount: \$11,035

How will funds improve student learning LAP Intervention Support. Academic Intervention Specialist will target reading support for students.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Baseline and LAP

Amount: \$6,165

How will funds improve student learning LAP and Intervention Support. Will target reading support for students.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: PTA

Amount: \$40,000

How will funds improve student learning Hourly support staff to promote student health and safety. Assist in classrooms to provide extra support for students. Supervision in lunchroom and recess promote safety and SEL as well as inclusion of all students.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: PTA

Amount: \$7,500

How will funds improve student learning SEL and emotional support. Hourly Recess Support.