2023-26 Continuous School Improvement Plan (C-SIP)
Daniel Bagley 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: Daniel Bagley Elementary School

Principal: Kate Wise, Cheryl Cole, Regina Thornton, Rob Schultz, Dirk Vonderlage, Alicia Ginsburg, Sharon Worth

Members of the Building Leadership Team and Parent/Guardian Partners: Pacific Northwest Ballet, Girls on the Run, Boys and Girls Club, Bethany NE Church, Invest in Youth, Taproot Theater

Community Partners (Community Based Organizations): Pacific Northwest Ballet, Girls on the Run, Boys and Girls Club, Bethany NE Church, Invest in Youth, Taproot Theater

Daniel Bagley Elementary School Report
Daniel Bagley Elementary School Climate Survey

School Overview

The students at Daniel Bagley incorporate project-based learning, service learning, and student led research to create an engaging and curious learning community. Our school's mission is to become

an inclusive community where students of all identities have a voice and see themselves as making a difference in the broader community. We will collaborate as a community to build meaningful relationships with students and families to empower students to think critically, understand other's perspectives with empathy, and collaborate with peers and community members.

We are an inclusive learning community that empowers students to be their best by providing whole-child education in a safe and supportive environment. Our vision is to challenge ALL students to be their best.

To reach our academic goals for each student we maintain curricular continuity for every student in reading, writing and mathematics. This provides a common thread progressing through every grade so each child will gain these fundamental skills. Our creative, talented faculty is dedicated to the success of each child and uses the best curricular practices available to engage every child in learning.

Daniel Bagley supports respectful, responsible and safe behavior by sharing clear, common positive descriptions of what is expected in our learning spaces. We proactively teach these to all our students using common language, providing opportunities to practice and celebrate our shared progress. Through these practices, students and staff create a safe and welcoming community.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

2019-24 SPS Strategic Plan

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

Student Outcomes Focused Governance

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our Foundational Beliefs for Supporting Students Learning include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*African American Male Achievement 2021 Community Engagement Report

Learning Environments Measures and Targets

Three-year Goal:

By June 2026, 90% of students overall and 90% of students in all gender or race/ethnic categories will respond favorably to any questions asked on the Seattle Public Schools district survey regarding enjoying learning and enjoying specific subjects, from the current aggregate, overall rates of 72% on both the fall 2022 and spring 2023 surveys.

The specific questions are:

I enjoy math.- spring of 2023 68% of students responded favorably.

I look forward to science class- spring of 2023 83% of students responded favorably.

I see myself as a scientist- spring of 2023 83% of students responded favorably.

I can be a leader at my school if I want- spring of 2023 68% of students responded favorably.

We plan on creating an additional whole school survey to ask questions like: I am a capable mathematician/take an interest in math.

One-year Goal:

By June 2024, 84% of students overall and 84% of students in all gender or race/ethnic categories will respond favorably to any questions asked on the Seattle Public Schools district survey regarding enjoying learning and enjoying specific subjects, from the current aggregate, overall rates of 72% on both the Fall 2022 and Spring 2023 surveys.

The specific questions are:

I enjoy math.- spring of 2023 68% of students responded favorably.

I look forward to science class- spring of 2023 83% of students responded favorably.

I see myself as a scientist- spring of 2023 83% of students responded favorably.

I can be a leader at my school if I want- spring of 2023 68% of students responded favorably.

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:

Our school will provide welcoming environments for students.

Our school's mission is to become an inclusive community where students of all identities have a voice and see themselves as making a difference in the broader community. We will collaborate as a community to build meaningful relationships with students and families to empower students to think critically, understand other's perspectives with empathy, and collaborate with peers and community members. We have already done meaningful and effective work in this area noting:

- This school is a safe and welcoming place for people of all cultures and backgrounds- 93% responded favorably.
- Students of different races, cultures, and abilities learn together in my classroom- 95% responded favorably.

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:

- Math For Love resources
- Behavior Flowchart

- Tier 1 Restorative reflection sheet
- Tier 1 break spaces in classrooms, building and playground
- Tier 1 problem solving and buddy benches on the playground.
- Focus student meetings every 6 weeks
- BUSS committee Bagley Universal Systems for Support (PBIS committee) for creating whole school community events, universal practices in relationships, including Buddy classes and whole school projects.
- social worker leading small groups and one-on-on check-ins
- partnership with community counseling in Spanish (Consejo Counseling and Referral Service)
- grade level vocabulary list for ML students

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

- Math For Love professional development
- Ethnic Studies- Power and Oppression curriculum PD
- This professional learning will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes by creating systems and structures that eliminate bias and unexpected results.
- RET/ML team focuses on GLAD strategies for ML student engagement and connections.
- Tier 2 use of iPads for translation device in the classroom to communicate with peers for social connections.

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:

- Universal (Tier I) SEL classroom supports
- Data-driven MTSS structure at Focus Student meetings
- Spreadsheet for transparent sharing of data on interventions for SEL and academic needs.

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

- Behavior Flowchart
- Tier 1 Restorative reflection sheet
- Tier 1 break spaces in classrooms, building and playground
- Tier 1 problem solving and buddy benches on the playground
- Focus student meetings every 6 weeks
- BUSS committee Bagley Universal Systems for Support (PBIS committee) for creating whole school community events, universal practices in relationships, including Buddy classes and whole school projects.

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:

Third Grade ELA: The percent of 3rd grade Students of Color FFEJ scoring proficient or higher in ELA (SBA) will increase from a baseline of 46.9% to a target goal of 76.9% by 2025-26.

School One-year Goal:

Third Grade ELA: The percent of third grade African American Male students projected to test proficient or higher based on the spring MAP will increase from a baseline of 40% (to a target of n<10).

Due to the small data set of AAMs our Goal will be:

The percentage of third grade students SOCFFEJ projected to test proficient or higher based on the spring MAP will increase from a baseline of 45% to a target of 55% by 2023-24.

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

During each interim SMARTIE goal cycle, we will create and monitor MAP 2 times per year, DIBELS in 1st and 2nd grade, SIPPS, intervention data, SBA Interim Data.

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:

The Daniel Bagley vision is:

Our school's mission is to become an inclusive community where students of all identities have a voice and see themselves as making a difference in the broader community. We will collaborate as a community to build meaningful relationships with students and families to empower students to think critically, understand other's perspectives with empathy, and collaborate with peers and community members.

This guardrail supports our vision by ensuring alignment within and between grades and departments. Our RET professional development will support our staff's continued work at improving our skills and responses in this area.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Flexible, small group instruction for reading and math
- Use of data and progress monitoring
- Tier 1 strategies in the classroom
- Universal Design for Learning strategies
- Student choice and input

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

- Professional development on differentiation.
- Professional development on using data to inform instruction.
- Time at regular intervals to analyze data as a PLC.

These strategies will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes because it ensures that all students, including students of color furthest from education justice and special education students, receive the supports that are needed to make progress.

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:

- MTSS documents that include all students in each classroom.
- Analyzing whole school trends and disproportionality by varying demographics at regular intervals.
- Scheduling regular MTSS meetings to discuss and track trends by grade and by individual.

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

- Academic Interventionist
- Tutors- MKV and Multilingual Tutors
- PLC work

Advanced Learning and Highly Capable Services:

Advanced Learners: What does it look like for them at Bagley?

All students at Bagley start with shared experiences in their classrooms that become differentiated tasks. This means students are given work that pushes their thinking around a similar skill, while other students may be provided work that breaks down the skill into manageable chunks. Our students with an Advanced Learning or Highly Capable designation shows strengths and areas for growth depending on the skills we are teaching.

As a result, all teachers are using reading, math and writing assessments in their classrooms to learn about students' current levels of performance. We then use this baseline to plan reading groups, extension tasks and projects that will stretch student thinking. Some examples of advanced learning work are below.

Reading:

- Use of a reading journal, individual conferences, and thoughtful discussion prompts to get students to think more deeply about what they are reading.
- Identifying and supporting reading 'Just Right' books.
- Creating small group rotations where students have mini-lessons with their teacher that are targeted to their specific reading level.

Writing:

- Rubrics with clear and high-level expectations, that reinforce peer conferencing.
- Providing authentic writing opportunities including blog posts/student comments that engage students with an audience of their peers.

Math

- Enrichment and extension problems within each unit.
- Differentiated tasks to extend student thinking around a similar skill.

Expanded Learning opportunities for students through afterschool or summer programs:

- Working with the school social worker to ensure students are enrolled in Boys and Girls club on campus to support pro-social and academic growth

- Ensure SOCFFEJ and ML learner enrollment in Summer School
- Evening events and performances that connect families to the instruction and engage families in student learning
- Open House
- PTA funded after-school enrichment activities

Homework Policy:

We recognize the partnership between family and school is very powerful. Homework is one of many tools that teachers use to create a home-school connection.

Create a balance:

Homework should feel like a balance of learning what your child is working on at school and giving your child independent time to practice.

Tips for Homework success:

- Define a location in your house where homework is done.
- Create a routine where your child is asked to show what is in their yellow take home folder each evening.
- Homework should not feel like a struggle. At our Open House Curriculum Night, teachers outlined their homework plan for your child. Please reach out to your classroom teacher and the principal if you feel the homework plan is not working for your family.
- Many students enjoy videos from Khan Academy for math support. This site teaches math in the same way as our current math curriculum.

Time Frame for Reading at home:

Children access reading and build stamina for reading as they age. If you create a space for about 20 minutes of reading in the evening this helps to develop habits of being a reader.

This reading could include a parent reading to a child and asking questions about the book or a child reading on their own and telling the family what they read about.

Our students spend time enriching themselves after school with clubs, classes, and family time. If students don't read one or two nights and then spend the next night diving into books for an hour, that is great!

In all grades homework may include:

- Work that was not completed during the school day, which may include online math practice, math worksheets, or writing work.
- Enrichment work, including special projects.

Late Work:

Students are not graded based on the timely completion of an assignment. They are graded based on their display of understanding of the content.

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 June 2026 at least 95% of families of students receiving multilingual or special education services will respond favorably to data probes measuring their child is seen, heard and valued within an inclusive climate at Bagley ES.

School One-year Goal:

By June 2024 at least 30% of families of students receiving multilingual or special education services will respond favorably to data probes measuring their child is seen, heard and valued within an inclusive climate at Bagley ES.

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:

Artifacts and evidence that will support the alignment of the schools' value with the guardrail include family survey results, family interviews conducted during school and home visits, family interviews conducted by teachers, social workers, and school leadership, student council meeting minutes, affinity group minutes, and attendance.

The guardrail supports the value of the school by ensuring that each child and family is known by name, strength and need; and the intersectionality of their identity is celebrated.

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:

From our Multilingual School Improvement Plan:

- Co-planning/Co-teaching
- Working with teachers during their planning time
- PCP time to plan- have a set schedule.
- Early release Wednesday – rotating grade level and ML Team meetings
- Staff created a spreadsheet to talk with General Ed teachers to talk about key words/GLAD strategies- once a month GLAD training at staff meetings.
- Referring to WIDA data to make decisions on how to target next steps within CanDo statements.

From our TLC Mission:

We will do so by ensuring our staff commits to providing universal supports outlined in Universal Design for Learning. By doing so we will strengthen Tier 3 supports for all learners and limit the number of students being referred for further interventions. Focus- student meetings will focus on specific, measurable data and ensure factors such as socioeconomic needs, attendance, and language needs are addressed in conjunction with academic and behavioral concerns. Our BUSS

Committee will focus on creating a welcoming environment for all students by enhancing schoolwide behavior supports, assemblies, and enrichment. This professional learning will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes among multilingual students and students receiving special education services.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

- PTA volunteer and leadership events for school community building including Identify nights and others named above.
- PTA Executive Board meetings
- BGC monthly meetings
- Local community partnership monthly alignment meetings

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:

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

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

- Spring 2023 Student Climate Survey Equity/Anti-racism section
- Spring 2023 Student Climate Survey Belonging and Relationships section

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:

- Student Council matches student population in race, gender identity, etc.
- Learning walks for teachers to visit other classrooms using the culturally responsive tool for peer-to-peer feedback.
- Administrators using tools, like the Ready for Rigor tool or Cultivating Genius framework for admin-teacher feedback loops, during informal class visits.
- Student-led assemblies
- Creation of a student council
- Weekly student clubs
- Library helper jobs

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

- Interview statement during hiring to diversify workforce to match student population to staff hiring.
- Audit of who is participating on interview teams annually to make sure there is a diverse representation of staff on the team.
- Working with school's HR Analyst to make sure staff have easy access to the interview training to increase the number of people available to be on an interview team.
- Learning walks for teachers to visit other classrooms using the culturally responsive tool for peer-to-peer feedback.
- Administrators using tools, like the Ready for Rigor tool or Cultivating Genius framework for administrator-teacher feedback loops, during informal class visits.

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

- Annual audit of staff leadership roles to analyze the representation of staff in leadership roles- looking at it through disaggregated date based on gender identity, race/culture, age/experience, and sexual orientation.
- Thoughtful recruitment and onboarding process for staff to take on a leadership role on BLT, R&E Lead, TLC, or curriculum/technology leads.

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: Specific
Funding Source: LAP
Amount: $15,769
How will funds improve student learning? Reading Interventionist (+.1). The funds will improve student learning by creating a double dose of phonics instruction and other Science of Reading instructional tool instruction for students reading below or well below average as measured by DIBELS, MAPs, and SIPPS assessments.

Academic Year: 2023-24
Funding Type: Specific
Funding Source: PTA
Amount: $16,671
How will funds improve student learning? Nurse (+.1). The funds will improve student learning by reducing the turn-around time of instances of students' physical injuries being a barrier to re-entering class.

Academic Year: 2023-24
Funding Type: Specific
Funding Source: PTA
Amount: $17,009
How will funds improve student learning? Librarian (+.1). The funds will improve student learning by creating additional specific instructional time with our school librarian to host class lessons related to our school's commitment to creating a welcoming environment for all. The librarian curates and shares read-alouds with every class weekly that highlight student identity as well as add to the collection of books in other languages and that are high interest to students.

Academic Year: 2023-24
Funding Type: Specific
Funding Source: PTA

Amount: $16,524
How will funds improve student learning? Instrumental Music (+.1). The funds will improve student learning by increasing enrichment opportunities for 4th and 5th graders that support improving a sense of belonging in school outside of the academic content.

Academic Year: 2023-24
Funding Type: Specific
Funding Source: PTA + Sub Reimbursement
Amount: $23,576
How will funds improve student learning? Hourly Staff (two people total, 6.6 hrs/day). The funds will improve student learning by reducing the turn-around time of instances of students' emotional dis-regulation as a barrier to re-entering class. The hourly staff ensure structures are in place for smooth and calm lunch and recess time as well as regulation and problem-solving skill building. The funds will also be used to improve student learning by creating Tier 2 student tutoring sessions for additional math and reading intervention for students identified at Focus student meetings.