



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

Emerson 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: Emerson Elementary School

Principal: Keyunda Wilson

Members of the Building Leadership Team and Parent/Guardian Partners: Erica Dejong, Vince Mijares, Veronica Nuno, J.C. Fretz, Erin Kelley, Shalaine Parramore

Community Partners (Community Based Organizations): Seneca, WA-BLOC, TIPS



[Emerson Elementary School Report](#)

[Emerson Elementary School Climate Survey](#)

School Overview

Mission

Emerson Elementary will provide a positive, respectful community that promotes high educational achievement through equitable access. Our students will be empowered to build academic confidence and become active, socially responsible citizens.

Vision

Emerson is a welcoming community with high expectations and respect for all. We are committed to learning and achieving that is culturally relevant.

Emerson elementary is a diverse Pk-5th grade school. The school has around 45% of students who qualify for English Language Learner (ELL) services and about 20% of our students who qualify for Special Education services. The demographics of our school represent the wonderful diversity in the Rainier Beach area, about 45% of students are Black, 20% are Hispanic, 15% Asian, 10% are multi-racial, with the remaining percentage reflecting our Pacific Islander and White students.

At Emerson we recognize and celebrate the brilliance of our students. We work to develop consistent routines and structures that allow students to succeed and accelerate in their learning. We focus on developing welcoming environments for students and families. In every class we use classroom meetings to develop a strong and positive classroom culture. Emerson supports students' academic learning by prioritizing small group reading, robust discussions, and collaborative experiences in math. Emerson recognizes that families are an essential partner in their child's learning and provides opportunities for authentic engagement.

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:

When given the student climate survey, 3rd through 5th grade student responses will increase by 12%, moving from 76% to 88%. to the question "I feel like I belong in my classroom" within 3 years. On goal targets will be monitored yearly, by collecting and analyzing student interview responses.

One-year Goal:

When given the student climate survey, 3rd through 5th grade student responses will increase 4%, moving from 76% to 80%, when responding to the question "I feel like I belong in my classroom " in the 23-24SY. On goal targets will be monitored by Fall 23 and Spring 24 student interviews.

Student Outcome Focused Governance

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

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Evidence of alignment to student outcome focused governance:

Emerson is a diverse school where systems need to meet the variety of needs each of our students have. We know the importance of developing a warm and welcoming environment for students and families. We strive to have every student feel seen and heard at school. Emerson has a goal to better meet the needs of our students of color who are furthest from educational justice by changing how we support student's social, emotional, and academic needs. We want to eliminate disproportionality with discipline and missed instruction, specifically with our Black boys. Emerson partners with WA-BLOC, a community organization, to develop a restorative approach in developing Tier 1 community and responding to student behaviors. Additionally, we will provide daily opportunities for students to engage in community circles and have options for families to participate in community circles during events as well. We also have developed a consistent approach using common language, expectations and at least a 5:1 positive interaction ratio with students, and direct instruction on social and social emotional skills. This includes having staff teach and model recess games and activities for students at recess.

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:

Emerson uses culturally responsive instructional practices. We recognize the diverse community within our school. Throughout the year we provide opportunities for students to share about their identity and we try to celebrate our diversity across the year with ethnic studies units from our Race and Equity team.

Emerson uses common language using SOAR (Safe, On Task, Act as a Team, Resilient) to help describe and recognize student decisions. We provide students with Eagle Tickets as they show their SOARing decisions. Each week a student from each class is the Eagle Ticket winner which is celebrated in a whole school assembly. Whole classes also receive Eagle Tickets as they demonstrate the Eagle Theme of the week.

At Emerson we will work to have all staff understand a common Restorative Justice framework. We believe that this approach and strategy supports anti-racist practices to support all students. Resources to support this common shared knowledge that Emerson use include the 7 Core Assumptions of Restorative Justice and a partnership with WA-BLOC. Emerson recognizes the

importance of having 95% of interactions and practice focus on Tier 1 community building. Each classroom has time at the start of the day to engage in Community Circles. Twice a week classes use a Tier 1 curriculum developed by WA-BLOC. We will be working to include more student led community circles in classrooms. Emerson will also be shifting it's Eagle Leadership Council to represent the student Race and Equity team.

To hold our common behavior agreements and expectations Emerson staff will have shared language and expectations for common spaces. These expectations will be reviewed through multiple ways with modeling in the location and using community circles. We also value creating more opportunities for students to create community across classrooms and with multiple staff. This can include Buddy Rooms and having student leaders across grade levels and classrooms.

We also know that conflict occurs, and students are learning social skills and conflict resolution skills during the elementary years. Emerson will support conflict resolution using a restorative justice framework. Emerson routinely uses the questions "What happened?" "What were you thinking?" "What do you think needs to happen to make things right?". WA-BLOC supports students learning how to hold healing circles through "The Zone". Over the next three years we will be expanding student roles in resolving conflict as appropriate.

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

At Emerson our professional development will continue to support the process and procedures outlined above. Our staff will continue to develop community building activities and skills that can be used in classrooms to support student connection and community. They will share practices from their classrooms to support the shared expertise in the building. To support the continued development of Restorative Practices there will be professional development around developing a common understanding of the Restorative Justice framework. This will include how we respond to conflict and developing common agreements for shared spaces. Due to the diversity of our community, Emerson will learn about inclusive practices that support students feeling seen and heard at school. We also value the knowledge and collaboration in our Professional Learning Communities and know that we can learn from one another as we share effective research based practices with the staff.

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:

Emerson recognizes and values the importance of strong Tier 1 instruction that prioritizes those practices in how we support students through a multi-tiered system of support. Having a strong Tier 1 is one of the best ways to practice inclusive practices for all of our scholars. It is important that every student feels seen and heard so that we are meeting at least 80% of students needs with our Tier 1 practices. In meeting most student's needs we practice inclusive practices as we want student's getting their needs met through Tier 1 practices.

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

We are able to differentiate support for students at the Tier 2 level through our support staff. This includes our counselors meeting with students for 1:1 check-ins and specific skill focused small groups. We are able to also provide healing circles for Tier 2 support as students need. Our Student Support Team meets weekly to coordinate and align supports for students. Through this team we are able to reflect on which supports students are receiving and are able to be mindful of any disproportionality in supporting students. We also have Tier 3 services available for a small number of students through our Clinical Intervention Specialist through Seneca. We routinely use needs inventories, family communication, and center student voices to try to best meet student needs.

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:

- The percentage of 3rd Grade Students of Color FFEJ will meet standard on the SBA ELA, moving from 22.2% to 31% by 2025-26.

One-year Goal:

- For the 2023-24 school year, at least 25% of 2nd grade students of color furthest from educational justice will meet their projected growth on MAP Reading assessment.
- For the 2023-24 school year, at least 25% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

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

We will use formative and classroom based assessments predominantly through our Professional Learning Communities (PLC's). We strive to have data based PLC's that utilize student work to inform instruction. This will include ways to differentiate to accelerate student learning and provided targeted skill based interventions. Emerson uses 6 week cycles of targeted skill based instruction for small groups to monitor and adjust student progress. Additionally, PLC's will continue prioritizing looking at student writing and math assessments during PLC's. They will use a common rubric to calibrate what grade level work looks like.

Emerson uses multiple common formative assessments including SIPPS mastery tests, Orton Gillingham assessments, skill based progress monitoring of close reading, Dibels, Fountas and Pinnell, quick checks with envision, and math topic assessments.

Additionally, staff collect student data through the use of student surveys and 1:1 conferences to elevate student voice.

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:

This guardrail supports the vision of the school by holding a common vision in how staff work towards the district wide vision and goals. Our Race and Equity team helps support anti-racist school practices. Key initiatives include our focus on inclusive practices for all students especially our multi-lingual students and students who qualify for Special Education services. Artifacts include our Race and Equity vision, restorative practices framework, and inclusion and UDL focused

professional development. Our PLC's also work to support ensuring our texts and instruction is culturally responsive.

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:

Emerson will implement consistent Tier 1 instruction that is rigorous and culturally responsive to our students. We know our students are brilliant and will work to include more inclusive strategies for our diverse community. We will use the following processes and procedures for academic success:

Emerson will use researched based practices to inform instruction and professional development. Examples include consistent reading and writing conferences with students to provide individualized differentiation, use of manipulatives and visuals to support student learning, explicit pre-teaching of academic and content vocabulary, and Universal Design strategies. Additionally, while daily flexible grouping will be used for differentiation there will be daily small groups in reading at each scholars reading level.

We also recognize the need to provide opportunities for students to become independent learners. Emerson staff will use goal setting with students to create opportunities for students to set their own academic goals and monitor their progress.

There is great expertise and strength in our staff collaboration utilizing PLC's. We will work to include staff who support our multi-lingual students and students who qualify for Special Education services into PLC's to provide more inclusive planning practices. Additionally, interventions will occur on six-week cycles with frequent progress monitoring to make adjustments as needed. Staff will collaborate to create common language objectives and success criteria.

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

Please see our professional development plan below.

Purple Early Release Days (avg. 8 times per school-year):

CBA Language: Two-hour building-based professional development

Purpose: Inclusionary Practices, Multilingual Learners, and Special Education Services

- Learning Instructional Strategies
 - GLAD strategies
 - Universal Design for Learning
 - Co-teaching models to support inclusive instruction.
- Planning and Implementation
 - Consistent data protocol-analysis

Yellow Early Release Days:

CBA Language: One-hour Professional Learning Community (PLC)

Purpose: Emerson data-based PLC Protocol

Green Early Release Days (avg. 6-7 times per school-year):

CBA Language: One-hour Race and Equity professional development

Purpose: Racial Equity Work & Restorative Justice

Red Early Release Days:

Purpose: Staff Meeting Focused on Family Engagement

CBA Language: Job Alike

- Suggestions/Scenarios
- Time to contact families

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:

Emerson utilizes our MTSS systems to create inclusive practices for all learners. A core component is ensuring that our instructional practices meet 80% of our students needs. We utilize multiple data points both qualitative and quantitative to ensure that students are accelerating their learning and meeting grade level expectations. This includes best practices for multi-lingual learners and utilizing conferring for daily differentiation. Additionally, we understand the importance of collaborating with families to learn from our scholar's first teachers. Our PLC's, PLC leads, and BLT regularly reviews school wide and grade level data to analyze for disproportionality and aligning resources as the data shows is needed.

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

Emerson works to align all of our MTSS systems to provide educational justice for all students. Components of our tiered supports include Eagle Team which supports Tier 2/3 intervention cycles for students through multiple stake holders. This process supports trying to minimize the need for SIT referrals as much as possible. Additionally, our Student Support team is focused on creating support for students through a variety of social emotional supports for students. We know that when students have identity safety, they are able to engage more in their learning.

Advanced Learning and Highly Capable Services:

At Emerson, we use UDL as a principal to accommodate Highly Capable Services. Our teachers provide differentiated instruction by tailoring teaching methods and strategies to accommodate diverse learning needs, use educational technology to provide variety representation and engagement, create flexible grouping, encourage students to express themselves in multiple ways, and provide different resources.

Expanded Learning opportunities for students through afterschool or summer programs:

Emerson partners with WA-BLOC to provide an opportunity for summer programming with Freedom Schools. Students attend a 5 week program that is focused on culturally responsive instruction that creates enriching experiences in reading, writing, and math.

Homework Policy:

In Emerson Elementary School, homework serves as a valuable extension of learning, reinforcing knowledge, fostering students' independent learning habits, and promoting critical thinking skills. It also helps families to understand their child's progress and stay involved. It's a shared responsibility among the teacher, student and family.

After collaborating with the families, we agreed to 3 times per week, K-2nd grade students will read 10-20 minutes, practice addition and subtraction, write and play cooperatively; and 3rd-5th grade students will read 20-30 minutes, practice multiplication and division, write and play cooperatively.

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:

Emerson will maintain engagement with family and communities by exploring and learning and using an equitable and cultural lens to ensure access to event for all families through 2026.

One-year Goal:

Emerson educators will connect and communicate with families current and new for the 23-24 school year ensuring they are aware of community events at school for engagement.

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:

Emerson will maintain focus on developing a welcoming environment for students and families using an equity lens. Developing systems that support students of color furthest from educational justice while using evidence submerged in culture and diversity throughout the school. This includes images and languages that supports inclusion and equity. Quarterly family community circle and community building events will support staff in centering student voice.

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:

Emerson educators will continue to implement parent/family voices while using street data through family surveys' ensuring we are improving on what families indicate their needs are in order to have clear and open dialogue while ensuring their voices are supported and understood. We will provide communication opportunities to families that may not have access to community events by being proactive and communicating through survey systems for equitable responses. We will hold spaces for dialogue and understanding to ensure positive relationship produces positive partnership.

Professional Development Topics:

- Create more opportunities to listen to and center families' experiences and ideas during TRI-Days by inviting families do a circle/panel

- Share different ways teachers/staff can build deeper connections with families, anchored in District framework (4 pillars)
- Create more opportunities for families/staff/students to have shared experiences and get to know families/students outside of academics
- Strong Start – building positive, trusting relationships between staff and families
- Include families/students' voice that are representative of our Emerson community in decision-making conversations (like Student/Family Race and Equity Team, Family/Student BLT rep, and hiring committees)

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:

At Emerson we know that engaging with families is critical to the success of our students. Our families have a wealth of information about what works best for their child. Emerson staff will focus on engaging with families to create an authentic partnership in student learning. Staff professional development will incorporate the four pillars of: share power and responsibility, two-way communication, facilitating positive, and welcoming environments into each initiative. Additionally, our assessment and data practices will use a racial equity approach. We will include families on our Race and Equity team and ask that every staff member has a family engagement plan that reflects the four pillars.

Emerson will partner with the Early Literacy Collaborative (ELC) in a partnership with SPS (literacy coaches, AAMA, and family partnerships), UW and community partners to advance the 3rd grade reading goal, family engagement goal, and racial equity, especially for African American boys. Families and educators will meet throughout the year to collectively determine and design literacy instructional practices that draw from families' home and community literacies.

We aim to learn with Black families about their home and community literacy practices. By strengthening relationships and working collaboratively with families, we will co-create culturally responsive and holistic learning resources that support Black youth. This will support students, families, educators in various ways listed below.

Goals for students:

- Strengthen identity-affirming student-teacher relationships.
- Drive strategies to promote joy in reading.
- Continue to develop student voice and leadership over their learning.

Goals for families:

- Build routines for collaborating with educators in literacy supports for their children.
- Deepen understanding of what SPS leaders and educators are doing to support early literacies for boys of African descent.

Goals for educators:

- Identify and elevate early literacy leadership practices that are making a difference for boys of African descent.
 - Experience opportunities to demonstrate and get feedback on early literacy instructional practices.
 - Engage in professional learning routines with co-designers that support their growth in this area of pedagogy.
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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:

Our staff will follow the district initiatives grounded in creating a warm and welcoming environment for families and students. We will provide this through daily Tier 1 community circles that focus on our Restorative Justice practices. Additionally, staff will follow our culturally responsive Tier 1 instruction framework.

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:

We have two committees that focus on staff belonging and relationships. Our community care team supports both staff recognition and creating opportunities to connect as a staff in staff meetings. Within our Race and Equity team, we have a community building sub committee that is working to create opportunities for staff to connect with one another and develop relationships across the school.

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

Our Race and Equity Team has sub committees that support a more culturally responsive workforce. All of the committees work together to support staff in having a shared culturally responsive and sustaining approach.

The Restorative Justice committee works to educate staff about the values of restorative justice, the seven core assumptions, and how to use this work with staff and students. The Professional Development committee works to support staff to gain a greater understanding of culturally responsive practices to support LGBTQ+ students and families, to utilize more restorative practices, and to develop a more liberatory and anti-racist practice. The Curriculum Development committee helps create lessons that are more culturally responsive and provides resources and time to allow staff to discuss these lessons and the implementation of them. The Community Building committee works to build relationships between staff, between staff and families, and to strengthen our whole communities relationships to create a setting where challenging conversations are easier to have.

Additionally, our TLC's are working to better define how to approach and support conflict amongst staff using restorative practices. This will be an introduction to our staff culture and should hopefully help support creating a culturally responsive environment.

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

Emerson strives to develop and support leadership opportunities with staff. An opportunity available to all staff is through our committees. Our committees routinely help lead professional development for staff. Another opportunity is through the PLC lead role which focuses on developing leadership opportunities within PLC's. This includes helping facilitate agendas, collaborating on whole school practices, and providing feedback with administration. Additionally, we utilize our TLC's to support leadership opportunities in mentorship and professional development. We also cycle through staff sharing and showing their instruction through filming and observations with PLC's. This is an opportunity to share their instructional practices and model our culturally responsive rigorous instruction. Our goal at Emerson is that every staff member has the ability to step into leadership roles here at Emerson.

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: Specific Use

Funding Source: Title 1

Amount: \$173,000

How will funds improve student learning? These funds are used to support 1.5 of reading interventionist to support reading small groups.

Academic Year: 2023-2024

Funding Type: Specific Use

Funding Source: LAP

Amount: \$118,229

How will funds improve student learning? These funds are used to support reading interventionist positions and provide consistent small groups in reading. This will also partially fund our math interventionist.

Academic Year: 2023-2024

Funding Type: Specific Use

Funding Source: High Poverty LAP

Amount: \$77,733

How will funds improve student learning? These funds will be used to partially fund our contract with Seneca Family Agency for our Mental Health Clinician and our contract with TIPS to provide tutoring services.

Academic Year: 2023-2024

Funding Type: Specific Use

Funding Source: Levy

Amount: \$203,833

How will funds improve student learning? These funds will be used to fund our Student Family Advocate to support family needs. It will also fund our 0.6 elementary counselor who helps complete the second counseling position in our school to support social-emotional needs. Additionally, it funds our contract with WA-BLOC who helps consult with restorative justice practices at Emerson. It will also help partially fund our math interventionist.