



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

## Fairmount Park 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:** 2023-2024

**School Name:** Fairmount Park Elementary School

**Principal:** Julie Breidenbach

**Members of the Building Leadership Team and Parent/Guardian Partners:** Gina Durnwirth, Emily Goldner, Sofi Grellner, Jeanette Hitch, Kristi McChesney, Kevin Peterson, Kate Ravenscroft

**Community Partners (Community Based Organizations):** YMCA, Seattle Public Library



[Fairmount Park Elementary School Report](#)

[Fairmount Park Elementary School Climate Survey](#)

## School Overview

Fairmount Park is a comprehensive Pre-K-5 elementary school in West Seattle.

Our Mission: Connecting every child to self, others, and possibilities.

## 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](#)

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## 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:

From 2023-2024 to 2025-26 we will target the response under the Identity and Culturally Responsive 'I get to learn about my culture at school'. We will increase our general student responses from 62% to 90%. Students who qualify for Multilingual services will go from only 33% to 90% answering favorably.

### One-year Goal:

In the 2022-2023 student survey, students who qualify for Multilingual Services answered under Identity and Culturally Responsive areas that only 33% responded favorably that they feel they get to learn about their culture at school. Our goal is that by June 2024 of the students that qualify for ML the percentage will increase from 33% to 75% responding favorably as measured by the 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:**

We will use the student climate survey to support the vision of Fairmount Park in order to ensure we have a welcoming environment for all students. We will also use family listening sessions and anecdotal evidence from the Families of Color connection nights to support this goal.

**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:**

FPE will hold an SEL focused assembly to increase a sense of belonging. These Friday assemblies may also include cultural components to link students to their backgrounds and the backgrounds of their school. This could include greetings, poetry, proverbs, literature, family experiences/expertise, music, and multicultural art/artists.

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

All K-5 homeroom teachers will implement the morning meetings to meet and greet students each morning. Our theory is that students need to have the first part of the day for social emotional needs in order to prepare them for the academics that will follow.

**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:**

- Focus on strong core instructional strategies.
- Students are offered small groups and individual support as needed in the classroom.
- Students needing additional reading support receive that through reading intervention teachers.
- Special education support offered for those students who qualify for it.

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

- Focus on strong core instructional strategies.
- Students are offered small groups and individual support as needed in the classroom.
- Counselor support available for those needing additional support.
- Special education support offered for those students who qualify for it.

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**Priority Area: Classroom Instruction and Academic Success—3<sup>rd</sup> 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 percent of 3rd Grade African American Male Students proficient or above in ELA on the SBA will increase from a baseline of 40% to 70% by 2025-26.

The percent of 2<sup>nd</sup> Grade African American Male Students proficient or above on reading on the MAP will increase from a baseline of 40% to 70% by 2025-2026.

### **School One-year Goal:**

The percent of 3rd Grade African American Male Students proficient or above in ELA on the SBA will increase from a baseline of 40% to 70% by 2025-26.

The percent of 2nd Grade African-American Male Students proficient or above on reading on the MAP will increase from a baseline of 40% to 50% by 2023-2024.

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

- All students in grades 1-5 given MAP reading three times a year.
- All students in kindergarten given MAP in winter and spring.
- All students in CCC book sets assessed at each level.
- All students in K-2 assessed with DIBELS as directed by SPS.
- All students in grades 3-5 given Fountas and Pinnell Benchmark Reading Assessment in the fall and for those not at standard in the spring.

## **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:**

Reading intervention support will be prioritized to all students who are significantly (level 1) below grade level standards with priority going to students furthest from educational justice.

All K-2 students who are not at grade level standards for reading will be offered small group support at least three times a week by their classroom teacher.

Reading blocks scheduling will be in place to prioritize reading in the daily school schedule.

## **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:**

The following will be in place in all classrooms:

- All teachers will meet with students after fall assessments to develop individualized reading goals.
- All staff will use CCC as core instruction for reading.
- All staff will use common formative assessments for reading. (DIBELS, CCC, Fountas and Pinnell Benchmark Assessment for reading)
- All staff will use MAP assessments to progress monitor student growth.

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

Staff have requested additional training in CCC particularly in supporting students who are not at standard.

**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 support in the classroom is as follows:

- Our school receives very little funding other than core staffing. The result is that we focus on core instruction.
- Students are offered small groups and individual support as needed in the classroom.

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

- Focus on strong core instructional strategies.
- Students are offered small groups and individual support as needed in the classroom.
- Students needing additional reading support receive that through reading intervention teachers.
- Special education support offered for those students who qualify for it.

**Advanced Learning and Highly Capable Services:**

Advanced Learning Opportunities (ALO) at Fairmount Park

Classroom Differentiation: At Fairmount Park 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, Fairmount Park follows an inclusion model in which teachers differentiate instruction for all students. [Current research](#) shows that inclusion is generally 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: Fairmount Park utilizes the [enVision Math 2020](#) curriculum, which builds conceptual understanding through a combination of problem-based and visual learning strategies. Teachers implement differentiated instruction in varied groups: whole class, small group, partners, and individual. Listed below are instructional strategies used at Fairmount Park (note that not every strategy will be used in every classroom):

- Parallel Tasks. All students work on the same core content with tasks of different complexity.
- Math Centers and Games. Activities in small groups 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 in such a way that a variety of 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 Strategies: The strategies listed above are also adapted for use in reading instruction. We use a wide variety of reading materials from our classroom and school libraries, teacher read-alouds, and content area reading. Classroom groupings include:

- Flexible Leveled Reading Groups (K-3). 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.
- Literature Groups (3-5). A group of students read the same book. They ask peer questions, discuss major themes, study vocabulary, and analyze author's purpose and style.
- Independent Reading. Each student will have an opportunity for self-selected books 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.)

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 or other presentations.
- Extension Menus. Developed in conjunction with members of a grade level team, students choose an option from a predetermined "menu" of options (or propose an alternate option) that allows them to demonstrate and extend their learning.

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:**

Participation in SPS's summer school program will be recommended to families by classroom teachers.

### **Homework Policy:**

Kindergarten will not have homework but are encouraged to read with an adult and/or independently every night. Grades 1-5 will have independent reading and minimal math homework (that wasn't finished during the school day or if the child needs extra practice to meet the standards) to reinforce skills. If your child struggles to complete the assigned math homework, please don't allow them to spend any more than 30 minutes trying to complete the work. Please communicate the difficulty to the teacher and the teacher will address this. (Students in 6<sup>th</sup> grade math and reading classes can expect math homework. As those courses need to be comparable to actual middle school classes, homework will be a regular part of the program.)

Research indicates that extra homework has minimal if any impact on student achievement. Students need their evening time for unstructured play, dinnertime conversations with their family, and an opportunity to engage in extra-curricular activities of their choice. We don't consider nightly reading as homework. Successful people read every day of their lives. Please build in nightly reading time for your children. The staff would also ask that you follow your pediatrician's recommendation for sleep. Most elementary students are recommended to sleep 10-11 hours each night.

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## **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 2024, Fairmount Park will increase parent participation on BLT by adding three more members. The three members will represent diverse populations.

#### **School One-year Goal:**

By June of 2024, 100% of families will have at least two positive connections with Fairmount Park School regarding the well-being of their students. 100% of families furthest from educational justice will have at least four positive connections with FPE regarding the well-being of their student. We as stakeholders will use this information that we learn from those positive connections with families to influence our instructional practices to create culturally relevant instructional strategies for each student at Fairmount Park Elementary. Classroom teachers will track their contacts. A school-wide spreadsheet will be created for all specialist and classified staff to input their connections.

### **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:**

We will offer family connection conferences in September for all families of African American male students.

We will offer February/March conferences for all families of African American male students.

All new families to the school will be offered an in-person conference with the classroom teacher as soon as the student joins our community.

## 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:**

Our Racial Equity Team will plan professional development for the entire staff that will focus on how we better build relationships and improve communication with all families and particularly those who are furthest from educational justice.

### **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:**

Parent participation in the Building's Leadership Team will be expanded from two parents to five. Parents from diverse populations will be prioritized as these new members.

Building Racial Equity Team will continue to partner with the PTA's Equity Team.

Principal will hold a monthly informal parent chat to hear from parents. Parents will be asked to share what they would like to see at school and have a chance to have any questions answered. Three of nine monthly meetings will be focused on families of color.

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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:**

The RET meets monthly to focus on this work. The RET work this year has included:

- Three families of color evening events during the year.
- Staff professional development around making positive connections home.
- Staff professional development that included weeding of classroom libraries to ensure book collections support anti-racist learning.

When students exhibit behaviors that signal that they need anti-racist learning support, staff intervene by providing instruction to promote understanding and perspective. Parents are also brought into the conversation to support the learning that is needed by the children.

Teachers have regular classroom meetings that support anti-racist learning and behaviors.

### **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:**

Staff has requested that there be more whole staff meetings scheduled next year.

The Building Leadership Team will encourage all staff to do the staff climate survey in the fall. Only half of the staff completed the survey. Staff members have suggested that the data might not be an accurate reflection as so few staff participated.

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

Racial Equity/BLT Teams/Teacher Leader Cadre will need to plan professional development to gain perspective on the drop in scores related to the implementation of a culturally responsive and anti-racist workforce.

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

Suggested actions generated from staff might include:

- More staff celebrations of each other such as creating a Positive Post-It notes bulletin board.
- Teacher Leader Cadre rotations around instructional practice.
- Schedule alignment so that grade levels have common PCP.
- Rotating staff meetings throughout the building to get staff into each other's classrooms.

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## **Budget Allocations to Support Continuous Improvement**

The following describes how the school allocates funds to support and improve student learning.

**Academic Year:** 23-24

**Funding Type:** LAP

**Funding Source:** LAP

**Amount:** \$40,000

**How will funds improve student learning?** Reading support.