2023-26 Continuous School Improvement Plan (C-SIP)
Frantz H. Coe 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: Frantz H. Coe Elementary School

Principal: Lindsey Backstrom

Members of the Building Leadership Team and Parent/Guardian Partners: Leanne Loewe, Victoria McKeever Humphrey, Shauna Diller, Rachel McDonald, Alison Leung, Lonni Gunsolus, Cynthia Ege, Krista Carreiro, Sally Elley (parent), and Lissa Capps (parent)

Community Partners (Community Based Organizations): Boys & Girls Club of King County, and Frantz H. Coe Parent Teacher Association (PTA)

[Frantz Coe Elementary School Report](#)

[Frantz Coe Elementary School Climate Survey](#)

School Overview

Each student at Coe Elementary School receives a world-class education, grows a love of learning, and acquires responsibility for their school, community, and world. We nurture curious, thoughtful, responsible, and resilient learners who feel a sense of belonging in their community. We are a community focused on empowering every student to reach their fullest potential.

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, 80% of students overall and 85% of students of color furthest from educational justice will respond favorably to the Seattle Public Schools Student Climate Survey prompt "I get to learn about my culture at school". Currently, 60% of students overall and 50% of students of color furthest from educational justice respond favorably on the Spring 2023 survey.

One-year Goal:

By June 2024, 70% of students overall and 80% of students of color furthest from educational justice will respond favorably to the Seattle Public Schools Student Climate Survey prompt "I get to learn about my culture at school". Currently, 60% of students overall and 50% of students of color furthest from educational justice respond favorably on the Spring 2023 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:

Guardrail 5 aligns with the school's vision to nurture curious, thoughtful, responsible, and resilient learners who feel a sense of belonging in their community. Our Positive Behavior Interventions & Supports (PBIS) plan is rooted in the foundational beliefs that all Coe should feel:

- Welcome
- Important
- Respected
- Encouraged
- Loved

We strive to cultivate a safe, welcoming, and inclusive school environment focused on quality learning experiences where every student has a path to achieve their highest potential and every family feels authentically connected.

Our staff is committed to creating a learning environment where students are safe, supported, and ready to learn. We achieve this by focusing on well-being, setting high expectations matched with high levels of support, and providing rigorous and responsive instruction. We value the power of positive relationships and want all students to feel welcome, important, respected, encouraged, and loved.

We believe students are most successful when educators and families work in collaborative, student-centered partnership.

Coe Schoolwide Positive Behavior Expectations:

- Be Safe
- Be Kind
- Be Coe (respectful and responsible)

Through restorative practices, we build community at the classroom and school level, providing students with pathways for conflict resolution and moving forward in a positive manner.

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.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Updated Behavior Support Plan & Toolkit (Tier 1, 2, 3 Behavior Support Strategies)
- Continual implementation of culturally responsive teaching practices & Gholdy Muhammad's Historically Responsive Literacy Framework
- Daily Classroom Meetings (all grades K-5)
- SPS Social Emotional Learning Curriculum
- Multi-Tiered Systems of Support (MTSS)
- Positive Behavior Intervention Supports (PBIS) Schoolwide Plan & Toolkit
- Student Restorative Practices Process
- Universal Design for Learning (UDL)
- Student & Family Affinity Groups
- Racial Equity Toolkit
- Building-wide implementation of social studies and Since Time Immemorial Curriculum

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

- Social Emotional Learning (RULER)
- Crisis Prevention Institute Training
- Restorative Practices Training
- District Gender Inclusivity & Identity Training
- Universal Design for Learning (UDL) Toolkit & Training
- SPS Since Time Immemorial Training

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:

Coe Elementary School is dedicated to supporting the broad range of learning needs within our school. We ensure that qualified staff support each student through an inclusive Multi-Tiered Systems of Support model.

As a learning community, we engage in data-informed decision-making to ensure resources and staffing are allocated appropriately to promote student growth and to close achievement gaps, especially gaps that exist in student groups furthest from educational justice.

In addition to a highly qualified general education and special education staff, Coe also supports diverse student learning needs through reading specialists, multilingual specialist, and math specialist. These individuals are highly trained and skilled, with extensive background and expertise in their subject areas.

TIER 1- Universal Support- Instruction is inclusive, with all students present, and universally designed so all students can be educated together with choices and options that allow them to personalize their own journey.

TIER 2- Targeted Support- Students are broken down into small groups and provided with additional instruction.

TIER 3- Intensive Support- Students are provided with one-on-one intervention.

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

- Monthly data-focused PLCs where teams engage in a cycle of inquiry to implement supports.
- MTSS Team & Student Intervention Team (meet monthly, as needed)
- RULER SEL Tools (Charter, Mood Meter, Meta Moment)
- Schoolwide PBIS Plan & Behavior Supports Toolkit

MTSS monthly Data-Focused PLC cycle of inquiry:

- What exactly is the problem?
- Why is the problem occurring?
- What exactly are we going to do to fix the problem? Who is responsible?
- How will effectiveness be measured?
- Is the intervention working?
- What needs to be changed to better support students?

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 percent of 3rd grade students of color furthest from educational justice proficient or above in ELA on the SBA will increase from a baseline of 85.2% to a target goal of 90% by 2025-26.
- The percent of all 3rd grade students proficient or above in ELA on the SBA will increase from a baseline of 87.5% to a target goal of 90% by 2025-26.

School One-year Goal:

- The percent of 2nd grade students of color furthest from educational justice projected proficient or above in ELA based on MAP will increase from a baseline of 91.7% to a target goal of 100% by 2023-24.
- The percent of all 2nd grade students projected proficient or above in ELA based on MAP will increase from a baseline of 92.6% to a target goal of 100% by 2023-24.

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

Through a nested student growth goals model, classroom, grade level, and schoolwide student growth goals are aligned to Continuous School Improvement Plan (C-SIP) targets. To ensure we move towards our priority 3-year and 1-year goals, we will establish and monitor progress toward interim and long-term goals, providing interventions and supports as needed. We will track cohorts of students contained in both 1-year and 3-year goals through our data-focused comprehensive MTSS plan that includes district formative and summative measures (SBA, MAP, DIBELS, CCC Assessments, ORF Measures).

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:

Guardrail 3 aligns to the school mission for every student to receive a world class education.

Furthermore, this guardrail supports our vision of building-wide collaboration and alignment and family engagement.

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.

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, writing and math
- Use of data and progress monitoring
- Implementation of effective Tier 1 and 2 strategies in the classroom
- Universal Design for Learning (UDL) strategies
- Restorative practices
- Building academic mindset
- Student leadership in learning

We strongly believe that when students receive culturally responsive, high-quality instruction aligned to the Science of Reading, systemic barriers to literacy equity begin to break down.

To build a Science of Reading informed, culturally responsive instructional program, we:

- Use culturally diverse and inclusive practices that recognize and validate students' home cultures and languages as assets
- Integrate the pillars of reading instruction based on brain science into daily instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension
- Communicate and hold all students to the same high expectations and provide instruction so all students can access the same grade-level content
- Are aware of, and consider linguistic and dialect differences
- Include culturally diverse inclusive practices and curriculum
- Use classroom books and sources that enable students to see themselves represented in the text they read.
- Continually look to meaningful data measures to guide instruction and implement supports

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

- Crisis Prevention Institute CPI Training
- Continued SEL Curriculum Training (RULER)
- Restorative Practices Professional Development
- Culturally Responsive Teaching Training
- Universal Design for Learning (UDL) Training
- Science of Reading Professional Development
- Continual implementation of culturally responsive teaching practices & Gholdy Muhammad's Historically Responsive Literacy Framework
- Data-focused professional learning communities focused on providing every student with optimal conditions for learning.

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:

TIER 1: High-quality, evidence-based core reading instruction to prevent reading problems and reduce the number of students at risk for reading failure.

TIER 2: Supplemental, short-term, small-group interventions to improve students' specific reading skills.

TIER 3: Extremely focused, stand-alone interventions for students who continue to have acute difficulties in reading, despite Tier 1 and Tier 2 efforts.

- Schoolwide MTSS Plan
- MTSS Toolkit
- PBIS Toolkit
- UDL Toolkit

- Monthly data-focused PLCs
- Monthly MTSS Team Meetings
- Regular Student Intervention Team Meetings / Collaboration with Families
- Data-focused professional learning communities focused on providing every student with optimal conditions for learning.

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

- Multiple tiers of instruction, intervention and support that include learning standards and behavioral expectations
- Universal screening
- Data-driven decision-making
- Progress monitoring
- System-wide implementation and collaboration
- Monitoring whole school screener data based on state, district, and building wide assessments
- Providing supports via intervention specialists (math and reading)
- Conducting monthly data-focused PLC meetings and MTSS team meetings to discuss students of concern that are not making progress academically and creating plans of support.
- Student Intervention Team (SIT) meetings with families to strengthen support plans and determine best supports.

Advanced Learning and Highly Capable Services:

Coe is committed to providing a rich learning environment that creates high expectations for every child. We believe each student should be given the opportunities and supports to be highly successful at their individual level. We use data and progress monitoring to appropriately differentiate for each student.

This model serves our students in need of advanced learning services (Advanced learning and Highly Capable) as well as meets the needs of all students. We provide a rigorous learning environment for all students by utilizing the following: differentiated instruction, flexible grouping, enrichment opportunities, and cross-grade partnerships.

Underlying Principles of Differentiation

Instructional differentiation is provided in every classroom at Coe. We deliver accelerated instruction for students that demonstrate mastery of grade level content for specific areas, and for students with official SPS Advanced Learning designations as appropriate. All accelerated content occurs within the classroom or grade level cohort.

ASCD (Tomlinson, et. Al.), defines the following as foundational principles for differentiating instruction:

- Differentiate by content "what you teach": Differentiated content can be based on the variety of learning styles, interests (choice), learning contracts, targeted resources, acceleration, and curriculum compacting etc.
- Differentiate by process, or "how you teach it": Differentiated processes can include multi-modal instruction, tiered curriculum, learning centers, learning contracts, journal prompts, choice of work partners etc.
- Differentiate by product "how you assess it": Differentiated products: self-assessment and peer assessment strategies, project-based learning, tiered rubrics, interest-based assignments, etc.

Differentiate by learning environment "where it takes place": Differentiated learning environments include a focus on development of the classroom as a community of learners; strategies can include formative assessment practices, collaborative development of classroom procedures, class meetings, shared decision making, response journals, debates, "me" presentations etc.

Expanded Learning opportunities for students through afterschool or summer programs:

- Referral to SPS Summer of Learning programs
- Family Open House
- PTA sponsored afterschool community events (literacy night, community night, science night)
- PTA funded afterschool enrichment activities

Homework Policy:

Guiding Homework Principles:

- Homework can be a valuable way to extend lessons, practice skills, engage in critical thinking, and develop good work habits.
- Homework should not involve new learning but should rather expand what students are learning during the school day.
- Homework can serve as one form of communication between the teacher and the family.
- Homework should be a shared responsibility between student, teacher, and family when possible.
- Homework is an important part of each student's academic year.
- Homework should include reading every night to help each student develop the habit of being a lifelong reader.
- Families will receive communication from classroom teachers about the amount of homework assigned based on developmental age and student's need It is recommended students spend between 15-30 minutes reading with family or independently.
- Accommodations will be made for students who need to turn in assignments at a later date.

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:

90% of families who complete the 2026 school-based family engagement survey will respond favorably to the statement:

> My child receives what they need to develop their full academic and social potential.

School One-year Goal:

75% of families who complete the 2024 school-based family engagement survey will respond favorably to the statement:

> My child receives what they need to develop their full academic and social potential.

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:

- Family Engagement Survey data
- Family interviews conducted through teachers, school counselor, and school leadership at various events (conference, affinity groups, coffees, requested meetings, PTA meetings)
- PTA agendas & minutes
- PTA Diversity, Racial Equity & Inclusion Team agenda & minutes
- Multilingual Family Engagement Plan
- Building Leadership Team Parent Representative Feedback

The guardrail aligns to the school mission to nurture curious, thoughtful, responsible, and resilient learners who feel a sense of belonging in their 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:

- Multilingual Plan
- TLC Plan
- Professional Development Plan
- MTSS Plan
- Family Engagement & Volunteer Program
- PTA Parent Education Plan

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:

- Student & Family Affinity Groups
- Multilingual Family Engagement / ML Plan
- PTA Community Events- Family Open House, "Coe-mmunity Night"
- PTA Family Input Surveys
- PTA Meetings (General, Executive, and Board of Directors)
- PTA Participation on Building Leadership Team
- PTA Diversity, Racial Equity & Inclusion Team
- Regular, accessible school communication

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:

Guardrail 3 aligns to our school mission of nurturing curious, thoughtful, responsible, and resilient learners who feel **a sense of belonging** in their community and to provide a world class education for students.

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.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Individual and building-wide self-assessments.
- Creating a positive climate and culture by intentionally promoting inclusivity and positive relations among students, staff, and families.
- Exploring innovative ways to reach the surrounding community, especially families, to utilize their strengths, keep them better informed, and involve them in creating and sustaining a positive climate and culture.
- Providing opportunities for staff to engage in professional conversations in developing skills related to cultural sensitivity to individual students and flexibly in adapting their content, curriculum, and teaching strategies.
- Developing student interest surveys and leading staff to learn about their students' interests.
- Incorporating staff meeting time for teachers to report on: what motivates students to learn; how relationships are being built with students and what they learned about students' interests.
- Ensuring that teachers identify and have a specialized focus on students who are marginalized or are at risk.
- Continued implementation of Gholdy Muhammad's Historically Responsive Literacy Framework.

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

- Provide strong professional development on cultural competence, equity, and social justice so that teachers and staff can improve classroom instruction and provide equitable school management strategies that will improve achievement for all students.
- Provide flexibility for decision making to incorporate diversity in instruction, curriculum, staffing, and hiring which are critical in effective turnaround and transformation.
- Recruit qualified teachers who are enthusiastic about change. Promote buy-in. School reform cannot work unless the entire staff is on board.
- Ensuring representation and diversity on school teams and hiring committees
- Continued implementation of Gholdy Muhammad's Historically Responsive Literacy Framework.
- Racial Equity Toolkit
- Racial Equity Team engagement

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

- Ensuring representation and diversity on school teams and hiring committees
- Ongoing input and consultation with school-based Racial Equity Team
- Collaboration with PTA Diversity, Racial Equity & Inclusion Team

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: Per Pupil
Amount: 0.8 K-3 FTE
How will funds improve student learning? Designated literacy intervention support for students in grades K-3. Support role includes intensive progress monitoring, small group instruction (SIPPS and supplemental tools), teacher and tutor literacy coaching, and MTSS Team leadership. The result will be improved growth in literacy.

Academic Year: 2023-24
Funding Type: Specific
Funding Source: LAP
Amount: 0.3 LAP FTE
How will funds improve student learning? Designated literacy and math intervention support for students in grades 4-5. Support role includes intensive progress monitoring, small group instruction, teacher and tutor literacy and math coaching. The result will be improved growth in literacy and math.

Academic Year: 2023-24
Funding Type: Specific
Funding Source: PTA Grant
Amount: $249,000
How will funds improve student learning? Academic Intervention (Reading & Math), academic tutoring, social supports, multidisciplinary studies, culturally responsive community learning experiences, health room support. The result is improved student outcomes in reading, math, social-emotional learning, and creating a culturally responsive learning community.

Academic Year: 2023-24
Funding Type: Specific
Funding Source: Building Stipend
Amount: $3,000
How will funds improve student learning? Stipend provided to MTSS team lead to support the implementation of a schoolwide MTSS model. This position ensures fidelity in MTSS systems and structures.

Academic Year: 2023-24
Funding Type: Specific
Funding Source: Discretionary
Amount: $18,481
How will funds improve student learning? Purchase of supplemental curriculum and materials to support diverse student learning needs. This will result in improved student learning outcomes.

Academic Year: 2023-24
Funding Type: Specific
Funding Source: Equity Funds
Amount: $8,021
How will funds improve student learning? Provide additional support to staff and students during district and state testing windows. This will result in improved student learning outcomes.