



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

Gatewood 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: Gatewood Elementary School

Principal: Kyna Hogg

Members of the Building Leadership Team and Parent/Guardian Partners: Nathan Sullivan, Joe Cariello, Elsa Klein, Tona Thun Taylor, Tim Chambers, Stacy White, Holly Candage, and Suzanna Vetter

Community Partners (Community Based Organizations): University of Washington, Hope Lutheran Church, Operation School Bell



[Gatewood Elementary School Report](#)

[Gatewood Elementary School Climate Survey](#)

School Overview

Gatewood has been welcoming students in West Seattle since 1910 when the doors first opened to 12 students. As of 2023, Gatewood serves approximately 365 students in grades Kindergarten - 5th grade, with so much to celebrate!

Our school community prides itself on fostering a warm and inclusive environment that embraces diversity in all of its forms. Our dedicated teachers collaborate regularly to provide their students with inclusive classroom communities, differentiated instruction, and joy. Our students' families work closely with the school community to support our students in their classrooms, in their fieldwork, and in the community. Our students themselves demonstrate The Gator Way (being safe, kind, and responsible) in their daily interactions and consistently demonstrate academic excellence.

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 the end of the 2025-26 school year, there will be no disproportionality in our student climate survey results, as defined by a 10%+ difference between our whole school community and the following subgroups: Students of Color Furthest from Educational Justice and Students with IEPs

One-year Goal:

By the end of the 2023-24 school year, there will be no disproportionality in our student climate survey results in the question "I can be a leader at my school if I want".

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.

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 community prides itself on fostering a warm and inclusive environment that embraces diversity in all of its forms. Our dedicated teachers collaborate regularly to provide their students with inclusive classroom communities, differentiated instruction, and joy.

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:

1. Focus on the Universal Design for Learning and Restorative Practice implementation, with an understanding that relationships are foundational to this work
2. Increase opportunities for student leadership in our school system
3. Increased clarity on classroom and school-wide systems for PBIS

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

2023-24 PD Plan:

Red Professional Development Days

- Topic: Dr. Ross Greene's "Kids Do Well If They Can"
- Facilitators: Teacher Leaders via PBIS team

Purple Professional Development Days

- Topic: Restorative Practices and Universal Design for Learning
- Facilitator: The Novak Group

Green Professional Development Days

- Topic: Putting RP and UDL into Practice
- Facilitators: Teacher Leaders + Principal

Yellow Professional Development Days

- Topic: Inclusionary Steering Committee
- Facilitator: Teacher Leaders + Principal

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:

At Gatewood we are working to continue to bring strength to our Tier 1 system in academics and social emotional learning. This includes:

- Beginning co-teaching practices (using UFLI phonics with Reading Interventionist in Tier 1)
- Ongoing PD on Tuesdays re: EnVision Math
- School Counselor-led lessons re: calming strategies

- At Gatewood, we have currently limited resources for Tier 2 interventions. Currently we have:
 - Reading Interventionist-led SIPPS small groups in grades 1 and 2
 - Tier 1 teachers developing skills in SIPPS through PD and collaboration with Reading Interventionist
- MTSS systems and resources for Tier 2 in the areas of Math and SEL are not currently systemically in place at Gatewood
- MTSS systems and resources for Tier 3 in the areas of ELA, Math, and SEL are also not currently systemically in place at Gatewood

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

- Intentional focus on our SCFEJ in our grade level collaboration meetings
- Intentional focus on our SCFEJ in our relationships with students and families

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:

By the end of the 2025-26 school year, 85.6% of Gatewood's 3rd - 5th grade Students of Color Furthest from Educational Justice will be proficient or advanced on the Smarter Balance ELA assessment.

One-year Goal:

By the end of the 2023-24 school year, 36.7% of Gatewood's 2nd grade Students of Color Furthest from Educational Justice will be proficient or advanced on the MAP assessment.

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

Grade level teams will meet twice a month to review assessment data (specific assessments chosen by grade level teams) during our Purple and Green Wednesdays. At these meetings, teams will review the recent assessment, and specifically focus on SCFEJ's growth and progress, as well as any students that are performing below expectations.

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:

At the beginning of the 2023-24 school year, our team will re-emphasize the expectations of our teaching teams as it relates to professionalism and culture.

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:

Our major focus instructionally for the duration of this C-SIP will be on strategies to create universally designed spaces and instruction for our students. This will include:

- Professional learning re: UDL, RP, and inclusive practices
 - Key strategies are focused on professional learning (purple days) and implementation of professional learning (green days)
- Re-vamping our approach to service pathways (SEL--> ER)
 - Key strategies include closing self-contained classrooms and partnering with Tier 1 instruction to create universally designed lessons for core content, and direct instruction professional development for our classified teachers
- Continue to create school-wide systems for clarity and consistency for all students
 - Key strategies include building common mindsets and language using Dr. Ross Greene's theory of working with children as our foundation.

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

Gatewood is continuing our partnership with the Novak Group for ongoing learning in relation to Universal Design for Learning and Restorative Practices.

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:

For the 2023-24 school year, Gatewood has "bought up" our Interventionist position. SPS provides a 0.4FTE for intervention for Gatewood, we have decided to use our building budget to bring this position to a 1.0FTE. This will allow our Reading Interventionist to be building the practice of co-teaching in our homeroom classes, strengthening our Tier 1 instruction. In addition, we will continue to use the Reading Interventionist position to provide Tier 2 Intervention (through the use of SIPPS) to small groups of students.

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

All of Gatewood's MTSS systems will include the subgroups listed above.

Advanced Learning and Highly Capable Services: In Progress

Expanded Learning opportunities for students through afterschool or summer programs:

The Gatewood team consistently refers students who are currently registered for Tier 2 ELA intervention of expanded learning, when it is offered through Seattle Public Schools.

Homework Policy:

The Gatewood Staff believes that homework plays a valued part in a child's education. Homework can build study skills and reinforce learning that happens in the classroom. At Gatewood, homework completion and/or homework scores do not impact a student's grade but is instead are assigned as opportunities for extra practice or extension of classroom activities.

In addition to the assigned homework, we believe that students need to read or be read to every *night*. The Gatewood staff also believes that students need to be children and spend time with their family. As such, we adhere to the following time limits for homework assignments:

- K-2: 10-20 minutes
- 3-5: 20-30 minutes

If your child is taking longer than the suggested time to complete any assignments, or if you have any questions or concerns about your child's homework, please talk with your child's teacher about modification.

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:

By the end of the 2025-26 school year, the number of students who have missed two weeks or more of school will decrease from 30% to 20%.

One-year Goal:

By the end of the 2023-24 school year, the number of students who have missed two weeks or more of school will decrease from 55% to 40%.

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:

Our students' families work closely with the school community to support our students in their classrooms, in their fieldwork, and in the community. Our students themselves demonstrate The Gator Way (being safe, kind, and responsible) in their daily interactions and consistently demonstrate academic excellence.

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:

At Gatewood, we have and will continue to prioritize building relationships with our families of color. Our BLT reviewed our attendance data for this portion of our C-SIP, and while overall our school attendance is very weak, we do not see disproportionality in this data based on race.

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:

Next year, Gatewood will review the research and evidence related to attendance, using the resources from Attendance Works.

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:

All hiring teams will include questions in our interviews that are specific to anti-racist beliefs and practices. At school, we will continue to reflect as a staff on our own personal identities and how those identities impact our work as educators.

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:

Next year, we will start once - monthly staff meetings focused on connection and relationships on Thursdays after school.

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

Next year, we will start once - monthly staff meetings focused on connection and relationships on Thursdays after school.

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

Continuation of the above leadership opportunities, including TLC, PBIS, Inclusive Steering Committee, Green Team, etc.

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

Funding Source: Baseline Budget

Amount: 0.5 FTE

How will funds improve student learning? Students will benefit from increased access to reading intervention