2023-26 Continuous School Improvement Plan (C-SIP)
Graham Hill 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: Graham Hill Elementary School

Principal: Rena Deese

Members of the Building Leadership Team and Parent/Guardian Partners: Dustin Cole, Caitlin Doyle, Mary Beth McWhinney, Linda Ruthruff, Steffond Brown, Jenica Nixon, Marian Fink

Community Partners (Community Based Organizations): The Good Foot, PNB, Rainier Valley Food Bank, Kids Co, Sound Partners

Graham Hill Elementary School Report

Graham Hill Elementary School Climate Survey

School Overview

Graham Hill Elementary is a vibrant neighborhood school located in the Seward Park neighborhood of Southeast Seattle. We provide an enriched educational experience for students focusing not only on their academic growth, but also the emotional and social development of each student. We believe that it is important to offer a curriculum that is well rounded and reaches the unique needs of each individual student. Graham Hill teachers and staff will work closely with families to support, connect, and celebrate in the process of student growth. We value our diversity and strive to be an inclusive and equitable educational community that nurtures excellence in academics and fully supports our students furthest from educational justice.

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 2025-2026 our Student Climate Survey data will increase from 66% Favorable to 78% Favorable in "I get to learn about my culture at school" and increase from 83% to 90% in Positive Behavior & Safety.

One-year Goal:

By 2023-2024 our Student Climate Survey data will increase from 66% Favorable to 70% Favorable in "I get to learn about my culture at school" and increase from 83% to 85% in Positive Behavior & Safety.

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:

Graham Hill Elementary School strives to be an inclusive and equitable educational community that nurtures excellence in academics and social justice. Students will develop respect for self, each other's diversity, and the natural world we all share. Graduates from Graham Hill will have the skills to access resources and thrive as leaders in our world.

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:

- the Collaborative Proactive Solutions framework
- launching a new committee focused on identity and culture of our community
- SEL K-5 Student survey
- Strengthen Tier 1 academic and behavior supports
- Continue K-5 Pods
- Blue Whale Leader Awards
- SEL greetings
- Class Charter and school-wide use of RULER strategies & Second Step

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

- Professional development on warm demander & independent/dependent learners
- School-wide Family Connection Meetings
- Collaborative Proactive Solutions
- Professional development on strengthening Tier 1 academic and behavior supports
- Grade level inquiry cycles every 6 weeks
- Engaging Muslim Student Seminar
- PE Teacher Conference

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:

- Year of Promise Committee
- Identity Library
- APTT
- Push-in small group instruction
- Data Teams

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

- SEL Small Groups

- School-wide SEL survey in Fall and Winter
- Data Analysis on survey results

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 percent of 3rd grade students of color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 25% to 55.8% by 2025-2026.

One-year Goal:

75 % of K-3 students in SIPPS small groups will grow at least 10 months during the 23-24 school year.

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

- SIPPS progress monitoring
- Dibels monitoring K-3
- Inquiry surveys

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 Graham Hill Elementary, we have worked to collaboratively identify our school's core values. We value learning and growing, knowing that each person's learning should be personalized and designed to meet our individual needs. As a small community school, we strive to deeply know each scholar and their family. Our school strategies are implemented in a collaborative model, where we all work, learn, and grow together towards our goals.

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:

- Small group instruction for everyone
- Emphasis on push-in
- ELA and Math small group intervention blocks K-5
- Data meetings – biweekly
- ML & General Education collaboration
- Students doing math in home language
- Strengthening Tier 1 academic supports
- APTT

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

- APTT
- Tier 1 instructional practices, planning, and Tier 2 small group supports
- RET professional development

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:

- Small group instruction for everyone
- Emphasis on push-in
- ELA and Math small group intervention blocks K-5
- Data meetings – biweekly

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

- Small group instruction for everyone
- Emphasis on push-in
- ELA and Math small group intervention blocks K-5
- Data meetings – biweekly
- ML & General Education collaboration
- Students doing math in home language

Advanced Learning and Highly Capable Services:

At Graham Hill Elementary, we provide carefully designed instruction for our scholars. This means that we monitor our student learning and make sure to match our instruction to meet students wherever they are. Each scholar receives at least 2 differentiated small groups each day. In these small groups, our advanced learners get modified activities and instruction to meet their learning needs. In addition, our teachers are highly trained and supported to provide culturally responsive and differentiated instruction in the classroom. We monitor student progress closely and adjust or instruction to make sure all student needs are being met.

Expanded Learning opportunities for students through afterschool or summer programs:

While we do not currently offer afterschool or summer programming, our school is committed to supporting scholars and their families in accessing community-based opportunities for expanded learning.

Homework Policy:

At Graham Hill Elementary, we ask our scholars to read at least 30 minutes every night. In our K-3 classes, we do not require any additional homework. In 4th and 5th grade, our scholars get weekly homework packets to not only provide additional practice but to prepare for the homework routine of a middle school setting.

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 June 2026, we will have 90% family attendance at each of our APTT family events and a 90% favorable score on our family interview data after our APTT night are completed (3x a year).

One-year Goal:

By June 2024, we will have 60% family attendance at each of our APTT family events and a 60% favorable score on our family interview data after our APPT nights are completed (3x a year).

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:

At Graham Hill Elementary, we deeply value our partnership and collaboration with our scholars and their families. At our school we implement a year-long family calendar that underscores the importance of a continued authentic relationship throughout the entirety of each school year. As a diverse community, we strive to bring our families together in community across our various languages and cultures.

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:

- Year-long family partnership calendar, creating intentional opportunities to partner with families throughout the school year.
    - This includes intentional planning for parent-teacher conferences so that they mirror our school values around honoring our families.
- Monthly professional development for staff, led by our Race & Equity/PBIS team, around implementation of our family partnership, to ensure our actions are aligned with our values and beliefs.
- Britt Hawthorne PD for 2023-2024 school-year.

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:

- In developing our family partnership calendar, we used parent feedback and made sure to plan our events with centering family voices.
- Family involvement in our school leadership committees.
- Close partnership & alignment with our GH PTA

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:

At Graham Hill Elementary, we enact culturally responsive and anti-racist practices in our classrooms and throughout our school community. We work as a school community to ensure inclusionary practices that are rooted in our scholars' identities. Our racial equity team is a centralized committee that helps us move towards systemic change and a more just future. In addition, we have an newly implemented committee, Identity, Arts & Culture, that helps us to create whole-school alignment around our appreciation and understanding of our own identity and the identity those of the global majority.

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:

3x a year (fall, winter, spring) our school team does 1on1 interviews with students. These interviews collect data around student's feelings about school, connections and relationships in our school community, and sense of belonging. Teachers and staff use this amazing data to help support students in individualized ways.

In addition our school collects the following data:

- SPS student climate survey (3-5)
- Grade level SEL surveys
- Exit tickets & self-assessments
- Staff Climate Surveys (District and School-based surveys)

Our GH Committees work to foster not only connection with students but with other each other as educators in our school community. These things include:

- Staff check-ins
- Social events and JOY building activities.

- Implementation of change based on feedback & staff suggestions
- Accountability partners

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

3x a year (fall, winter, spring) our school team does 1on1 interviews with students. These interviews collect data around student's feelings about school, connections and relationships in our school community, and sense of belonging. Teachers and staff use this amazing data to help support students in individualized ways.

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Our GH Committees work to foster not only connection with students but with other each other as educators in our school community. These things include:

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- Social events and JOY building activities.
- Implementation of change based on feedback & staff suggestions
- Accountability partners

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

In order to create alignment and consistency in our school, our Graham Hill Leadership team has expanded to include 7 teacher leaders. Each leadership team member also lead one or more of our school committees. We, at Graham Hill, believe in dismantling the hierarchy of leadership in schools and work in a collaborative and lateral model in each of our settings. We value each and every voice in our spaces, knowing that we are all working towards the same goal of greater outcomes for our students and their families.

In addition to leadership opportunities in our classrooms, we have a student leadership team comprised of 4th and 5th graders. These scholars take on leadership roles throughout our school community. This looks like mentoring, providing perspective and feedback, doing service projects, and creating events to spread joy.

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: Combined

Funding Source: LAP and Title

Amount: 1.0 FTE

How will funds improve student learning? Academic Intervention

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: LAP and Title

Amount: 0.5 FTE

How will funds improve student learning? Social Worker

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Discretionary Funds

Amount: $12,000

How will funds improve student learning? Staff Professional Development, Inquiry Cycles Sub Release Time