



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

Greenwood 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: Greenwood Elementary School

Principal: Erin Taylor

Members of the Building Leadership Team and Parent/Guardian Partners: Deirdre Palmer, Shawn McCulloch, Alisa Rutherford-Fortunati, Kimberly Ransiear, Jason Cooper, Kelli McDole (parent), Mindy Van Wingen (parent), Theresa Kearney (parent)

Community Partners (Community Based Organizations): Fearless Ideas In-School Support, Finding Urban Nature, SCT @ Your School, Science on Wheels, Seattle Rep Student Matinees, Operation School Bell, Right Now Needs Fund, Weekend Food For Kids, Let Me Run, Nurturing Knowledge Schools, Sound Discipline



[Greenwood Elementary School Report](#)

[Greenwood Elementary School Climate Survey](#)

School Overview

Greenwood is committed to providing an inclusive, high-quality education for students in our community. We support the intellectual, physical, and social emotional development of each child through collaboration, arts, and academics.

Greenwood STAR (Safe, Team player, Aware, Resilient) students will go on to be community-minded critical thinkers who practice reflection, compassion, and cooperation to create a more just, anti-racist, and identity-affirming world.

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, 85% of students overall and 85% of students of color furthest from educational justice will respond favorably on the Seattle Public Schools Student Climate Survey regarding being shown how learning is fun. Currently, 70% of students overall and 65% of students of color furthest from educational justice respond favorably on the Spring 2023 survey.

One-year Goal:

By June 2026, 75% of students overall and 70% of students of color furthest from educational justice will respond favorably on the Seattle Public Schools Student Climate Survey regarding being shown how learning is fun. Currently, 70% of students overall and 65% 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 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Evidence of alignment to student outcome focused governance:

The Greenwood vision is:

Greenwood STAR (Safe, Team player, Aware, Resilient) students will go on to be community-minded critical thinkers who practice reflection, compassion, and cooperation to create a more just, anti-racist, and identity-affirming world.

This guardrail supports our vision by ensuring that we have a strong foundation of culturally responsive behavioral and social emotional supports for students in order to become critical thinkers. Our Counseling Plan, Professional Development Plan, and school-wide focus on being a STAR align and support our staff's continued work at improving our skills and responses in this area.

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:

- Math For Love resources
- Behavior Flowchart
- Reflection Tracker
- Student Support Follow-up Request

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

- Math For Love professional development
- RET professional development

This professional learning will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes by creating systems and structures that eliminate bias and unexpected results.

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:

- Universal (Tier I) SEL classroom supports
- Data-driven MTSS structure

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

- Behavior Flowchart
 - Reflection Tracker
 - Student Support Follow-up Request
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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 FFEJ proficient or above in ELA on the SBA will increase from a baseline of 72% to a target goal of 90% by 2025-26.

School One-year Goal:

The percent of 2nd Grade Students of Color FFEJ projected proficient or above in ELA based on MAP will maintain from a baseline of 100% 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:

To ensure that we move towards our priority 3-year SMARTIE goal, we will create and monitor each year's interim SMARTIE goal. Additionally, we will track the 2025-26 cohort during their 1st grade in 2023-24, 2nd grade in 2024-25, and 3rd grade in 2025-26 by screening school and district measures.

During each interim SMARTIE goal cycle, we will create and monitor MAP 2 times per year, Dibels in 1st and 2nd grade, CCC assessments, and intervention data.

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:

The Greenwood vision is:

Greenwood STAR (Safe, Team player, Aware, Resilient) students will go on to be community-minded critical thinkers who practice reflection, compassion, and cooperation to create a more just, anti-racist, and identity-affirming world.

This guardrail supports our vision by ensuring alignment within and between grades and departments. Our RET professional development will support our staff's continued work at improving our skills and responses in this area.

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:

- Flexible, small group instruction for reading and math
- Use of data and progress monitoring
- Tier 1 strategies in the classroom
- Universal Design for Learning (UDL) strategies
- Student choice and input

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

- Professional development on differentiation
- Professional development on using data to inform instruction
- Time at regular intervals to analyze data as a PLC

These strategies will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes because it ensures that all students, including students of color furthest from education justice and special education students, receive the supports that are needed to make progress.

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 documents that include all students in each classroom
- Analyzing whole school trends and disproportionality by varying demographics at regular intervals
- Scheduling regular MTSS meetings to discuss and track trends by grade and by individual

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

- Academic Interventionist
- Reading and Math tutors
- PLC work

Advanced Learning and Highly Capable Services:

Every student, from those who need support to work at grade level to those who qualify for Advanced Learning, receive differentiated instruction in their general education classroom that meets their unique needs and develops their talents and strengths. Our teachers work towards integrating small group lessons while engaging in grade level content with opportunities for greater depth and complexity within each academic content area. We engage in professional development focused on the skill of small group rotations and differentiated instruction throughout the year. Here are some examples of how differentiated instruction looks in these academic areas:

- Reading - Each child spends most of their reading time reading text that is at their developmental level through Newsela, Read Theory, Lexia and classroom libraries. Small group instruction throughout the day targets specific needs of the learners in each classroom.
- Math - We are following the rigorous scope and sequence that has been provided in our new Envision Mathematics curriculum. Within each topic there is an opportunity for differentiation of materials and choice in areas like the Pick a Project section of the topic. Formative Loop and Success Maker are also used to provide individualized math practice.
- Science - The Amplify science curriculum has differentiated questions for students within the curriculum. All students work through their grade level science curriculum units and have the opportunity to go deeper with conversation and classroom discussions.

Expanded Learning opportunities for students through afterschool or summer programs:

- Evening events and performances that connect families to the instruction and engage families in student learning
- Open House
- PTA funded after-school enrichment activities

Homework Policy:

Kindergarten to 3rd Grade Students:

In lieu of formal homework, teachers ask that Kindergarten to 3rd grade students:

- Read 10-30 minutes/night
- Spend time with their families
- Engage in learning in self-directed ways
- Unfinished work or extra practice work may be sent home

4th and 5th Grade Students:

In 4th and 5th grade, teachers ask students to:

- Read for 10-30 minutes/night, sometimes with written reflection
- Complete math skill work for up to 20 minutes/night
- Unfinished work or extra practice work may be sent home

Teachers follow a formula of 10 min multiplied by the grade level for daily homework (ex. In 5th grade – 10 min x 5 = 50 minutes/day of homework). Communicate any difficulties with homework to the teacher to address in class.

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, Greenwood will complete at least 2 community surveys with a participation rate of 50% of student body with a concerted effort to solicit feedback and participation from our diverse community, including students of color furthest from education justice, special education, MLL, and low income.

A community assessment survey would gauge the needs and priorities of the community in order to provide key input in establishing the PTA funded priorities (programs, events, resources).

One-year Goal:

By June 2026, Greenwood will complete at least 2 community surveys with a participation rate of 40% of student body with a concerted effort to solicit feedback and participation from our diverse community, including students of color furthest from education justice, special education, MLL, and low income.

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:

The Guardrail supports the values of the school by ensuring that each child is known by name, strength, and need; and, the intersectionality of their identity is celebrated.

Artifacts and evidence that will support the alignment of the schools' values with the Guardrail include family survey results; family interviews conducted through teachers, school counselor, and school leadership; meeting minutes; and attendance data.

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
- PTA Plan
- Restorative Practices

This professional learning will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes by creating two-way communication channels between school and families.

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:

- PTA Executive Board meetings
- Parent volunteer and leadership events for school community building
- Local community partnerships and engagement with Chamber of Commerce
- Specific focus for PTA to engage in two-way communication with families that are not historically represented at school and school events

This professional learning will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes by creating two-way communication channels between school and families.

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:

Greenwood is committed to aligning adult practices to district-wide vision, values and anti-racist initiatives by aligning our work with the district-wide vision, values, and anti-racist initiatives. Specifically aligning adult behaviors drives our work to create a more just, anti-racist, and identity-affirming world.

Artifacts or evidence that support alignment between the vision and guardrail:

- Spring 2023 Student Climate Survey Equity/Anti-racism section
- Spring 2023 Student Climate Survey Belonging and Relationships section
- Cogen group student data

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:

- Student Council matches student population in race, gender identity, etc
- Learning walks for teachers to visit other classrooms using the culturally responsive tool for peer-to-peer feedback
- Administrators using tools, like the Ready for Rigor tool or Cultivating Genius framework for admin-teacher feedback loops, during informal class visits

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

- Interview statement during hiring to diversify workforce to match student population to staff hiring
- Audit of who is participating on interview teams annually to make sure there is a diverse representation of staff on the team.
- Working with school's HR Analyst to make sure staff have easy access to the interview training to increase the number of people available to be on an interview team.
- Learning walks for teachers to visit other classrooms using the culturally responsive tool for peer-to-peer feedback
- Administrators using tools, like the Ready for Rigor tool or Cultivating Genius framework for administrator-teacher feedback loops, during informal class visits

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

- Annual audit of staff leadership roles to analyze the representation of staff in leadership roles- looking at it through disaggregated data based on gender identity, race/culture, age/experience, and sexual orientation
 - Thoughtful recruitment and onboarding process for staff to take on a leadership role on BLT, R&E Lead, TLC, or curriculum/technology leads
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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: 2023-24

Funding Type: Combined

Funding Source: Discretionary, Equity, Preschool Administration

Amount: \$15,000

How will funds improve student learning? 0.1 FTE Elementary Instrumental Music - provides 4-5th graders the opportunity to join beginning band.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Discretionary, Equity, Preschool Administration

Amount: \$14,500

How will funds improve student learning? 0.1 FTE Nurse - increases nursing support up to a total of 0.5 FTE.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Discretionary, Equity, Preschool Administration

Amount: \$22,000

How will funds improve student learning? 2 math intervention tutors for 26 weeks of service to students in need.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Discretionary, Equity, Preschool Administration

Amount: \$7,100

How will funds improve student learning? Stipends for certificated staff for Testing, 504, MTSS, Student Council, and Islandwood Coordinators.

Academic Year: 2023-24

Funding Type: Specific use

Funding Source: LAP

Amount: 0.4 FTE

How will funds improve student learning? 0.4 FTE Interventionist to provide direct services and manage 4 tutors schedule and instruction.

Academic Year: 2023-24

Funding Type: Specific use

Funding Source: PTA

Amount: \$22,000

How will funds improve student learning? 2 reading intervention tutors for 26 weeks of service to students in need.

Academic Year: 2023-24

Funding Type: Specific use

Funding Source: PTA

Amount: \$31,000

How will funds improve student learning? 3 recess supervisors to monitor safety and security of students at recess and lunch.

Academic Year: 2023-24

Funding Type: Specific use

Funding Source: PTA

Amount: \$30,700

How will funds improve student learning? 0.2 FTE Interventionist to provide direct services and manage 4 tutors schedule and instruction. Increases intervention support up to a total of 0.6 FTE.