



# 2023-26 Continuous School Improvement Plan (C-SIP) James Baldwin 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:** James Baldwin Elementary School

**Principal:** Nicole Silver

**Members of the Building Leadership Team and Parent/Guardian Partners:** Staff: Susan Chua, Will Hershman, Eva Masumoto, Lael Erickson, MaryK Heric, Leo Copeland, Christine McFerran, Any Kopiloff, Parent representative: Vanessa Perez

**Community Partners (Community Based Organizations):** Seattle Parks, Seattle Levy



[James Baldwin Elementary School Report](#)

[James Baldwin Elementary School Climate Survey](#)

## School Overview

James Baldwin Elementary is a culturally responsive community working together toward educational excellence and justice for all students and families. We empower students to be community-minded critical thinkers who are successful academically, socially, and emotionally.

James Baldwin Elementary students will work toward creating more equitable, diverse, and inclusive communities. They will become global citizens with the skills to solve the complex challenges our world presents.

We provide special education services for students with individual education plans. We provide language support to students who are multilingual and learning English. Student identity is celebrated, and student voice is encouraged and fostered.

## 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:

By June 2026, at least 85% of learners will respond favorably to the statement, "I can be a leader at my school if want," as measured by the SPS student climate survey (Student Voice and Leadership).

### One-year Goal:

By June 2024, at least 70% of learners will respond favorably to the statement, "I can be a leader at my school if want," as measured by the SPS student climate survey (Student Voice and Leadership). Latinx students will answer favorably at the same rate as their peers.

## 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 not provide welcoming environments.

**Evidence of alignment to student outcome focused governance:**

James Baldwin Elementary is committed to providing an inclusive and welcoming environment to everyone in our community--students, families and staff. We believe that one of the key elements to achieving this goal is to ensure that student and family voice is centered in our decision making. We will provide leadership opportunities for students through student council, school wide buddies (peer partnership), student jobs and through incorporating student choice and voice into everyday learning.

**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:**

- Restorative practices
- Student leadership opportunities
- Celebrating and incorporating student identity
- Incorporating student voice and choice
- Affinity groups

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

- culturally responsive teaching strategies
- restorative practices
- Culturally responsive assessment strategies/Street Data
- Universal Design for Learning
- Spanish heritage language opportunities

**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:**

- Differentiation of learning needs (small groups, 1:1, adapting resources, preferential seating)
- ML, SPED and general education teachers will communicate regularly to collaborate on student progress
- Universal Design for Learning
- Inclusive classroom design (break space, visual schedule)
- Multilingual strategies used by multilingual and general education teachers
- MTSS meetings to discuss progress, keeping forefront the needs of students FFEJ

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

- Our Culture and Climate Team, led by our school social worker, discusses data obtained from families and students related to their social emotional, financial, housing and other needs which support overall well-being of students and families.
- Extended Resource program and supports
- Family Support worker and social worker collaborate to provide social emotional supports to families.
- Social groups with social worker
- Check and connect with trusted adult

- Class meetings
- School-wide positive behavior systems
- Restorative practices
- Honoring student identity
- Affinity groups
- Holding high expectations for all students with a warm demander stance
- Giving each student a voice and opportunity to share their identity, feelings, and strengths

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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**

#### **Three-year Goal:**

The percentage of 3<sup>rd</sup> Grade Students of Color FFEJ proficient or above in ELA of the SBA will increase from a baseline of 29.3% to a target goal of 59.3% by 2025-26.

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

The percentage of 3<sup>rd</sup> grade Students of Color FFEJ proficient or above on the Spring MAP assessment will increase from 18.2% to 28.2% by 2023-24.

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

We hold six-week cyclical grade level MTSS meetings. During this time, staff review current student data from various assessments to identify areas of growth or need to drive instruction. These meetings are also used to identify intervention needs and to assess the efficacy of current interventions on an individual student basis.

We will use common formative/classroom-based assessments and Street Data to improve instruction by:

- Having check-ins with teachers at grade level MTSS meetings.
- Educators and students develop and monitor student goals together.
- Looking at data in PLC’s
- Using formative assessments to monitor student progress

### **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 staff at James Baldwin Elementary focus on adult practices in the service of student learning in the following ways:

- All staff participate in race and equity professional development.
- Professional development is designed to challenge biases.
- We are implementing restorative practices.
- Adult learning includes reflection and introspection regarding one's personal racial equity journey.
- PLCs track data on the progress of Latinx students to analyze the efficacy of current interventions – this benefits all students - targeted universalism.
- The principal and staff will reinforce building wide expectations to maintain an inclusive and antiracist environment.
- We will follow our vision, mission and staff norms.

## **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:**

- Master schedule to maximize available student learning time especially in literacy and mathematics.
- Focus on phonics instruction K-3 and phasing out reliance on non-research based practices such as F & P levels
- Strategic use of tutors, interventionists, SPED and ML staff to support classroom interventions and individual student supports
- Teachers will differentiate for student learning needs (ie -small groups, 1:1 support, adapting resources, preferential seating).
- Student choice and input
- Multilingual Learner Department and Special educations department will communicate regularly with the homeroom teacher.
- Inclusive classroom design (break space, visual schedule)
- Teachers will meet in PLCs to look at formative data and to collaborate on shared goals for students. This will help drive instruction and will focus on students furthest from educational justice as well as advanced learners.

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

- PD on differentiation
- PD on how to use data to inform instruction
- PLC time focused on student outcomes and strategies

### **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:**

- Ensuring that we are removing barriers and providing accommodations to learning for all students
- All students are general education students first. Whenever possible, we endeavor to integrate supports within the general education setting.
- To meet the needs of advanced learners, school staff differentiates instruction and materials to meet the level of the individual student. This includes, but is not limited to, small group instruction, individualized assignments, one-to-one teacher conferences, and differentiated

assignments. Whenever possible, our goal for advanced learners is to deepen their learning rather than defaulting to accelerating the content.

- To meet the needs of English Language learners, school staff differentiates instruction and materials to meet student needs.
- To meet the needs of students who receive special education services, school staff modifies instruction and materials to meet the needs of individual students. Students receive specially designed instruction from either a certificated special education teacher or a trained instructional assistant.

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

- Regularly scheduled MTSS grade level meetings to analyze data and implement interventions
- Intervention services – ELA and math small groups

### **Advanced Learning and Highly Capable Services:**

At James Baldwin, we will provide advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, leadership opportunities, student voice and choice, small group instruction, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student.

### **Expanded Learning opportunities for students through afterschool or summer programs:**

- Partnership with Seattle Parks and Recreation to provide both learning support and enrichment opportunities for students in 2<sup>nd</sup>-5<sup>th</sup> grade. The Seattle Parks programming operates after school and during the summer.
- Refer students to summer programming.
- Evening events that connect and engage families with student learning.
- Tutoring support is based on individual student needs.
- Enrichment is aligned with college and career readiness standards.

### **Homework Policy:**

At James Baldwin, homework involves students reading daily for at least 20 minutes. Students are also encouraged to practice their math facts. Students and families may ask for more homework.

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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**

### **Three-year Goal:**

By June 2026, 70% of families will respond favorably to a survey question about feeling welcome in their child's school.



## **One-year Goal:**

By June 2024, 70% of families will respond favorably to a survey question about feeling welcome in their child's school.

## **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 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:**

- Sharing strategies at staff meetings and in grade level teams
- Multilingual action plan
- Collect street (anecdotal) data to help us connect more deeply with student and family experience. Example: At family conferences, teachers ask, "what is your dream for your child?"

### **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:**

- Affinity Groups
- Calling families to invite them to PTO
- Having interpreters at PTO meetings and/or Open House
- Having families come into the classroom to share their culture, ideas, etc.

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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:**

- We include at least one question about racial equity in every interview.
- We ask our Levy and community partners to prioritize diversity and equity in their hiring practices.
- Linguistic diversity and multilingualism are considered values. We hire to reflect this value.

### **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:**

We ask that community partners be committed to taking action towards being more inclusive of multiple identities and intersectionality.

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

Check-in regularly with staff to see if their responses align with climate survey data.

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

- Analysis of committees to analyze the representation of staff in leadership roles.
- Thoughtful recruitment to encourage and support staff to take on a leadership role.

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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:** 2023-2024 (In Progress)

**Funding Type:** Specific

**Funding Source:** LAP

**Amount:** Not specified

**How will funds improve student learning?** Reading intervention

**Academic Year:** 2023-2024 (In Progress)

**Funding Type:** Specific

**Funding Source:** Title 1

**Amount:** Not specified

**How will funds improve student learning?** Math intervention

**Academic Year:** 2023-2024 (In Progress)

**Funding Type:** Specific

**Funding Source:** Levy

**Amount:** Not specified



**How will funds improve student learning?** Tutoring program, Family Support Worker, Social Worker

**Academic Year:** 2023-2024 (In Progress)

**Funding Type:** Specific

**Funding Source:** AWSP Outdoor Education

**Amount:** Not specified

**How will funds improve student learning?** 5th grade students attend outdoor education camp.

**Academic Year:** 2023-2024 (In Progress)

**Funding Type:** Specific

**Funding Source:** Parks and Rec

**Amount:** Not specified

**How will funds improve student learning?** After school tutoring and intervention, enrichment for students not meeting standard.