



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

Loyal Heights 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: Loyal Heights Elementary School

Principal: Michael Berkenwald

Members of the Building Leadership Team and Parent/Guardian Partners: Michael Berkenwald, Miguel Sansalone, Juliana Williams, Kelsey Jackson, Brittney Rider, Kathy Katzen, Loy Dahl, Karla Johnson, Sara Benson, and Angela Pal (Ask Sarah and Angela if they'd prefer "2 PTA Parent Representatives")

Community Partners (Community Based Organizations): Loyal Heights PTA, Nurturing Knowledge School



[Loyal Heights Elementary School Report](#)

[Loyal Heights Elementary School Climate Survey](#)

School Overview

We are a caring, student-centered, community-supported school. When you walk through our doors and into classrooms you feel something special! Our school families and committed staff make sure that every student is a priority. Through challenging curriculum, enrichment opportunities, and pervasive, loving support, your child's individual needs will be met. Ask students, parents, or staff—our excitement and caring are contagious! Join us in building an outstanding school.

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 prompt "I get to learn about my culture at school". Currently, 70% of students overall and 77% of students of color furthest from educational justice respond favorably on the Spring 2023 survey.

One-year Goal:

By June 2024, 75% of students overall and 80% of students of color furthest from educational justice will respond favorably on the Seattle Public Schools Student Climate Survey prompt "I get to learn about my culture at school". Currently, 70% of students overall and 77% 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 Loyal Heights S.T.A.R. vision is:

Loyal Heights STAR (Safe, Thoughtful, Accountable, Respectful) students will go on to be community-minded critical thinkers and 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. Our Counseling Plan, Professional Development Plan, and school-wide focus on being a STAR align and support our staff's continued work towards improving our skills and responses in this area.

Examples of restorative practices include:

- Talking circles
- Restorative conversations
- Repair of relationships and property
- Proactive lessons using 2nd Step and other research based curriculum

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:

- Bringing outside training from UW Center for Autism to train staff
- Bringing in outside training to support SEL behavior instructions
- Ongoing PD to support Universal design for learning (UDL) strategies

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:

- Progressive system of behavioral response including Student Reflection process, family connection, and progress monitoring.
- Ruler Framework Including Class Charters

- Individual and collective based STARbucks incentive system
 - MTSS student of concern grade level team meetings 3x/year
 - MTSS Student Support Team (Family connection meetings)
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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

Three-year Goal:

The percent of 3rd Grade Students of Color FFEJ projected proficient or above in ELA on the SBA will increase from a baseline of 36.4% to a target goal of 76.2% by 2025-26.

One-year Goal:

The percent of 2nd Grade Students of Color FFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 47.1% to a target goal of 57.1% 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 3 times per year, Dibels in 1st and 2nd grade, CCC assessments, and Multi-Tiered Systems and Supports (MTSS) 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:

This guardrail supports our vision by ensuring alignment within and between grades and departments. Our Building Leadership Team and Racial Equity Team 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
- Restorative practices that are both proactive and skill building, as well as responsive for the purpose of repairing and healing situations
- 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
- Partnering with family members as central contributing members during Student Support Team (SST) meetings

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

- Monitoring whole school screener data based on state, district, and building common assessments
- Referring students to 3 cycles of Academic Intervention Support (AIS) in grades K-3 or Learning Assistance Program (LAP) for grades 4 and 5 in literacy, math intervention, and tutoring in math and reading.
- Conducting three 8-week cycle meetings for each grade level to discuss students of concern that are not making progress academically and creating plans of support with targeted growth goals.
- If academic growth is not met through the above, having Student Support Team (SST) meetings with families to strengthen the plan with parents as central contributing members of the team. Please note, that parents are contacted throughout the process so if it reaches an SST meeting, there are no surprises.

If the SST plan of support does not lead to the child's growth, we may engage the school psychologist, the school 504 coordinator, or connect with any outside support a family may be working with.

Advanced Learning and Highly Capable Services: In Progress

Expanded Learning opportunities for students through afterschool or summer programs:

- Referral to SPS Summer Learning programs
- Evening events and performances that connect families to the instruction and engage families in student learning
- Curriculum Night
- PTA funded after-school enrichment activities

Homework Policy: In Progress

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:

90% of families that responded will respond favorably to our Spring 2026 school created community based survey that asks the same four race and equity questions present on the student climate survey. The Survey will strive to include proportional rates of feedback and participation from our diverse community, including students of color furthest from education justice, special education, multilingual, and low income. The survey will be asked in the fall and spring of each year culminating in Spring 2026.

This community assessment survey will 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:

75% of families that responded will respond favorably to our Spring 2024 school created community based survey that asks the same four race and equity questions present on the student climate survey. The Survey will strive to include proportional rates of feedback and participation from our diverse community, including students of color furthest from education justice, special education, multilingual, and low income. The survey will be asked in the fall and spring of each year culminating in Spring 2026.

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

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 community based 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
- RET Plan
- MTSS 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:

- PTA Executive Board meetings
- Parent volunteer and leadership events for school community building
- Local community partnerships and engagement with Chamber of Commerce

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:

Loyal Heights Elementary 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 Staff Climate Survey

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 a 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:

- Audit of who is participating on interview teams annually to make sure there is a diverse representation of staff on the team.
- Publishing interview training information in Principal or Admin Secretary newsletter at least monthly to increase the number of people available to be on an interview team.
- Learning walks for teachers to visit other classrooms using a 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
- Recruitment and onboarding of diverse staff for leadership roles, including committees listing what they do as a team and having a handover meeting each spring for continuity

Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Academic Year: 2023-26

Funding Type: Specific Use

Funding Source: Building Budget

Amount: TBD

How will funds improve student learning? Academic Intervention Specialist (AIS) To serve as the literacy specialist for identified students in grades K-3. This includes additional assessment monitoring, small group instruction using SIPPS, coaching and support for teachers around best practice instruction, overseeing literacy tutoring, and heading the MTSS leadership team. The result will be improved growth in literacy.

Academic Year: 2023-26

Funding Type: Specific Use

Funding Source: PTA

Amount: \$21,000

How will funds improve student learning? Math and literacy tutors will support students below standard in skills by providing targeted instruction in current units of study as well as where there are gaps in instruction. The result will be improved growth for the targeted area of instruction.

Academic Year: 2023-26

Funding Type: Specific Use

Funding Source: PTA

Amount: 0.6 FTE

How will funds improve student learning? PTA funds (0.6 FTE) will be allocated to a Math IA/Tutoring Coordinator overseeing tutoring programs. Responsibilities include tutor training, schedule management, data collection, and curriculum creation. This coordination aims to enhance math growth among students.

Academic Year: 2023-26

Funding Type: Specific Use

Funding Source: Building Funds

Amount: TBD

How will funds improve student learning? Paid expert trainers to help train staff on neurodiversity, UDL, Math, and SEL. This will result in strengthening the skillset of staff for the purpose of supporting academic and behavior instruction.

Academic Year: 2023-26

Funding Type: Specific Use

Funding Source: PTA

Amount: 0.5 FTE

How will funds improve student learning? Front office Support. This position builds community relationships and strengthens Loyal Heights as a safe and welcoming environment. The result of this work is increased student attendance and sense of community as measured by parent feedback.

Academic Year: 2023-26

Funding Type: Combined Use

Funding Source: Racial Equity and Building Baseline Dollars

Amount: TBD

How will funds improve student learning? Purchase of supplemental curriculum and materials to be inclusive of diverse learning needs in order to support the programing needs at Loyal Heights. This will result in students achieving their assessment growth goals.

Academic Year: 2023-26

Funding Type: Specific Use

Funding Source: Building Stipend

Amount: \$3,000

How will funds improve student learning? Building Leadership Team Stipends to be split between AIS, SPED Rep, and School Counselor to support the Loyal Heights MTSS process.