



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

Magnolia 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: Magnolia Elementary School

Principal: Kelly Walter

Members of the Building Leadership Team and Parent/Guardian Partners: Jen Dickens, Jon Skoog, Punniya Poole, Brian Williamson, Jessica Bartel, Osnat Zemer

Community Partners (Community Based Organizations): SPU



[Magnolia Elementary School Report](#)

[Magnolia Elementary School Report](#)

School Overview

Magnolia Elementary reopened in the fall of 2019 with a commitment to aligning our systems and structures to the SPS Strategic Plan. We currently serve about 355 Pre-K thru 5th grade students living on the east side of the Magnolia neighborhood.

Mission:

Magnolia Elementary is committed to developing ALL of our students to become leaders empowered to advocate for a more just and humane world.

At Magnolia Elementary, we:

- Welcome and encourage perspectives other than our own
- Seek to understand our world and the lens(es) through which we see it
- Think critically with room for mistakes and repair
- Decide what is right for ourselves and stand up for what we believe in

Vision:

We are committed to cultivating a school culture of belonging, inclusivity and perspective validation. We will create a space for academic and social and emotional learning where:

- Kids and adults feel safe, seen, heard and respected
- Connection and compassion are prioritized
- Differences are celebrated as superpowers

Learning Approach Our intent is to open Magnolia Elementary as a learning community grounded in a culture of belonging, inclusivity, and perspective validation. Our goal will be to:

- Intentionally teach the social and emotional competencies our students need to be significant, contributing members of their communities using positive discipline curriculum and classroom leadership strategies
- Deliver strong, standards aligned academic instruction through an engaging real-world lens
- Expect and support collaboration that allows learners to work with students and teachers from other classes and grade levels to build a school-wide learning community
- Provide learning opportunities where students apply their learning through engaging and meaningful projects, making positive contributions toward a more just and humane 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, 90% of students overall and 90% of students in all gender or race/ethnic categories will respond favorably to any questions asked on the Seattle Public Schools district survey regarding positive behavior and safety at school from the current aggregate, overall rates of 84% on the Fall survey and 77% on the Spring 2023 survey.

One-year Goal:

By June 2024, at least 90% of students will respond favorably to the prompt, the rules at school are the same for everyone on the Seattle Public Schools district survey.

For the 2023-24 school year, Magnolia will focus on creating dynamic and meaningful relationships with all students by:

- Continuing affinity groups
- Continued positive discipline approach
- 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
- Teaching restorative practices to work through conflict

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 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:

The Magnolia vision includes the following language:

Vision We are committed to cultivating a school culture of belonging, inclusivity and perspective validation. We will create a space for academic and social and emotional learning where:

- Kids and adults feel safe, seen, heard and respected
- Connection and compassion are prioritized
- Differences are celebrated as superpowers

The guardrail supports our vision of providing a warm, loving environment for all students. Our social-emotional learning, rooted in restorative practice and Positive Discipline, is a key way that our teachers and staff help ensure that our students feel welcomed and cared for. The daily program allows students to express themselves, connect with each other and learn skills that will help them build stronger relationships.

The Magnolia staff will continue to talk during staff meetings and trainings about how important it is for every adult in the school to be part of a warm, caring environment, and about how every interaction we have with students and families matters.

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 training and resources
- Behavior tracker and flowchart
- Conflict resolution template for repair

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
- Ongoing PD to train staff on Universal Design for Learning 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:

- 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.
- Inclusive classroom design (break space, visual schedule)
- MTSS meetings to discuss progress, keeping forefront the needs of students furthest from educational justice.

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

- Social groups with social worker
- Check and connect with trusted adult
- Class meetings
- 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

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 FFEJ proficient or above on the ELA SBA will increase from a baseline of 68.4% to a target goal of 90% by 2025-26.

One-year Goal:

The percent of 2nd grade projected, proficient or above in ELA based on MAP will increase from a baseline of 63.8% to a target goal of 73.8% 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 (insert data monitoring relative to your school. Examples include MAP 3 times per year, narrative writing assessments 3 times per year, Dibels in 1st and 2nd grade, CCC assessments, IDR, intervention data like SIIPS, i-Ready reading diagnostic 3x per year.)

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:

Magnolia Elementary School believes we need to implement and monitor adult anti racist/anti biased practice to uphold Guardrail 3 consistent with Seattle Public Schools vision and mission for each school. We believe this guardrail supports the efforts at Magnolia to ensure alignment within and between grades and departments.

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:

- Regular data analysis and progress monitoring
- Flexibility with small groups for math and reading
- Expansion of tier 1 strategies in classrooms
- Universal Design for Learning (UDL) strategies
- Restorative practice with repair and conflict resolution
- Student voice , choice and leadership

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

- Professional development on using data in PLCs, using a data analysis tool
- Regular walk-throughs and 1:1 coaching using walk through tool
- Time to analyze data in PLC monthly
- Time to analyze data and plan next steps in vertical PLCs monthly

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 shared documents that include reading and math data from students in all classrooms.
- Using a racial equity lens to analyze data every 5 weeks.
- 5-week MTSS rotation of grade levels to discuss and track trends by grade and individual.
- Partnership with family members to learn more about students and determine next steps.

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

- Monitor whole school data based on state, district and building assessment.
- Referral to reading academic intervention and tutoring, math tutoring and mental health support.
- Conducting 5-week cycle meetings for grade level teams to monitor and discuss students of concern.
- If students needs are not met through the above interventions, our SIT(student intervention team) meets with families to determine next step, which could include a 504 plan or special education evaluation.

Advanced Learning and Highly Capable Services:

At Magnolia, we believe in the potential of all students. In service of this belief, we differentiate instruction for all students based on their strengths and needs. We do this through intentional small group instruction in literacy and math while incorporating project-based learning and student choice. We provide multiple opportunities for our students to receive enrichment and support through our academic specialists, tutors, and co-teaching. Expanded learning opportunities for students include:

- Evening events that connect families to instruction and student learning
- PTA funded after-school classes

Expanded Learning opportunities for students through afterschool or summer programs:

- Referrals to SPS Summer Programs
- Evening events and performances that connect and engage families and community to learning
- Student lead curriculum night
- PTA funded enrichment activities

Homework Policy:

Research indicates that extra homework has minimal if any impact on student achievement. We believe that, after working hard at school all day, our students need their evening time for unstructured play, dinnertime conversations with their family, and an opportunity to engage in extra-curricular activities of their choice. We also strongly encourage our families to follow your pediatrician's recommendation for sleep. Most elementary students are recommended to sleep 10-11 hours each night.

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:

Magnolia goal: By June 2026, 95% of families with students receiving Special Education or multilingual services will respond favorably to data probes measuring that their child is seen, heard, and valued within an inclusive climate at Magnolia.

One-year Goal:

Magnolia goal: By June 2024, at least 30% of families with students receiving Special Education or multilingual services will respond favorably to data probes measuring that their child is seen, heard, and valued within an inclusive climate at Magnolia.

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 social worker, 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
- 23-24 PD 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:

- Family connection meetings

- MTSS student support team (meetings every 5 weeks for each grade level team)
- Listening circles
- Parent survey
- Families included on BLT, RET, Climate and Safety team
- Family/student centered conferences
- PTA/ Families of color group partnership

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:

Magnolia is committed to aligning adult practices to district-wide vision, values and anti-racist initiatives by cultivating a school culture of belonging, inclusivity and perspective validation.

We will create a space for academic and social and emotional learning where:

- Kids and adults feel safe, seen, heard and respected
- Connection and compassion are prioritized
- Differences are celebrated as superpowers

Artifacts to be considered:

- Spring 2023 Student Climate Survey Equity/ Anti-racism section
- Spring 2023 Staff Climate Survey
- Affinity 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 pop-in learning walks

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 your 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 admin-teacher feedback loops, during pop-in learning walks

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
- Recruitment and onboarding process for staff to take on a leadership role on BLT, R&E Lead, TLC, or curriculum/technology leads.

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: Per Pupil

Amount: \$18,638

How will funds improve student learning? Supplies, stipends.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Equity

Amount: \$7,667

How will funds improve student learning? Professional Development.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: LAP

Amount: 0.4 FTE

How will funds improve student learning? Interventionists to support students in reading growth.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: PTA

Amount: \$25,000

How will funds improve student learning? Curriculum to support tier one reading instruction.