



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

Maple 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: Maple Elementary School

Principal: Daisy Barragan

Members of the Building Leadership Team and Parent/Guardian Partners: Nathan Barnes, Mary Craig, Maria Herman, Angel Kumasaka, Nataly Meyer, Matt Stemle, Michael Wheately, Monica Whitford

Community Partners (Community Based Organizations): CISC, Girls on the Run, Launch, Reading Partners, ReWA, Team Read



[Maple Elementary School Report](#)
[Maple Elementary School Climate Survey](#)

School Overview

Maple Elementary is a diverse K-5, Title I elementary school located in Southeast Seattle. Maple is known for our caring community and our high expectations for our students. About 40% of Maple students receive free or reduced lunch and 40% of students are multilingual. The most common languages spoken by Maple students and their families are English, Chinese, Spanish, and Vietnamese. At Maple, **M**otivated **A**chievers **P**erform, **L**earn, & **E**xcel.

Our mission is to achieve high levels of learning and wellbeing for all students in partnership with families and community. Our vision is to create joyful, engaging classrooms and move from individual efforts to highly effective, equity driven, collaborative teams that continually improve

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 in each of the following groups will have a positive mathematics experience and demonstrate mastery of grade-level mathematics skills, as measured by a combination of student survey data, student interview data, SBA scores, and standards-based grade reports.

- Multilingual students (61%)
- Students receiving special education services (29%)
- Advanced learners (76%)
- Students of color furthest from educational justice (48%)
- Asian students (73%)
- Hispanic students (42%)
- Multiracial students (60%)
- White students (54%)

- Students whose confidentiality is protected in Maple survey data:
- Native American or Alaska Native, Black or African American, Middle Eastern or North African, or Native Hawaiian or Pacific Islander students (64%)

One-year Goal:

By June 2024, 50% of students in each of the following groups will have a positive mathematics experience and demonstrate mastery of grade-level mathematics skills, as measured by a combination of student survey data, student interview data, SBA scores, and standards-based grade reports:

- Multilingual students (61%)
- Students receiving special education services (29%)
- Advanced learners (76%)
- Students of color furthest from educational justice (48%)
- Asian students (73%)
- Hispanic students (42%)
- Multiracial students (60%)
- White students (54%)
- Students whose confidentiality is protected in Maple survey data:
- Native American or Alaska Native, Black or African American, Middle Eastern or North African, or Native Hawaiian or Pacific Islander students (64%)

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:

Our mission is high levels of learning and well-being for all students. Well-being is tied to the positive and civil behavior of adults.

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:

- Regularly work in collaborative teams towards our shared mission, vision, and goals. (Tues. & Wed.)
- Come to PLCs ready to analyze evidence of student learning from common formative assessments using protocols and data tools, with a focus on learning targets, standards, and student learning.
- Provide a guaranteed and viable Tier 1 curriculum and participate in job embedded PD such as classroom walkthroughs.
- Plan, implement, and assess instruction, intervention, and enrichment to address student needs. (E.g., Monarch Migration, small group instruction during independent work)
- Ensure families of students of color have opportunities to advocate for their students and give feedback that informs action throughout the year.

- Elevate the identities and voices of our diverse community and continue to grow as an antiracist and culturally responsive staff.
- Cultivate joy by providing social and emotional learning experiences, including class circles, charters, and celebrations.

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

- K-5 PD on Professional Learning on Universal Design for Learning

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:

- Two academic enrichment and intervention blocks, one in reading and one in math.

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

- SEL integrated into academic intervention and a school wide-focus on "Growth Mindset"
- Tier 1 SEL curriculum

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 percentage of Students of Color FFEJ who achieve English Language Arts proficiency or higher on the 3rd grade Smarter Balanced Assessment will increase from 32.5% in June 2023, to 40.8% in June 2024.

One-year Goal:

The percentage of Students of Color FFEJ who achieve English Language Arts proficiency or higher on the 3rd grade Smarter Balanced Assessment will increase from 32.5% in June 2023, to 65.2% in June 2025.

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

Collaborative PLCs will determine tiered supports by analyzing evidence of student learning from common formative assessments using protocol and data tools focused on learning targets, standards, and student learning.

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:

Our mission is high levels of learning and well-being for all students. Well-being is tied to the positive and civil behavior of adults.

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:

- Focus on student discourse
- Intentionally placing newcomer ML students so they have access to a peer that speaks their language.
- Authentic two-way communication translated as needed.
- Our ML team will push into classrooms for small groups rather than pulling out.
- Creating welcoming, safe, and engaging classrooms
- Having books in the classroom and characters that represent our diverse population
- High expectations of learning for all students (School vision)
- Black Excellence at Maple (BEAM) Student council

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

- Maple's RET will partner with Andra Tesha Fitzgerald to provide anti-racist, Universal Design for Learning Professional Develop.
- Select ML teachers will take GLAD training (Guided Language Acquisition Design)
- District provided professional development.
- District led curricular training

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:

In partnership with staff, Maple's MTSS team develops systems to plan, implement, and assess instruction, intervention, and enrichment to address the needs of all our students in Reading, Math, and Social-Emotional Learning (SEL).

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

Maple's MTSS is a three-tiered system. Tier 1 focuses on core instruction for all students. Tier 2-3 support at Maple is characterized by a systematic, inclusive, and equitable approach to support students through differentiation based on the specific support students need. (e.g., Monarch Migration, small group instruction during independent work, or instructional intervention.). Maple MTSS is focused on providing a guaranteed and viable curriculum, so that all students will have access to the same learning targets and curriculum, regardless of which classroom they are placed in. In ELA (CCC), in mathematics (enVision), in Social Emotional Learning (Second Step) and in Science (Amplify). This will support our shift from individual efforts to highly effective, equity driven, collaborative teams that continually improve teaching and learning for all students. Collaborative teams will determine tiered supports by analyzing evidence of student learning from common formative assessments using protocol and data tools focused on learning targets, standards, and student learning.

Advanced Learning and Highly Capable Services:

Maple has created systems and structures that allow us to differentiate and meet the needs of all our students. Our master schedule includes two daily 30-minute blocks at the end of Tier 1 instruction in ELA and Math called Monarch migration. During those 30 minutes, students receive instruction at their level in the form of enrichment and intervention in small groups or working independently. Students engage in differentiated work at their level with their homeroom teacher and/or support teacher. Groupings are flexible because we expect growth from all our students. Support staff also uses this time to provide extra support to our Multilingual Learners (ML) students, SPED students, Highly Capable (HC) and SFFEJ students. Our HC students receive support from both classified and certificated staff. When they are working with the staff in small groups, HC students engage in higher level thinking and/or diving deeper into the curriculum. In the classroom, HC students work independently on small project like engaging in a book study or Pick a Project from Envision. Success Maker is also utilized to support HC students in their math at a higher level.

Expanded Learning opportunities for students through afterschool or summer programs:

- After school tutoring with Rewa and CISC
- Team Read tutoring twice per week online targeting students of color furthest from educational justice who are below grade level in reading.
- Girls on the Run
- Launch After school programing/childcare
- Summer enrichment hosted at Maple

Homework Policy:

Our Building Leadership Team (BLT) is in the process of updating the Homework Policy.

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:

From 2023-24 to 2025-26, Maple staff will increase two-way communication with our families of students of color furthest from educational justice by. (3 years)

One-year Goal:

Increase goal setting/progress monitoring with our families of students of color furthest from educational justice. (Subgroup 3.2) (1 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:

Our mission is to achieve high levels of learning and well-being for all students in partnership with families and community. Two of our collective commitments is to elevate the identities and voices of our diverse community and ensure families of students of color have opportunities to advocate for their students and give feedback to inform action throughout the year.

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: In Progress

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 Engagement and creating a strong home-school partnership are essential components to student learning. At Maple, families, volunteers, and community partners are welcome to be supporters, advocates, decision makers and collaborators in the learning of our students. Our families are welcome to volunteer in our lunchroom, classrooms, chaperone fieldtrips, teach/share their cultures, and join our school wide decision-making committees- Building Leadership Team, Family Engagement Action Team, and Parent Teacher Student Association.

Our Black Excellence at Maple Team (BEAM) will support engagement with our Black students and families, including events such as speakers, family field trips, and T-shirts. This group, facilitated by our Black educators is meant for anyone in the Maple community that may identify as Black, African American, or of African descent who desires to be part of a community centered around that heritage. Our mission is to build a supportive community build on shared heritage and culture. Together we will nurture our students and help them build strong positive cultural and intellectual identities. We will provide space for Black parents to advocate for their students and provide feedback that informs action throughout the year and directly impact decisions and policies implemented at Maple.

Our Black Student Leadership Council (BLC) will support the leadership of our Black students. This group, facilitated by our Black educators meets weekly during the school day to provide enrichment, and leadership opportunities for our students.

We will engage our families of African American males and children of color furthest from educational justice connecting them to student learning through student growth goal setting, progress monitoring during teacher parent conferences, curriculum night, and frequent email/phone calls.

In support of our focus on relationship-building with our African American families, we will create a school-wide two-way communication system. Consistent and frequent two-way communication will facilitate a strong home-school partnership.

To progress monitor towards our family engagement goal, we will collect data from school-wide communication system, monitor how many of our African American families participate in our events, committees and listening sessions.

In addition, feedback will be solicited during our listening sessions to support future family engagement planning and school-wide improvement.

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:

Our mission is to achieve high levels of learning and well-being for all students in partnership with families and community. To do this, we need high levels of learning and well-being for staff flowing from the behavior of adults.

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:

- Compliments during staff meetings are shared and celebrated through weekly staff newsletter
- First 10 minutes of staff meeting for connection time, including snacks and conversations with people at their table.
- Expectation and time provided for teams develop and use norms for their collaboration, including identifying how they will respond to conflict when it occurs.
- Development of a draft and consensus on Maple's shared vision, mission, and collective

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

- RET committee: Grade level representation and shared leadership
- RET action plan: Focused on Universal Design for Learning

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

- Shared leadership within grade level represented committees
- Teacher Leader Cadre
- Black Excellence at Maple (Beam) student council lead.

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: Title

Amount: \$120,000

How will funds improve student learning? Student Family Advocate- The staff member helps to meet the students' basic needs by providing them food, clothing and housing. Staff member provides transportation, basic needs and school supplies for our MKV students. She also supports our nurse with securing glasses, dental and medical for all students. In addition, she supports our kindergarten transition. Other supports: technology support, 1-1 student behavior support, Chinese translation services, transportation coordinator, and collaborates with teachers to come up with academic/behavior supports.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Title

Amount: \$1,000

How will funds improve student learning? Extra time pays for collaboration focused on analyzing student data, planning Tier 1 instruction, planning supports for all students.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Title

Amount: \$1,000

How will funds improve student learning? Overtime pays for collaboration focused on analyzing student data, planning Tier 1 instruction, planning supports for all students.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Title

Amount: \$675

How will funds improve student learning? Supplies supports students' needs in their classrooms.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Title

Amount: \$1,000

How will funds improve student learning? Paying for food and/or materials for a Reading/Math meeting provides an opportunity for the school and the families to partner in support of student learning.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: LAP

Amount: \$157,639

How will funds improve student learning? Academic Intervention Specialist supports our students who are below standard in reading and math.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Self-Help

Amount: \$5,000

How will funds improve student learning? Reading Partners will support 1-1 students who are below standard in reading during intervention block.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Self-Help

Amount: \$7,000

How will funds improve student learning? Team Read will receive \$7,000 in Self-Help funds to tutor students in reading 1-1 after school. This personalized support assists students in developing strong reading skills, contributing to improved overall literacy and academic success.