



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

**Principal:** Julia Pearson

**Members of the Building Leadership Team and Parent/Guardian Partners:** Lori Yorde (K-2 Rep), Carol Podney and Jack Marshall (3-5 Reps), Jennifer Lundgren (Specialist Rep), Michelle Stryker (SpEd Rep), Anna Faraday (Classified Rep), Soojean Ishiguro (Montlake PTA Rep), Flannary Collins (Montlake PTA Rep)

**Community Partners (Community Based Organizations):** LAUNCH



[Montlake Elementary School Report](#)

[Montlake Elementary School Climate Survey](#)

## School Overview

Montlake Elementary is an inclusive community of students, families and educators engaged in a challenging curriculum that is enhanced by environmental science and the arts enabling every learner to reach their full potential. Our mission is that students will emerge from elementary school as readers, writers, and problem-solvers, while being fit and healthy both physically and emotionally. Our school motto encourages our students to Be Safe, Be Kind, Be Fair and Take Responsibility while being Prepared, Advocates, Welcoming and Safe.

## 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, we will increase our "Identity and Culturally Responsive Teaching" favorability responses from 78% to 88% and for our students who identify as multi racial from 81% favorable to 91% favorable responses as recorded by our Student Climate Survey.

### One-year Goal:

By June 2024, we will increase our overall "Inclusionary Practices" favorability responses from 87% to 95%, for students who identify as multi-racial from 90% favorable to 95% favorable, and for students receiving Special Education services from 88% favorable to 93% favorable as recorded by our Student Climate 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.

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:**

Teachers are implementing classroom meetings on a weekly basis, and Peace Tables are set up in hallways around the school where students can self-manage or request an adult facilitator to help them use the "Bugs and Wishes" protocol (an adaptation of a strategy from Positive Discipline) to solve problems and discuss restorative practices. Wolfpacks (our cross-grade-level advisory groups) are happening once per month, and teachers are fully implementing the Second Step curriculum. Teachers are using culturally responsive teaching practices based on Zaretta Hammond's book *Culturally Responsive Teaching and the Brain*, her Culturally Responsive Classroom Walkthrough Tool, and her Ready for Rigor Framework. Monthly assemblies are planned based on themes relating to our internal social justice calendar and often include student voice. Students are recognized for making positive impacts on their school environment. Families support classroom behavior plans and are involved in all discipline measures. We have a highly supportive parent community, and families and educators work together to support every student's social and emotional needs.

**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:**

We also plan to bring more project-based learning into our classrooms using the engaging Pick-a-Project materials that were collaboratively developed by our Art Teacher and a Second Grade Teacher in the 2022-23 school year. All classrooms will be implementing Pick-a-Projects in math during the 2023-24 school year.

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

Our official 2023-24 PD plan is focused on the implementation of school-wide strategies for Universal Design for Learning using the book *UDL Now! A Teacher's Guide to Applying Universal Design for Learning*, by Katie Novak. Two of our teachers will be attending the Social Thinking conference based on Michelle Garcia Winner's work in November and have plans to bring what is learned there back to share with the entire staff throughout the school year.

**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:**

Our MTSS system includes the implementation of differentiated Tier One strategies which allow all students to be successful in every classroom. Our classroom teachers, specialists, and interventionists meet with the principal four times a year to discuss data and determine which students need more intensive intervention within our Tier 2 and Tier 3 supports. At the beginning of the year, we teach into our restorative "Discipline Matrix" with students in every classroom, and because we think of mistakes as opportunities to learn, students are encouraged to co-create

restorative practices with the principal or their classroom teacher when they hurt someone either physically or emotionally.

Most classrooms have implemented Peace Tables, we have Peace Tables in every hallway, and all students have been trained in the "Bugs and Wishes" model for resolving conflict. Our specialists push into classrooms to offer daily academic support in literacy and math, and we are currently making the transition from using the "Montlake Way" to establishing school-wide norms related to the PAWS Pact (Prepared, Advocates, Welcoming and Safe).

As we transition to a new building in the 2023-24 school year, we'll be developing clear signage with John Rogers Elementary that will allow everyone to understand the expectations in our classrooms, on the playground, and in other shared spaces.

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

Classroom teachers are implementing the Second Step curriculum at every grade level and facilitate weekly class meetings to support SEL needs by providing opportunities for students to discuss important issues related to social emotional needs, cultural topics, recess issues, family and student-driven topics in every classroom. Our school counselor runs weekly "Splash of Color" and "Paw Pride" groups, which allow a safe and inclusive space for our students of color and our LGBTQIA+ students to discuss issues of importance to them. These group members and other students participate in leading our monthly assemblies.

Our entire student body participates in a cross-grade level "Wolfpack" meetings at least once per month, where every adult serves as a mentor for a group of 10-12 students, and new students are inducted into these groups in purposeful and meaningful ways. Our counselor works with small groups to help students with friendship issues, anxiety and behavior support, and also offers one-on-one therapy when recommended by a classroom teacher or family.

In the 2023-24 school year and beyond, Montlake will continue to host monthly SEL assemblies to highlight SEL topics, spotlight students, and share positive messages related to the school community.

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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 percent of 3<sup>rd</sup> grade Students of Color FFEJ projected proficient or above in ELA on the SBA will increase from a baseline of 60% in the spring of 2022-23 to a target goal of 70% by 2025-26. (Note: The District average for 3rd grade Students of Color FFEJ in 2022-23 was 40.2%)

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

The percent of 2<sup>nd</sup> grade Students of Color FFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 75% to a target goal of 85% by 2023-24.

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

Montlake teachers use exit tickets after math and literacy lessons to determine learning gaps and improve instruction, and work with their grade level team members to align classroom-based assessments. Students are also encouraged to set their own goals and track them according to learning targets.

To ensure that we move toward 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 1<sup>st</sup> grade in 2023-24, 2<sup>nd</sup> grade in 2024-25, and 3<sup>rd</sup> 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 1<sup>st</sup> and 2<sup>nd</sup> grade, CCC assessments, and Multi-tiered Systems of Support (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:**

Our community vision is to create an inclusive community of students, families and educators dedicated to creating a welcoming and equitable learning space for independent thinking, creative expression and advocating for a better world. We seek to instill a life-long passion for learning in an emotionally supportive environment and seek to ensure that anyone who enters our schools supports this vision as well. In order to ensure that the adult behaviors align with the vision and values, we have teachers as well as the principal visit one another's classrooms, we have open communication between staff members, and our school is dedicated to anti racist practices as well as culturally responsive teaching practices. When racial incident occurs, our staff comes together to discuss and develop specific plans for how to address the incident and how we can prevent and educate students and 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:**

- 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

During fall conferences teachers share reading levels and DIBELS scores with families, and teachers are in communication during the rest of the school year. In the 2023-24 school year we will be exploring how to bring students into the process of goal setting.

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

- Professional Development on Universal Design for Learning practices
- Social Thinking strategies shared and implemented school-wide by our Special Education team
- Timing at regular intervals to analyze data as a PLC

**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:**

Montlake Elementary believes in ensuring that each one of our students receives high quality instruction and the support they need in order to be socially, emotionally, and academically successful. One of the main purposes of our MTSS and SIT process is to ensure that students who are identified as needing additional supports (both students working above grade level standard as well as students working below grade level standard), receive the necessary intervention(s) as soon as possible. Families and students are included in the steps of the process to identify the needs of a student, and to ensure student receive support and interventions the team believes will help them to access academic learning in their classrooms and school.

In order to facilitate this, the school community has developed the following inclusive Multi-tiered System of Support (MTSS) and Student Intervention Team (SIT) process:

- MTSS documents that include all students in each classroom
- A school-wide Data Tracker that allows us to share data system-wide and analyze whole-school trends and disproportionality
- Regular MTSS meetings (which include Specialists and the Special Education team) in order to discuss and track trends by grade and individual
- Partnerships with parents/guardians to gather input to identify a specific emotional, social and/or academic concern
- Based on that concern the school moves forward with tier 1 classroom interventions and data is collected for a cycle of 4-6 weeks.
- The classroom teacher meets with the student to set goals for growth and/or achievement. If the student does not show adequate growth towards grade level standards or behavioral check points after the 406 week cycle then the teacher moves to calling a SIT meeting

SIT meeting participants: Parents/guardians, school psychologist, principal, classroom teacher(s), special education teacher

- School staff contacts parents to inform them about the SIT date and who will be attending the SIT meeting
- Meeting agenda includes; introductions, strengths, background, health history, health concerns, review of SIT Referral Form (parent/guardian will be provided with a copy, prior to the meeting), review of student data and classroom work examples.

SIT Team recommendations and decisions:

- Family input is welcome and prioritized and parents/guardians are considered an essential part of the team.
- Meeting participants decide as a team how to move forward in terms of providing the appropriate support for the student including 504 or Special Education evaluation.
- Behavior interventions or plans.
- Support ideas for families to try at home.

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

- Where there are academic concerns data is collected for a minimum of six weeks, and classroom tier 1 interventions are implemented.



- The classroom teacher meets with the student to set goals for growth and/or achievement.
- Teachers and psychologist will meet with families to discuss strengths and concerns related to students who need additional support and develop an individualized plan of support.
- If academic growth is not met through the above, having Student Support Team (SIT) meetings with families to strengthen the plan with parents as central contributing members of the team. Parents are contacted throughout the process so if it reaches an SIT meeting, there are no surprises.

If the SIT 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:**

- Classroom Differentiation. At Montlake Elementary, we have high expectations for all students, and we know that each will be challenged by the rigor and depth of our curriculum. To that end, Montlake follows an inclusion model in which teachers differentiate instruction for all students. [Current research](#) shows that inclusion is generally best educational practice for all learners, including advanced learners, especially in math. An inclusion model is also consistent with the [Seattle Public Schools' Strategic Plan](#) focus on "undoing legacies of racism in public education." The following are various strategies we use to meet the needs of all learners, including those identified as advanced either by their teachers or district testing.
- AL/HC Math Strategies. Montlake utilizes the [enVision Math 2020](#) curriculum, which builds conceptual understanding through a combination of problem-based and visual learning strategies. Teachers implement differentiated instruction in varied groups: whole class, small group, partners, and individual. Listed below are instructional strategies used at Montlake (note that not every strategy will be used in every classroom):
- Parallel Tasks. All students work on the same core content with tasks of different complexity.
- Curriculum Compacting. Use assessment to determine student skill level in a core content area. Then eliminate or enhance parts of the curriculum based on instructional need.
- Flexible Groups. Students are grouped by interest, achievement, activity preference, or specific instructional needs.
- Math Centers and Games. Activities in small groups based on student choice or teacher designation.
- Small Group Instruction. Teacher works with a small group of students on a targeted learning goal.
- Tiered Assignments. Adjusted degrees of difficulty of a question, task or product to match student's current readiness level.
- Open Questions. A question framed in such a way that a variety of responses/approaches are possible.
- Targeted Questioning. Teacher is intentional about depth of questions asked. All students are asked questions that require critical thinking at a level that is challenging for them, and all students benefit from hearing their peers' thinking.

AL/HC Reading Strategies. The strategies listed above are also adapted for use in reading instruction. We use a wide variety of reading materials from our classroom and school libraries, *Junior Great Books*, teacher read-alouds, and content area reading. Classroom groupings include:

- Flexible Leveled Reading Groups (K-3). Utilizing the [Collaborative Classroom](#) curriculum, students are placed in groups by current reading level to ensure appropriate instruction and reading materials. Groups can change as students' reading skills develop.
- Literature Groups (3-5). A group of students read the same book. They ask peer questions, discuss major themes, study vocabulary, and analyze author's purpose and style.

- Independent Reading. Each student will have an opportunity for self-selected reading during the school day to develop reading fluency and get in the habit of reading.
- Support for Students in Selecting Appropriate Books. Teacher will guide students in choosing just-right books for independent reading. (Criteria include instructional level, high-interest reading, and student choice.)

Teachers may also use the following differentiated approaches to support the AL Reading Strategies above:

- Reading Logs. Students keep a reading record to allow both student & teacher to monitor choices.
- Independent Book Study Projects. Opportunities for students to explore a topic of interest to them.
- Book Reports (2-5). Depth of student analysis and comprehension is appropriate to student reading level.
- Response to Literature. Opportunities for students to demonstrate understanding by using text to make connections and support thinking. Projects could include art, drama, writing, reports or other presentations.
- Extension Menus. Developed in conjunction with members of a grade level team, students choose an option from a predetermined "menu" of options (or propose an alternate option) that allows them to demonstrate and extend their learning.
- Genius Hour. Students choose a topic of their choice, research it, and create an innovative project and presentation using the Genius Hour model. Past topics have included video games, learning sign-language, designing buildings, starting businesses, and changing the world.

For more information about Advanced Learning Opportunities, please visit the [Seattle Public Schools Department of Advanced Learning](#).

#### **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 (Note: The Montlake PTA has established a robust After School Enrichment program which is accessible to all students and offers scholarships for any student who needs them. All students qualify for an Activity Bus, and Special Education students who qualify for Transportation Services are receiving transportation home at the end of each session. As a result, more students with IEP's are taking the classes than ever before.)

#### **Homework Policy**

We believe that all children K-5 benefit from a rich reading life at home. We encourage at least 20 minutes of daily reading, which can be a combination of looking at picture books, reading with an adult, reading independently, or other reading activities.

Brain research also shows that repeated exposure to math concepts is beneficial. As a result, we want students to do some math work at home as well. That can be something the teacher sends home that matches the day's lesson, or it can be something that a family chooses--playing go fish, counting coins, working on math facts, playing chess, talking about time, etc. You can find additional ideas for supporting your mathematician at home by visiting SPS's [elementary math family support page](#) online. Rich resources especially designed for elementary mathematicians and their families are also available [online at the SPS website](#).



Special Projects--Sometimes a teacher will assign special projects at school that require a little prep work at home. Examples include interviewing a family member, thinking of ideas for a science project, practicing lines for a play, etc.

How long should homework take? Homework will only be given for Monday through Thursday, but it can be done anytime. We know children today have many activities, and some nights are busier than others.

- 20 minutes of reading plus 10 minutes of math for K-1
- 20 minutes of reading plus 15 minutes of math for 2-3
- 20 minutes of reading plus 20 minutes of math for 4-5

What is the process if I have questions about my child's homework? Homework is encouraged at Montlake but not required. Students will not lose recess or class points or have other consequences for incomplete homework; however, it is a missed learning opportunity. For example, students will certainly read and do math at school, but the extra time reading at home, either alone or with a family member, is lost time if it isn't done. Homework can also be informative and can help families understand how their child is doing at school.

Teachers at Montlake want to work with families so that children and parents are enjoying learning at home, and we are open to alternate assignments. Please talk to your child's teacher if you have questions.

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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:

85% of families that respond will respond favorably in SPS-administered surveys related to the Four Pillars of Family Engagement. Information will be aggregated according to demographics and shared with the Montlake PTA.

#### One-year Goal:

75% of families that responded will respond favorably to a school-created community survey in the Spring of 2024 which 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 given in the spring of each year culminating in the spring of 2026.

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

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:**

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of "Targeted Universalism." Our universal goal is every Seattle Public Schools' student receives a high quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

Montlake Elementary is an inclusive community of students, families and educators engaged in challenging curriculum that is enhanced by environmental science and the arts enabling every learner to reach their full potential. Our mission is that students will emerge from elementary school as readers, writers and problem-solvers, while being fit and healthy both physically and emotionally. Our school motto encourages our students to Be Safe, Be Kind, Be Fair and Take Responsibility while being Prepared, Advocates, Welcoming and Safe.

Our vision: To educate the change-makers of tomorrow.

Our mission: Montlake Elementary is an inclusive community of students, families and educators dedicated to creating a welcoming and equitable learning space for independent thinking, creative expression and advocating for a better world.

At Montlake we maintain a strong partnership with our PTA to engage families and facilitate a welcoming environment. Engaging families, especially those with students that are furthest from educational justice, is a priority at Montlake. We strive to create partnerships with families that enhance their student's learning.

## **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:**

When new families arrive within the community, the principal sends postcards to incoming students to welcome them to the community and holds regular "Coffee Chats" with grade level families to share ideas and hear about concerns.

Currently our PD calendar includes time in October for teachers to discuss best practices with regard to Culturally Responsive conferences. Fall curriculum night will include updates from our principal, specialists, and teaching staff. Proposed events include co-planning for a Math Night in the fall, the IDEA project in winter, Science Fair and Art Walk in the spring. In the 2023-24 school year PTA events will include the Harvest Potluck in September and a Multicultural Night (perhaps related to Lunar New Year) in February.

- The Montlake BLT we will read and discuss Chapter Six: Practical and Creative Uses of the Hill Model: School Leaders, Community Members and Families from Gholdy Muhammad's book,

Unearthing Joy, and implement new ideas and strategies for areas that are highlighted as unclear or unsatisfactory.

- In the 2023-24 school year the Montlake staff will be trained in how to use Talking Points in order to increase communication with our multilingual families.
- 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:**

- Survey community members to see what topics are of interest to them.
- Collaborate with the PTA to organize outside speakers that may be of interest to the community.
- Engage the community in a discussion and understanding of Universal Design for Learning.
- As a school and community, Montlake has an effective and involved PTA. The PTA holds events that focus on:
  1. Giving all communities a voice
  2. Building the awareness of other cultures
  3. Enabling an understanding of the school curricula
- These events are well attended and promote an understanding of the diversity of the school and the breadth of the school curricula.
- Teachers at Montlake involve parents/guardians/caregivers at a variety of levels with participation in their students' education. These include, but are not limited to:
  1. Parents/guardians volunteering to visit classrooms or sit on an 'expert panel' to add information to a curriculum area.
  2. Parents/guardians being interviewed by their student to gather information before a new unit is started.
  3. Parents/guardians participating in the individual celebration of their child through VIP interviews.

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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:**

In the spring 2023 student survey, 92% of Montlake students responded favorably to the question "I feel safe and welcomed at my school." By maintaining a professional demeanor in all aspects of the school we can make more of our students feel safe and welcomed at school. We will do this by:

- Teachers will work in committees to explore practices and/or adapt curriculum to suit students social and emotional needs.
- Teachers have taken and will continue to take professional development related to culturally responsive teaching.

- Regular feedback is given by the principal and peers using Zaretta Hammond's "Culturally Responsive Walk-Through Tool" based on the Ready for Rigor Framework.
- Throughout the school year, teachers and administration will check in with students through questions, conversations, and critical listening—particularly those students who are furthest from justice.
- Every adult in the building leads and/or participates in Wolfpack meetings once a month so that these cross-grade level advisory groups can become even stronger.
- Teachers will teach students the "Bugs and Wishes" framework and seek their input in creating restorative practices to help resolve conflicts that may happen on the playground or in the classroom.
- Teachers will use the "Mood Meter" and the "Meta Moment" from the RULER curriculum to help students recognize their emotions before or during conflicts.

## **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:**

At Montlake we believe that professional development should be focused on problems of practice defined in the Continuous School Improvement Plan (C-SIP). Our PD plan should use many avenues of PD including PLCs, Coaching, Presentations, and shared book studies. Planning for PD should call on the strengths of our staff in order to differentiate to meet the needs of EVERY staff member. Opportunities for differentiation include the PLC structure, peer to peer coaching and scheduling PD based on individual need. This year we are working with the Novak Group as an "Early Adopter UDL" school and will also be diving more deeply into restorative practices.

### **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.
- Learning walks for teachers to visit other classrooms using Zaretta Hammond's Culturally Responsive Walk-through Tool for peer-to-peer feedback
- Administrators using tools, like the Ready for Rigor Framework or Zaretta Hammond's Culturally Responsive Walk-through Tool for administrator-teacher feedback loops, during informal class visits
- At Montlake we believe that professional development should be focused on problems of practice defined in the Continuous School Improvement Plan (C-SIP). Our PD plan should use many avenues of PD including PLCs, Coaching, Presentations, shared book studies, and action research. Planning for PD should call on the strengths of our staff in order to differentiate to meet the needs of EVERY staff member. Opportunities for differentiation include the PLC structure, peer to peer coaching and scheduling PD based on individual need.
- In the 202-23 school year we are working with the Novak Group as an "Early Adopter UDL" school and delving into a 10-hour guided course on Restorative Practices.

In the 2023-24 school year we will implement a robust Induction program for new staff, and every new staff will be paired with an experienced mentor. The principal will work with this group three times a year to ensure that upcoming events are explained, and expectations are clearly explained to all staff.

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

Teachers at Montlake have a variety of opportunities to step into leadership positions, including serving on the Building Leadership Team, serving on the Teacher Leader Cadre, and leading assemblies and Wolfpacks. Teachers also serve as committee leads on the Safety, Common Expectations/PBIS and Professional Development committees.

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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:** 2023-2026

**Funding Type:** Combined

**Funding Source:** Building Budget and PTA

**Amount:** 0.8 FTE Academic Intervention Specialist (AIS)

**How will funds improve student learning?** To serve as the literacy specialist for identified students in grades K-5, and support split classrooms in math. 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:** 2023-2026

**Funding Type:** Specific

**Funding Source:** Building Funds

**Amount:** TBD

**How will funds improve student learning?** Paid expert trainers to help train staff on neurodiversity, Social Thinking, and Universal Design for Learning principles. This will result in strengthening the skillset of staff for the purpose of supporting academic and behavior instruction.

**Academic Year:** 2023-2026

**Funding Type:** Specific

**Funding Source:** PTA

**Amount:** 0.3 FTE Front office support

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

**Academic Year:** 2023-2026

**Funding Type:** Combined

**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 to support the programming needs at Montlake. This will result in students achieving their assessment growth goals.