



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

## Queen Anne 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:** Queen Anne Elementary School

**Principal:** Dan Warren

**Members of the Building Leadership Team and Parent/Guardian Partners:** Lauren Appel, Karen Alvarez, Bonnie Dudley, Joise Haley, Rachel Scheer and Holly Albright

**Community Partners (Community Based Organizations):** Kids Company, Queen Anne Elementary PTSA, and Ballard Food Bank



[Queen Anne Elementary School Report](#)

[Queen Anne Elementary School Climate Survey](#)

### School Overview

Queen Anne Elementary is a K – 5 Option School. Our school-wide guiding question is: How are we making an impact in the world? As a school, we are deeply committed to utilizing research-based,

culturally responsive teaching practices to empower every explorer to be a compassionate global citizen, responsible environmental steward and active social justice champion.

Mission: Our "Five Pillars" have shaped and defined the work we do as a school since 2010:

- We are self-directed learners.
- We encourage each other to think critically and learn more.
- We are concerned, confident, compassionate citizens of the world.
- We learn everywhere; we learn together.
- We are creative.

Vision: Our Five Pillars focus on 21st century learning skills that we practice through inquiry in Project Based Learning and support and question-using skills from Social and Emotional Learning.

## **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:**

Queen Anne Elementary will increase our students' sense of belonging at school, as measured by our 3<sup>rd</sup>-5<sup>th</sup> Grade Student Climate survey, from 88% for all students in Spring 2023 to 100% Spring of 2026.

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

Queen Anne Elementary will increase our students' sense of safety at school, as measured by our 3<sup>rd</sup>-5<sup>th</sup> Grade Student Climate survey, from 87% for all students in Spring 2023 to 100% Spring of 2026.

## **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

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

As a school, we are deeply committed to utilizing research-based, culturally responsive teaching practices to empower every explorer to be a compassionate global citizen, responsible environmental steward and active social justice champion.

Mission: Our "Five Pillars" have shaped and defined the work we do as a school since 2010:

- We are self-directed learners.
- We encourage each other to think critically and learn more.
- We are concerned, confident, compassionate citizens of the world.
- We learn everywhere; we learn together.
- We are creative.

## **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:**

- Community circles, social emotional lessons, activities that cultivate strong relationships
- Multi-Tiered Systems of Support (MTSS) with an equity lens
- Positive Behavior Intervention Supports (PBIS)
- Universal Design for Learning (UDL)
- Differentiation, Flexible Grouping, Independent Study opportunities through school-wide Project-Based Learning (PBL) in Oct. – Dec. and April – June.,
- Pacing adjustments
- Supplemental instruction in area of interest
- Supplemental materials in area of interest
- Cluster grouping for 4-6 weeks to pursue individual areas of interest or focus on specific skills
- Enrichment opportunities
- Independent projects
- Arts – Integration through partnership with Book-It Repertory Theatre
- MakerSpace
- Reader's Theatre.

### **Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:** In 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 will review reading and math data and attendance three times per year to monitor reading progress, focusing on students not yet meeting reading and math standards and students furthest from educational justice.

ELA:

- Students furthest from educational justice

- Tier II Support in Reading for K-5 learners
- K – 5 QAE Global Home Reading Program
- Tier III Support in ELA for SPED students

Math:

- Students furthest from educational justice
- Refining research-based practices using enVision resources,
- Increasing use of math manipulatives,
- Tier III Support in Math for SPED students

### **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.
- MTSS Student Support Team (Family connection meetings)

## **Priority Area: Classroom Instruction and Academic Success—3<sup>rd</sup> Grade English Language Arts**

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students’ academic mindset since "Intelligence" is not a fixed, inborn trait.

### **Classroom Instruction and Academic Success Measures and Targets**

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

The percentage of 3rd Grade Students proficient or above in ELA on the SBA will increase from a baseline of 50% target goal of 80% by 2025-26.

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

The percent of 3rd Grade Students proficient or above in ELA on the SBA will increase from a baseline of 50% to a target goal of 60% by 2023-24.

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

- DIBELS assessments for primary students
- MAP and/or SBA will monitor school-wide progress
- Running records taken by classroom teachers from October – May
- Track participation and reading progress for students in Home Reading Program

### **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:** In Progress

## **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:**

- Tier 2 Reading Intervention Data
- Small Group
- Differentiation

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

- Elevate and support effective teacher practices
- Time at regular intervals to analyze data as a PLC and as a staff
- Professional development focused on improving reading achievement through research-based practices in ELA as outlined in SPS Science of Reading.
- Professional development focused on differentiation and Universal Design for Learning
- Professional development focused on culturally responsive teaching

### **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:**

- K – 2 Reading Specialist will provide LAP support or Reading Support using SIPPS
- Students furthest from educational justice will be tracked in reading by teachers, principal, K – 2 Grade Reading Specialist
- MTSS will review reading and math data and attendance three times per year to monitor reading progress, focusing on students not yet meeting reading and math standards and students furthest from educational justice. MTSS Team will report progress to staff at monthly Staff Meetings.

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

Tier 1:

- Grade Level/ TLC planning and assessments
- MTSS cycle of inquiry (grade level teams and specialists)
- Use of Heggerty Phonics curriculum K-2
- Differentiated outcomes and activities for students above proficiency

Tier 2:

- Use of SIPPS curriculum for reading intervention K-2

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

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

- Global Reading Challenge
- Afterschool Enrichment Opportunities (Chess, Arts, Music, and Lego)

### **Homework Policy: In Progress**

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## Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

### Family and Community Engagement Measures and Targets

#### Three-year Goal:

By partnering with families furthest from educational justice, Queen Anne Elementary will increase the influence of voice of families in the planning of school sponsored events over the period of 2023-26.

#### One-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).

### 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

- MTSS Plan
- This professional learning will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for

Each teacher K-5 sends home weekly newsletters, Principal sends home QAE News each week.

In 2023-24, families will be provided:

- Communication of weekly learning plan
- Family engagement events & communication, such as Parent Partnership Webinars
- Family connection conferences in November 2023.
- Tiered supports for families needing more flexibility of access (scheduling, asynchronous learning opportunities, etc.)

**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

## 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:

Queen Anne 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:** In Progress

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

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

- Professional development focused on differentiation and Universal Design for Learning
  - Professional development focused on culturally responsive teaching
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## **Budget Allocations to Support Continuous Improvement**

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

**Academic Year:** 2023-2024

**Funding Type:** Specific Use

**Funding Source:** LAP

**Amount:** \$58,000

**How will funds improve student learning?** Academic Intervention- K-2 Reading .4

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:** 2023-2024

**Funding Type:** Combined

**Funding Source:** Equity

**Amount:** \$4,654

**How will funds improve student learning?** K-2 Reading Tutors (Hourly)

Reading 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:** 2023-2024

**Funding Type:** Combined

**Funding Source:** Per Student Allocation

**Amount:** \$10,989

**How will funds improve student learning?** K-2 Reading Tutors (Hourly)

Reading 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:** 2023-2024

**Funding Type:** Combined

**Funding Source:** PTA

**Amount:** \$62,939

**How will funds improve student learning?** Additional Art/Makerspace