



2023-26 Continuous School Improvement Plan (C-SIP) Salmon Bay K-8

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: Salmon Bay K-8

Principal: Barbara Dixon

Members of the Building Leadership Team and Parent/Guardian Partners: Barbara Dixon, Amy Acquino, Wendy Trongtham, Amy Gross, Carol Carlson, Charles Wenzel, Ticely Reeves, Tina Helmecke, Sam Olson, Christina DeCarufel, Akash Niranjana, Tejara Mortensen, Casey Rukeyser, Rachel Street

Community Partners (Community Based Organizations): Salmon Bay community partners are Coho Boys and Girls Club - onsite, FOSB parent group, Ballard boys and girls club – offsite, Katie Ford after school program coordinator



[Salmon Bay K-8 School Report](#)

[Salmon Bay K-8 School Climate Survey](#)

School Overview

At Salmon Bay, we place your child on a path for academic and social success by helping students develop the skills required to be academically prepared, socially competent, and individually confident of their contributions. We offer a small school environment with a dedicated and dynamic staff committed to helping all students grow into their potential.

We pride ourselves on offering a warm, caring environment where children can develop in their own unique way and where supportive adults work to ensure each child will be successful every day.

- We plan for the active engagement of all students by providing multiple ways to access and guarexpress learning. (programs include full access to Visual and Performing Arts.)
- We teach social skills and emotional intelligence to create a safe school community and promote responsibility for each other. (programs include multi-age learning opportunities, homeroom/advisory, reading buddies, and elementary-middle school classroom partnerships)
- We grow and build confidence through hands-on classroom and field-based learning experiences. (programs include student leadership and mentoring opportunities, outdoor educational experiences, community based experiences)
- We investigate authentic problems that deepen our understanding and curiosity about the world.
- We engage in the work of social justice by examining identity, building knowledge and developing skills to challenge inequities.
- We know that we are at our best when a strong family-school partnership exists, and we are committed to working with and for you in the service of student learning and growth.

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:

Student response on our climate survey indicate that only 63% of students enjoy math. Our climate survey also indicates that only 51% of students enjoy science. To increase both of these percentages we will examine our learning environment practices, along with teaching and learning practices by focusing PD on restorative practices, UDL, building relationships and use MTSS to provide effective interventions that inform teaching and learning. We will move from 63% to 80% - 85% of students who enjoy math and from 51% to 80% -85% of students who enjoy Science by June of 2026.

One-year Goal:

For the 2023-2024 school year we will examine why our learning environment practices do not foster enjoyment in math and Science. Using UDL, restorative practices, continue to building relationships collect and use data analysis at MTSS meetings with the goal of increasing the enjoyment of math from 63% to 70% -75% and the enjoyment of science will increase from 51% to 70% -75% of students who respond favorably 9 science, by June 2024. Make it fun!

Student Outcome Focused Governance

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

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Evidence of alignment to student outcome focused governance:

The Guardrail supports our vision by ensuring that disciplinary action is not a substitute to building relationships and examining how adults respond, develop and maintain welcoming environments in their classrooms for all students, "We pride ourselves in offering warm, caring environments where children can develop in their own unique way and where supportive adults work to ensure each child will be successful every day". "We plan for the active engagement of all students by providing multiple ways to access and express learning".

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:

To meet our Learning Environment Goal our EOG PD will focus on restorative practices that support K-8 students. We will use the Equity Analysis tool as a staff in looking at creating learning environments that support instructional practices that break down barriers for students of color, our special education students, our general ed students and advance learning students. We will plan and implement school-wide expectations that we will assess mid-year, making course corrections if need.

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

We will use some of our EOG and PD days to have regular PD throughout the year focused on restorative practices that support learning environment goals. Learning how to implement and weave in restorative practices will support culturally responsive strategies, process and procedures.

For our students of color, for special educational students and for general and advance learners ; the full range of students that we serve. Our goal for this PD is to break down barriers for all students by using restorative practices instead of disciplinary practices that exclude students.

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:

SPED teachers and classroom teachers collaborate regularly to provide strategies that support students in the general education setting. Sped teachers push into model supports and provide teachers with student trackers to document successes and challenges. MTSS team meet with grade level cohorts every 6 weeks to review data, progress monitoring and additional supports that need to be put in place. As a school we are focusing on UDL strategies across grade levels. Admin and TLC teachers will use an UDL walk through tool to support this work.

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

The MTSS team meets with grade level teams every 6 weeks (about 1 and a half months) to review data, progress monitoring for students. Our Social worker and counselor work with students in small social groups and will provide school wide PD on SEL strategies that can be used.

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

School Three-year Goal:

For the next three school years (2023/2024-2025/2026), at least 75% of 3rd grade students whose Fall DIBELS scores are below benchmark and students of color furthest from educational justice will meet standards or higher on the ELA MAP, based on their RIT score.

School One-year Goal:

For next school year, at least 75% of 3rd grade students whose Fall DIBELS scores are below benchmark and students of color furthest from educational justice will meet standards or higher on the ELA MAP, based on their RIT score.

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

At MTSS meetings we will analyze data collected, compare to BOY benchmarks, DIBELS, MAP, and classroom-based assessments [UFLI(K-2), Morpheme Magic (4-5), CCC, Signs for Sounds]. This data and UDL practices will be used to direct student needs. We will meet with each grade level team every 6 weeks or less depending on student need.

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:

- Community wide pledge for a zero-tolerance policy on racism
- PD focus on restorative justice to support the zero-tolerance policy
- Develop a tool can students use that is restorative (Ex: Peace Path at John Hay)
- BLM at school principles should be displayed and taught all school year
- Once a month K-5 assemblies (recognitions, concerns, updates, celebrations, etc...)
- Once a week 6-8 assemblies (recognitions, concerns, updates, celebrations, etc...)

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:

At MTSS meetings we will analyze data collected, compare to BOY benchmarks, DIBELS, MAP, and classroom-based assessments [UFLI(K-2), Morpheme Magic (4-5), CCC, Signs for Sounds]. This data and UDL practices will be used to direct student needs. We will meet with each grade level team every 6 weeks or less depending on student need.

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

PD focus on restorative justice to support the zero-tolerance policy

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:

SPED teachers and classroom teachers collaborate regularly to provide strategies that support students in the general education setting. Sped teachers push in to model supports and provide teachers with student trackers to document successes and challenges. MTSS team meet with grade level cohorts every 6 weeks to review data, progress monitoring and additional supports that need to be put in place. As a school we are focusing on UDL strategies across grade levels. Admin and TLC teachers will use an UDL walk through tool to support this work.

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

SPED teachers and classroom teachers collaborate regularly to provide strategies that support students in the general education setting. Sped teachers push in to model supports and provide teachers with student trackers to document successes and challenges. MTSS team meet with grade level cohorts every 6 weeks to review data, progress monitoring and additional supports that need to be put in place. As a school we are focusing on UDL strategies across grade levels. Admin and TLC teachers will use an UDL walk through tool to support this work.

Highly Capable Services:

At Salmon Bay K-8, we will provide advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for

any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student. Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Students who are achieving well above grade level standards are targeted under MTSS for Tier 2 interventions. Basic Tier 2 curriculum supports in Reading and Math are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

By the 2024-25 school year, the MTSS Tier 3 process will be in place for students with complex needs that can't be addressed in Tier 1 and Tier 2 supports. The Tier 3, MTSS process will result in an individual student plan, in collaboration with the AL Department.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC. Similarly, student growth is reviewed at various points throughout the school year in PLCs and educators plan for the needs of all students in their classrooms.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

Expanded Learning opportunities for students through afterschool or summer programs:

In Progress.

Homework Policy:

Our homework policy for K-3 students is 20 minutes of independent reading daily. For 4-5 grade it is 20 minutes independent reading daily and then another 10- 15minutes of math practice, mostly multiplication practice. For 6-8the grade students are not assigned extra homework on top of classwork to be completed as "homework". However, when larger projects are happening there is some work to complete at home. Most of the work students would be completing as homework is mastery of distinction work-going above the standard. An example is: if the work was to write a procedure for an experiment. If students conducted the experiment at home and collected data, then they would attain mastery of distinction work. However, most students can complete the mastery of distinction work at school, and it does not have to be completed at home. If students have homework it is typically work they did not complete during class time. In Math they will have homework around the end of a unit and/or before tests/quizzes.

Priority Area: Classroom Instruction and Academic Success—7th Grade Mathematics

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

School Three-year Goal:

For the next 3 years (2023-2026) growth on the SBA summary by attributes for 7th graders will show that 85% - 90% of all students will meet standard on the assessment.

School One-year Goal:

For the 2023-2024 school year student growth on the SBA summary by attribute will increase growth from 72% - 75% to 80% - 85% by June of 2024.

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

We will use UDL strategies to increase student engagement and joy in math. The data we will use to improve instruction will be BOY baseline, end of unit data, exit tickets and MAP Math scores. We will use MTSS to assess all data points, on student work collected. Work collected will be reviewed and evaluated for understanding by the teacher. Students will be identified that need re-teaching. Student learning will be assessed at the end of the unit. Students not meeting standard will conference with the teacher and correct errors, showing their work and writing a statement that explains the mistakes made. Upon teacher review, the student may be eligible for an assessment retake to demonstrate their understanding.

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:

The Guardrail supports the vision of the school in that, At Salmon Bay, we place all children on a path for academic and social success by helping students develop the skills required to be academically prepared, socially competent, and individually confident of their contributions. We offer a small school environment with a dedicated and dynamic staff committed to helping all students grow into their potential. The data we will collect will be evidence of reteaching, conferencing notes with students and examples of student work collected and corrected by students along with retake quizzes.

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:

In Progress

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

In Progress

Multiple Tiered System of Support (MTSS) reflect Inclusive Practices that create the conditions for students who receive student support services to be successful in the general education setting:

In Progress

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

In Progress

Highly Capable Services:

At Salmon Bay K-8, we will provide advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student. Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Students who are achieving well above grade level standards are targeted under MTSS for Tier 2 interventions. Basic Tier 2 curriculum supports in Reading and Math are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

By the 2024-25 school year, the MTSS Tier 3 process will be in place for students with complex needs that can't be addressed in Tier 1 and Tier 2 supports. The Tier 3, MTSS process will result in an individual student plan, in collaboration with the AL Department.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC. Similarly, student growth is reviewed at various points throughout the school year in PLCs and educators plan for the needs of all students in their classrooms.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

Expanded Learning opportunities for students through afterschool or summer programs:

In Progress

Homework Policy:

Our homework policy for K-3 students is 20 minutes of independent reading daily. For 4-5 grade it is 20 minutes independent reading daily and then another 10- 15minutes of math practice, mostly multiplication practice. For 6-8the grade students are not assigned extra homework on top of classwork to be completed as "homework". However, when larger projects are happening there is some work to complete at home. Most of the work students would be completing as homework is mastery of distinction work-going above the standard. An example is: if the work was to write a procedure for an experiment. If students conducted the experiment at home and collected data, then they would attain mastery of distinction work. However, most students can complete the

mastery of distinction work at school, and it does not have to be completed at home. If students have homework it is typically work they did not complete during class time. In Math they will have homework around the end of a unit and/or before tests/quizzes.

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

School Three-year Goal:

In Progress

School One-year Goal:

For the school year of 2023-2024 we plan to have a parent night about restorative practices and culture and climate using our SPS Equity tool. This will provide equity and voice as we ask for parents to join us in signing a commitment to align our values as a community. (Similar to a class charter it will be a community charter)

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 Middle School utilizes a lunch reflection system that encourages a restorative process to resolve behaviors that don't align with the student value-based acronym (Together, Respect, Unity, Support, Teamwork), SPS student rights and the staff values of *Be Kind, Be Safe, Be Responsible*. From the beginning of the school year in 2022 to May 15th, 2023, 209/244 lunch reflections were assigned to male identifying students. This means that 86% of all lunch reflections assigned were given to male identifying students. By June 2024, we aim to have the percentage of lunch reflections given to male identifying students be proportionate to the percentage of our male identifying students at Salmon Bay. To achieve this goal, we will implement the following actions steps:

Action Steps Include:

1. Creation of a student handbook for Salmon Bay families that includes: *Mission and Vision Statements, Students Rights and Responsibilities, Student Value Based Acronym, Staff Values, Salmon Bay Policies and Restorative Practices to Repair Harm*.
2. Weekly all middle school assemblies to build school spirit, emphasize community and increase communication between staff, students, and administration.

3. Develop middle school homeroom and elementary classroom partnerships to expand Salmon Bay's mentorship programs. Begin to use a weekly Homeroom student digital check-in to assess students' social emotional wellbeing.

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:

Our EOG PD will focus on restorative practices that support K-8 students. We will use the Equity Analysis tool as a staff in looking at creating learning environments that support instructional practices that break down barriers for students of color, our special education students, our general ed students and advance learning students. We will plan and implement school-wide expectations that we will assess mid-year, making course corrections when needed. Our parent community will also participate in learning about restorative practices by attending an evening event around restorative practice.

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:

To stay aligned with our school engagement goal: "Our middle school utilizes a lunch reflection system that encourages a restorative process to resolve behaviors that don't align with the student value-based acronym (Together, Respect, Unity, Support, Teamwork), SPS student rights and the staff values of Be Kind, Be Safe, Be Responsible."

We will begin having family night activities around restorative practices as we will ask for a signed commitment from Salmon Bay families to align our values as a community. Salmon Bay will use our SPS Racial Equity tool to guide and provide equity and community voice.

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:

The Guardrail supports the vision of the school in that we engage in the work of social justice by examining identity, building knowledge and developing skills to challenge inequities. We will engage in PD around restorative practices to eliminate barriers to student growth and success. We will use MTSS, PLCs, UDL practices, and a Racial Equity Analysis tool lens while monitoring student data, implementing, assessing, reflecting and planning for all students.

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:

In Progress

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: Grant

Funding Source: PTO

Amount: \$86,000

How will funds improve student learning? Funds support improvement of student learning by providing SB with a reading specialist to support K-3 students