



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

South Shore PK-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: South Shore PK-8

Principal: Justin Hendrickson

Members of the Building Leadership Team and Parent/Guardian Partners: Jennica Prescott, Tamara Kelley, Justin Booker, Justin Hendrickson, Sarah Trapp, Weston Horner, Dione Johnson

Community Partners (Community Based Organizations): City Year, Space Between, Seattle Public Library, ReWA (Refugee Women's Alliance), Speak with Purpose, Backpack Brigade, Senecca, Stemtec



[South Shore PreK-8 School Report](#)

[South Shore PreK-8 School Climate Survey](#)

School Overview

South Shore PK-8 is a diverse community choice school located in the Rainer Beach neighborhood. We serve over 569 students and approximately 76% of our student body are identified as Historically Underserved Students of Color. Being located in one of the most diverse zip codes in the country, South Shore's diversity is also its primary strength. We are a school that values family, and community, with an intentional focus on preparing students to not only be academic scholars, but also empathetic world citizens. South Shore values the whole child and integrates Social Emotional Learning into all aspects of our school community. Our school celebrates the strength of every child and values the gifts they bring to our classrooms. As a "School of Promise," we know all too well the urgency needed to serve students furthest from educational justice. South Shore uses data to guide school wide instruction, utilizing research-based curriculum to provide both enrichment opportunities as well as additional small group academic supports and interventions to identified students. South Shore has foundational strength in the MTSS framework that allows students to be "seen," knowing students by name, strength and need.

Partnerships with Community Based Organizations (CBOs)

Resources directed towards additional support to increase outcomes in reading and math. As a community school South Shore also has several very long-standing strong community partnerships that are targeting our historically underserved students of color including Speak with Purpose, Seneca, City Year, Communities in Schools, Rainer Scholars, STEM TAC, Seattle Parks, Seattle Country Day School and Asian Community Counseling Services.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

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

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

By the end of 2025-26 school year students 3-5 will increase from 78% to 90% when responding favorably to "I can really be myself at school." In addition, 6-8 students will increase from 76% to 88% when asked "my school and teachers care as much about my feelings and relationships with others as they do my learning."

One-year Goal:

By June of 2024, in the student climate survey, there will be an improvement by seven percentage points in the category: My teacher gives me choices in how I learn new things at school and how I share what I know. It will improve from 85 percent to 92 percent/MS: 84-91 percent.

By June 2026, achieve a 90% positive response rate on the student climate survey question: "I see myself reflected in the books I read at school," up from the current 76%.

We will do this by doing the following:

- Daily school-provided prompts for circles
- Monthly trainings on Purple and Green Days. Purple: Emphasis on UDL strategies, Green: Emphasis on restorative practices
- District support of Universal Design for Learning (UDL) implementation during purple days
- TLC partnership with teachers to create strong Tier I practices in classrooms
- Daily advisory for middle school with an hour-long advisory offered on Wednesdays. Daily circles in elementary classrooms

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 not provide welcoming environments.

Evidence of alignment to student outcome focused governance:

South Shore is in the heart of the Rainier Beach community. Our values of being Safe, Kind, Respectful, Learners are shared and used throughout the neighborhood. During events, a unified message is seen throughout the community.

South Shore PK8 is working towards creating a restorative community of care. By using frameworks and resources from *Onward* by Elena Aguilar, *Cultivating Genius* by Gholdy Mohamed, and *The Little Book of Restorative Justice in Education*, by Kathleen Evans and Dorothy Vandereng, we are working towards building strong relationships amongst one another. Every classroom at South Shore holds a community circle at the beginning of their day to build community, empathy, and communication. The South Shore community believes that these practices promote cultural competence, supports healing, and drives change. To encourage restorative practices, South Shore will increase circles by partnering with *Race to Equity* and *A Positive Place* and Social Emotional Learning (SEL) tools throughout the building. South Shore will partner with City Year to facilitate recess and model cooperative skills. Activities from *Playworks* curriculum will be used to emphasize team building and problem-solving strategies at recess.

South Shore staff and racial equity team will implement monthly affinity group circles for staff, ensuring that teachers get a chance to see and experience the power of community building circles in a space where they feel safe.

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:

- PLC meetings 2 times/month to conduct standards-based planning and/or analyze student data where coaches provide strategies that encourage and accept children expressing their learning in multiple ways.
- ML/SPED/Classroom teacher collaboration to support student learning: Asset based approach/funds of knowledge, Family partnerships, Can-Do Descriptors, Visual and Graphic supports, Intentional language partnerships/Use complete sentences, Collaboration with coaches/teachers.
- Focusing on student discourse, student choice within the lessons, and student reflection
- Implementing Tier 1 and Tier II restorative practices in all classrooms: 1st year: Implementation of community circles in the classroom, second year: Implementation of community circles with families, third year: moving towards restorative practices.
- Implementing SEL Practices for Adults and Students: Charters, Agreements, Circles, 5:1 Ratio, Mood Meter, Peace or Calm Down Corner. Staff will use Elena Aguilar's Sentence Stems for Healthy Conflict.
- Creating consistency and accountability for shared responses to unexpected behavior and an expectations matrix defining expectations for common areas
- Embedded Self Reflection strategies in academic lessons.

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

- Tier I and II Classroom and Restorative Practices: Affinity circles during Green Racial Equity Team professional development days: This training will equip educators with the skills and knowledge to create an inclusive and equitable learning environment. Restorative practices foster a sense of belonging and ownership among students, promoting learning, collaboration, and engagement while addressing disparities in disciplinary actions.
- Universal Design for Learning (UDL) Emphasis on Flexible Methods: UDL principles are integrated into the professional development, emphasizing the creation of flexible instructional methods that cater to diverse learning styles, abilities, and backgrounds. This ensures that every student, regardless of their individual needs, has equitable access to quality education.
- Self-Reflection and Continuous Improvement: The plan includes opportunities for educators to engage in self-reflection, fostering a growth mindset and a commitment to continuous improvement. This reflective practice helps educators become more culturally responsive and aware of their own biases, further contributing to equitable and effective teaching. Then they are able to take these skills into their own classrooms.

This professional learning plan, with its focus on restorative practices, instructional planning, UDL principles, and ongoing self-reflection, is designed to disrupt systemic inequities by creating an inclusive and empowering educational environment. By doing so, it will contribute significantly to improved student outcomes and equitable access to educational opportunities.

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:

With coaching and other supports unique to South Shore, one of our fundamental goals is to ensure that all classrooms have strong Tier I Instructional practices in place. Strong Tier I ensures that all

students receive high-quality, effective teaching that can prevent the need for more intensive interventions later.

The Multilingual Learning Department and the Special Education department will collaborate with one another to ensure that the strategies that work best for students are being used throughout the building. Together, they have attended trainings on flexible groupings so kids can have more access to the services that are appropriate to their needs. The MTSS Team have taken part in book studies on MTSS practices that aim to figure out how to attach more value to SPED and ML families to promote student excellence by inviting families to understand how to better support their students.

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

Within our school's Multiple Tiered System of Support (MTSS), we address the social-emotional and behavioral needs of students through the following components: We consider students' overall well-being, including counseling and support, changes at home, and the goal of long-term wellness. We avoid excessive labeling and focus on individual needs and assess behavior and teacher responses for cultural appropriateness and biases. We ask questions about what the student needs and consider all options (are outside referrals needed? Do students need housing, mental health services).

During MTSS/Wellness meetings, a team comes together and reviews teacher evaluations and universal screening data to identify student needs. Our goal is to create interventions to the academic, behavioral, and social-emotional needs of our students. We rely on the expertise of parents throughout the MTSS experience.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

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

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

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

3rd grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 43.9% to a target of 72.9% by 2025-26.

One-year Goal:

The percent of 2nd grade Students of Color FFEJ projected proficient or above in the ELA based on MAP will increase from a baseline of 7.5% to a target goal of 17.5% by 2023-24.

The percent of 3rd grade Students of Color FFEJ projected proficient or above in the ELA based on MAP will increase from a baseline of 42% to a target goal of 52.4% by 2023-24.

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

- Teachers systematically, collaboratively analyze mastery test data from on-going SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) mastery tests to reflect on instruction, determine instructional next steps, and ensure that students are appropriately placed to target specific strengths and needs in foundational reading skills.
- Grade teams across K-5 administer DIBELS assessments 3X yearly to progress monitor student growth, align to progress in systematic phonics instruction, and establish end-of-year goals for individual students to meet or exceed expected growth.
- Teachers in grades 2 and 3 use systematic observation to gather on-going data around students' fluency needs in the areas of accuracy, automaticity, and expression/prosody to generate explicit learning targets for fluency instruction which is regularly implemented.
- Teachers in grades 2 and 3 use systematic observation to gather on-going data around students' comprehension needs during Making Meaning and text-dependent-question lessons. The data is utilized to inform individualized scaffolds of support before, during, and after each lesson in collaboration with the multilingual and special education staff.
- Professional Learning Communities (PLCs) meet on a regular basis with teachers, coaches, and district personnel to review student data, reflect on instruction, and collaboratively determine next steps.

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:

This guardrail reinforces our school's alignment with district-wide goals of ensuring that Students of Color Furthest from Educational Justice (SOCFFEJ) are receiving an education, with feedback from all valued stakeholders, that is usually culturally relevant strategies. With outreach efforts from our family literacy connector and support team, we are able to get valuable information from families and community-based organizations. Our Race and Equity team plays an important role by calling out our values and white supremacy cultural characteristics and working towards creating an equity-focused school.

South Shore prioritizes inclusive practices, with an emphasis on meeting the unique needs of multilingual students and those eligible for Special Education services.

Evidence of our commitment to equity includes our Race and Equity professional development, and a set of Universal Design for Learning (UDL) priorities, which were determined by our instructional leadership team. These priorities emphasize the importance of flexible instructional methods and continuous self-reflection, promoting a dynamic and inclusive learning environment.

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:

- Literacy Professional Learning Community (PLC) meetings once a month
- Teacher partnerships with coaches to align practices through the school in literacy and writing.
- Preteach vocabulary to Multilingual (ML) students
- Setting up student partnerships during instruction

- Multilingual Scaffolding: Sentence stems, ensuring that lessons provide extra visual and oral supports, time during PLC to discuss co-teaching and collaboration amongst teams.
- Prioritizing student discourse throughout learning: structured discussions (including think-pair-share, turn and talk, nonverbal ways to participate in conversations, partnerships, literacy circles, jigsaw)
- Including opportunities for students to reflect
- Using formative assessment and district tools to plan for instruction
- Implementing Tier 1 and Tier II restorative practices in all classrooms.
- Implementing Social Emotional Learning (SEL) Practices for Adults and Students: Charters, Circles, Agreements 5:1 Positive Recognition Ratio, Mood Meter, Peace or Calm Down Corner

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

- Ongoing Professional Development on Tier I and II Restorative Practices, beginning with community circles and working towards creating a restorative community of care.
- Teacher Leadership Cadre (TLC) and Professional Growth and Educator Support (PGES) Consulting Teachers used to coach new career teachers in strong Tier I practices.
- Partnering with Seattle Schools to offer professional development facilitated by South Shore's Instructional Team, focusing on Universal Design for Learning (UDL)'s flexible methods and self-reflection.
- Continued planning for integrating opportunities student academic voice throughout the day
- Continued coaching of instructional assistants in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) protocols on Wednesdays
- Walk through and reflection tool used to monitor SIPPS
- Learning Labs (3 days per grade level that will include coaches, ML team, SPED team to focus on increasing supports for ML students that will benefit all students)

This professional learning will disrupt systemic inequities by...

- Restorative practices create an environment of belonging and ownership that support, learning, collaboration and engagement.
- Universal Design for Learning offers students multiple ways o access instruction and demonstrate learning.

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

- Wellness Team: Our Wellness Team plays an important role in Tier II and III intervention cycles for students. This team brings together various stakeholders to collaboratively assess and strategize for students' unique needs. This collaborative approach aims to reduce the necessity for Student Intervention Team (SIT) referrals, promoting a proactive and supportive approach.
- Support Team: Our Support Team is committed to providing students with a wide range of social-emotional supports. Through strong partnerships within the school community and collaboration with Community-Based Organizations (CBOs), we ensure that students have access to the resources and assistance they need to thrive academically and emotionally.
- Fostering Identity Safety: Recognizing the profound impact of identity safety, we prioritize creating an environment where every student feels safe and valued for their individual identities. This sense of belonging and acceptance enhances students' engagement in their learning journey.

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

- The Wellness and Multi-Tiered System of Supports (MTSS) Team supports Tier 2/3 intervention cycles for students which is designed to address the unique needs of students, including those

who may be facing disparities in educational outcomes due to factors related to race or ethnicity. It also aims to minimize the need for Special Intervention Team (SIT) referrals, which may disproportionately impact students of color.

- The Support Team's focus on providing a variety of social-emotional supports for students and partnerships with Community-Based Organizations (CBOs) works towards supporting the diverse needs of multilingual learners. These supports can help ensure that these students have access to resources that aid in their academic success.
- The Wellness Team works towards implementing effective tier II and III interventions to provide targeted support for students eligible for special education services.

Advanced Learning and Highly Capable Services:

South Shore students engage in daily small group reading instruction tailored to their individual ability levels. In collaboration with community partners, our school offers enriching opportunities that extend beyond regular hours, focusing on enhancing both mathematical proficiency and auditory writing skills. These partnerships aim to create a holistic educational experience, fostering well-rounded development among our students.

Expanded Learning opportunities for students through afterschool or summer programs:

City Year provides after school enrichment activities. During the summer, South Shore works with STEMTAC, which is an all-black organization with a focus serving black students (2nd-middle school) around improving their math literacy. They create and lead summer programming for South Shore students that focused on STEM-based activities that were culturally responsive and created enriching experiences in reading, writing, math, and science.

Homework Policy:

We encourage students to read every day with the following recommendations:

- Kindergarten: 20 minutes of reading
- 1st-2nd: 20 minutes of reading
- 3rd-5th: 30-45 minutes of reading
- Middle School: 60 minutes of homework a night 3x a week

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

Three-year Goal:

The percent of 7th Grade Students of Color FFEJ proficient or above in math on the SBA will increase from a baseline of 20% to a target of 62.4% by 2025-26.

One-year Goal:

The percentage of 6th Grade Students of Color FFEJ projected proficient or above in Math based on the MAP will increase from a baseline of 7% to a target goal of 17% by 2023-24.

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

- Teachers in grades 4-8 will use (Envision unit assessments)
- Middle School students in grades 6-8 (Math Empowerment)
- Walk-through tools with focus on mathematical practice (Number 1: Making sense of problems and persevering and solving them and 3: Construct viable arguments and critique the reasoning of others.
- *Choosing to See/ICUCARE* frameworks partner with District and Seattle Excellence in Math Institute (SEMI)
- Students will be pulled daily and given mini lessons in 1st or 3rd period based on exit ticket data from the previously day's lesson.
- One-on-one interviews with all students identified as Students of Color Furthest From Educational Justice (SOCFFEJ) and their core math teachers.
- Interview information is used to build strong relationships and engage our SOCFFEJ students in the classroom authentically.
- Reflection and feedback opportunities on Exit Tickets for students to relay needs, concerns, questions, confusion, etc.
- Complex Instruction teaching model used in classrooms to facilitate learning through perseverance, problem-solving, and student discourse monitored by teachers and used to inform instruction.
- Observation information collected during Step 1- Solve and Discuss It, Explain It, or Explore It-through turn and talks and whole class discussions to understand what content and skills students are accessing, understanding, and continuing to struggle with
- District Professional Learning Communities (PLC) with teachers, coaches, and district personnel to calibrate and align instruction and common assessments.

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:

South Shore PK8 is using the Universal Design for Learning (UDL) frameworks and emphasizing self-reflection amongst students and staff. Teachers are being trained during principal directed time to teach UDLs Flexible Methods. Using *The Four Pivots* by Shaun A Ginwright to focus on mirror work, staff are taking part in community circles during staff meetings where we discuss and make sure our values are aligned. Coaches are meeting with teachers and instructional assistants to make sure resources are allocated to support students and meet them where they are at. Math coaches come alongside teachers to model lessons and emphasize restorative practices throughout content.

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:

- Coach led PLCs where Culturally Responsive Teaching strategies are modeled.
- Consistent data review and collection

- Working with multilingual team to coordinate support for multilingual students who are scoring below grade level on math skills and are not at WIDA proficiency level 5 for reading and writing to increase mathematical language. For a few students we'll be monitoring them through formative assessments to determine if it's a language or math support (or both) need.
- Data Driven PLCs using data from Fall Assessments
- Embedding Social Emotional Learning practices throughout all content areas.
- Offering afterschool and summer enrichment opportunities that prioritize SOCFEJ
- EnVision Math Curriculum Trainings
- Formative assessment (exit tickets-both academic and student voice related, and follow up instruction

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

The professional development below was identified as supporting the success of BIPOC and multilingual students, and students receiving special education services:

- EnVision Math Curriculum Trainings
- PLC time to meet with content area teams and coaches.
- Daily advisory meetings in middle school and community circles in elementary supported by counselor-provided lessons and scope and sequence.
- Universal Design for Learning Professional Development in flexible methods and self-reflection.
- Focusing on promoting student talk: thing-pair-share, collaborative problem solving, math talks/number talks, math journals/reflections, peer tutoring, structured discussion, jigsaw, debate/discussion, online discussion forums/digital citizenship
- Using formative assessment to plan for instruction.
- Engaging families and communities in supporting student growth goals-transparency with student data

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:

- Within our school's Multiple Tiered System of Support (MTSS), we address the social-emotional and behavioral needs of students through the following components: We consider students' overall well-being, including counseling and support, changes at home, and the goal of long-term wellness. We avoid excessive labeling and focus on individual needs and assess behavior and teacher responses for cultural appropriateness and biases. We ask questions about what the student needs and consider all options (are outside referrals needed? Do students need housing, mental health services).
- During MTSS/Wellness meetings, a team comes together and reviews teacher evaluations and universal screening data to identify student needs. Our goal is to create interventions to the academic, behavioral, and social-emotional needs of our students. We rely on the expertise of parents throughout the MTSS experience.

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

- Support analyzing data in data teams:
During weekly department meetings, co-planning periods, and department PLC time, grade-level core teachers and the instructional math coach, will:
 - Analyze Exit Ticket data and trends, to plan reteaching lessons and 1st-period small group lessons for the following week.
 - Analyze SuccessMaker Last Session reports to monitor students' time spent working in the program with a goal of 45-60 minutes a week per student.

- Analyze SuccessMaker Cumulative and Student Performance reports to monitor skills mastered and skills needing additional support to reach mastery.
- Analyze prior grade-level SBA and MAP data along with current MAP data to look for trends and make decisions for core instruction and intervention lessons.

Advance Learning and Highly Capable Services:

South Shore students engage in daily small group reading instruction tailored to their individual ability levels. In collaboration with community partners, our school offers enriching opportunities that extend beyond regular hours, focusing on enhancing both mathematical proficiency and auditory writing skills. These partnerships aim to create a holistic educational experience, fostering well-rounded development among our students.

Expanded Learning opportunities for students through afterschool or summer programs:

- City Year After School – includes homework time: 3-5
- Robotics 4-5
- Team Read K-3
- STEM TAC Afterschool Math Club
- Saturday Math Academy with STEMT AC
- Bikeworks: 6-8
- Seattle Theater Group Disney Musical: 3-5
- Creator's Club: K-3
- Jazz Ed: 4-8
- Before school tutoring: 2-3
- Middle school art club: 6-8

Homework Policy:

We encourage students to read every day with the following recommendations:

- Kindergarten: 20 minutes of reading
- 1st-2nd: 20 minutes of reading
- 3rd-5th: 30-45 minutes of reading
- Middle School: 60 minutes of homework a night 3x a week

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 the end of 2025-2026, we will increase the number of caregiver/family members that participate in school-based committee work from 0 to at least 1 per committee.

One-year Goal:

By the end of 2023, we will increase total amount of communication going to caregivers through Talking Points by 50 percent. Starting point is 76 messages sent in the first week of October 2023.

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:

South Shore is committed to ensuring that our communication between the school and caregivers aligns with the unique needs of our families, with a particular focus on Students of Color Furthest from Educational Justice (SOCFFEJ) families. Talking Points, a Seattle Schools communication tool, will be used to identify trends and patterns in positive communication with families, helping us continually improve our engagement strategies.

Our Literacy Connector will proactively engage with families through one-on-one interviews conducted with a comprehensive family survey. The goal of the survey is to gain valuable insights into the priorities families have for their students throughout the academic year, how they are best communicated with, interviews will take place either in-person or by phone.

Our Multilingual (ML) staff will prioritize the scheduling of conferences with ML families, ensuring the inclusion of translators and additional time for meetings to facilitate effective communication.

Additionally, we will organize and host six community-based events throughout the school year. These events will serve as platforms for families to connect with teachers, access valuable resources, and build connections with other families within our school community. These gatherings will also celebrate our students' achievements, fostering a sense of unity and pride within our school community.

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.

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:

- Fishbowl-style professional development where parents come in and share their experience as a South Shore parent and staff sit on the outside and hear about their experience.
- Trainings and professional development around how to use district-provided communication tools.
- South Shore Multilingual Plan
- Parent Teacher Association Plan
- Building Leadership Team/Instructional Leadership Team focus of using time during purple days to connect with families.

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:

- Partnership with family members and South Shore family literacy connector who is working towards getting more family members volunteering at the school.
- During Open House, host family volunteer sign-up info sessions to walk families through volunteer application process.

- With collaboration from the Family Literacy Connector, invite families to join school-based committees, with an effort to ensure that families engaged in the work represent the students that South Shore serves.
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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.

School Goal: By June 2024, 65 percent from 25 percent, of staff will respond favorably on the staff climate survey prompt: The school deals with racial conflict in an effective and fair matter.

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:

South Shore's Racial Equity Team is made up of representatives from different grade levels, subject areas, and building roles. One of their focus areas is on staff working towards identifying South Shore values and white supremacy cultural characteristics. During this work, staff participated in racial healing circles that provide opportunities to engage with others in ways that enable self-reflection and nonthreatening acknowledgment of one's own previously unquestioned assumptions and biases. Once the school's values and struggles were identified, as a staff, we identified them in our classrooms and work to dismantle practices that were harming Black, Indigenous, and people of color (BIPOC) staff and students.

Steps towards meeting the goal of creating a culturally responsive workforce:

- Continue trainings by RET where we examine values and white supremacy cultural characteristics.
- Affinity space circles for staff during RET trainings
- RET and PBIS collaborating with one another to ensure work is being investigated through several lenses.

Artifacts used to support alignment:

- Staff and student climate survey data
- RET exit ticket data
- staff retention data and staff demographics

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:

- Throughout Race and Equity professional development on Green Wednesdays, our school will engage in affinity circles where staff will take part in circles led by Race to Equity. During affinity circles, staff will share a chance to see community circle strategies modeled by practitioners that teachers can use in their classrooms.

- On purple days, provide PD around teaching UDL self-reflection to staff where strategies are modeled with teachers.
- New staff orientation with affinity circles for new members.
- Sunshine Committee that meets with the goal of creating opportunities for staff to connect with one another throughout the year and elevate positive community opportunities.

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

- Developing staff agreements when taking part in committee work
- PLCs led by coaches with alignment to school priorities with clear agendas and procedures
- Community circles led daily in classrooms
- Middle school advisory lasting an hour on Wednesdays to build strong relationships between students and at least one staff member in the building
- Using Green days to identify school values and White Supremacy Cultural Characteristics. That information guides and directs our professional development plan

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

- Students are empowered to participate in community movements in their classrooms
- Classrooms teach about movements like civil rights, Black Lives Matter, LGBTQIA+ social justice movements that students can learn about and collaborate with families and classmates to understand issues and engage in meaningful change
- Class charters and class agreements
- South Shore hiring practices: Review and incorporate culturally responsive questions, hiring trends and outcomes

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-24

Funding Type: Specific

Funding Source: WSS

Amount: \$8,489,165

How will funds improve student learning? The budget allocation from the district supports our classroom teachers, SPED, and ML team, as well as funding counselors and social worker. This allocation, in addition to outside funding, allows South Shore to focus on providing not only interventions through small groups but also improve our Tier 1 instructional practices and SEL supports for all students.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: City Levy

Amount: \$398,764

How will funds improve student learning? Levy funds support additional staffing, including math/literacy intervention IA's and Student/Family Coordinator. Also covers several community partnerships, including City Year and Speak with Purpose.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: LEV grant

Amount: \$920,000

How will funds improve student learning? Grant funds are used primarily for additional staffing and CBO contracts focused on student mental health and SEL supports. This includes buying up FTE for a nurse, instructional coaches, and additional student supports.