



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

TOPS K8

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: TOPS K8

Principal: Amy Schwentor

Members of the Building Leadership Team and Parent/Guardian Partners: Amy Schwentor, Alex Diaz Rios, Dani Rosenberg, Katie Waters, Bo Cao, Nick Schirmer, Natalie Giragosian, Marlies VanBergeijk, Vergie Johnson, Tim Ahlers, Melissa Pico, Laura Gramer, Meg-Ann Whitney-Miller, Christian Diaz

Community Partners (Community Based Organizations): CISC, Math Agency, Site Council



[TOPS K-8 School Report](#)

[TOPS K-8 School Climate Survey](#)

School Overview

TOPS (The Option Program at Seward) K8 is one of several option schools serving families and students in Seattle Public Schools. The Option Program at Seward has a rich history reflecting the development of public alternative education and powerful community relationships. Committed and active Seattle parents first developed the plan for a new alternative elementary program in 1974. The TOPS option program has gone through several building renovations and program changes over the years. The cafeteria is the oldest school structure in the city built in 1892. The wood building on Franklin was built in 1902, and the brick building on Boylston was built in 1917. TOPS

Mission: We are committed to educating our students by using an anti-bias, multicultural approach in a safe and stimulating environment. We help all students to learn, to understand and honor diversity, to respect and care for themselves and others, to be responsible, and to achieve a high level of academic excellence. By eliminating the achievement gap, we include students historically underserved by the public school system and help all students to meet or exceed standards.

TOPS Vision: We are creating a school that empowers students to be active participants, leaders, learners, and contributors to social justice.

Seattle Excellence – Culture of Equity and Educational Justice

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

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

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

[Student Outcomes Focused Governance](#)

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

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

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

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

Learning Environments Measures and Targets

Three-year Goal:

By June 2026, 95% of students overall and 95% of students of color furthest from educational justice in grades 3-5 will respond favorably on the Seattle Public Schools Student Climate Survey prompt "The school is a safe and welcoming place for people of all cultures and backgrounds". Currently, 90% of students overall and 81% of students of color furthest from educational justice respond favorably on the Spring 2023 survey.

By June 2026, 95% of students in grades 6-8 overall and 95% of students of color furthest from educational justice will respond favorably on the Seattle Public Schools Student Climate Survey prompt "The school is a safe and welcoming place for people of all cultures and backgrounds". Currently, 78% of students overall and 75% of students of color furthest from educational justice respond favorably on the Spring 2023 survey.

One-year Goal:

By June 2024, 92% of students in grades 3-5 overall and 87% of students of color furthest from educational justice will respond favorably on the Seattle Public Schools Student Climate Survey prompt "The school is a safe and welcoming place for people of all cultures and backgrounds". Currently, 90% of students overall and 81% of students of color furthest from educational justice respond favorably on the Spring 2023 survey.

By June 2024, 85% of students in grades 6-8 overall and 85% of students of color furthest from educational justice will respond favorably on the Seattle Public Schools Student Climate Survey prompt "The school is a safe and welcoming place for people of all cultures and backgrounds". Currently, 78% of students overall and 75% of students of color furthest from educational justice respond favorably on the Spring 2023 survey.

Student Outcome Focused Governance

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

Guardrail 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:

One of our focus areas is to fully implement Community Circles across all 9 grades with the intention of creating a powerful welcoming environments where ALL students are known and can readily identify at least one or more caring adults at the school.

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.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Ethnic studies units across all nine grade levels
- ASL signs of the day/week
- Affinity groups (Black, Asian, LatinX, Rainbow, etc..) in the lower grades (grades 4-5, and 2-3...)
- Consistent use of the Race and Equity Analysis tool to analyze strategies/processes/decisions.
- Implementation of Restorative Justice practices as a means to provide common language around how to grow student understanding of harm, intention versus impact, and growing student capacity to learn and change behaviors.

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

- Bringing outside training from Engaging Across Differences to work with staff, students, & school community to recognize privilege, address implicit bias, and confront microaggressions in a way that calls people in to anti-racist work.
- Teacher Leader training staff to implement Community Circle structures/systems in classrooms in all nine grades.
- Staff training on Restorative practices.

- Bringing in outside training to support SEL behavior/guidance on PBIS strategies.
- Ongoing PD to support Universal design for learning (UDL) strategies

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:

- Universal (Tier I) SEL classroom supports that are grounded in Community Circles
- Data-driven MTSS structure
- ML Strategies/Systems

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.
- School-wide (K-8) implementation of Community Circles based on resource Circle Forward. Intentional systems and utilization of circles that address social-emotional learning, privilege, conflict, etc...
- PBIS incentive system based on the Falcon Five: Respect, Kindness, Responsibility, Productive, & Safety
- Increased communication & collaboration with ML families

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

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

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

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

The percentage of TOPS 3rd grade students of color FFEJ projected proficient on or above standard on the ELA portion on the SBA will increase from a baseline of 54.5% to 84.5% by 2025-26 school year.

One-year Goal:

The percentage of 2nd Grade Students of Color FFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 70% to 80% for the 2023-2024 school year.

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

To ensure that we move towards our priority 3-year SMARTIE Goal, we will monitor our yearly SMARTIE goal utilizing the following assessment measures in grades kindergarten through 3rd:

- Teacher use BAR Reading Group assessments to track student progress.
- SIPP assessments utilized for Tier 2 intervention groups
- MAP at BOY, MOY, EOY
- Dibels at BOY, MOY and EOY

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 supports our vision by ensuring alignment between grades as well as collaboration between teachers. The Building Leadership Team and Racial Equity Team professional development will support our staff working towards creating aligned practices, anti-racist initiatives, and creating systems in our professional learning community work that focus on student growth and teacher practice.

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.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

Creating systems within the school that create a responsive & restorative community where students feel heard, seen, and reflected in the staff. These processes and or strategies include the following:

- Implementation and consistent use of Community Circles in classroom to build identity, relationships & community. Increases student sense of belonging, confidence, and willingness to take risks.
- Implementation of monthly or twice monthly affinity groups for students of color and other marginalized groups.

Creating systems within the school that examine data on a consistent and thoughtful basis through an asset-based approach with the underlying belief that all students should be held to high academic standards and the collective efficacy that all students can achieve those standards.

These processes and or strategies include the following:

- Implementation of PLCs that are rooted in examining student data with the sole intent of changing TEACHER practices to support student growth.
- Implementation of data driven and differentiated UDL instruction
- Effective implementation of TIER 1 BAR groups in grades K-3 with an focus in grade 3 on reading to learn.
- TIER 2 SIPPS intervention
- Use of WIDA for kindergarten screener and development of staff fluency and understanding in using the Can-Do Descriptors and PLDs (proficiency level descriptors) to inform our instruction, scaffolds, and progress-monitoring

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

- Ongoing professional development on Engaging Across Differences
- Ongoing modeling and professional development on Community Circles & Restorative Practices
- Professional development on UDL
- Ongoing professional development on using data to inform instruction and effective/collaborative PLC work
- Time at regular intervals to analyze data as a PLC and as a staff

- Ongoing professional Development on the WIDA, the resources from the WIDA, Dibels, and MAP assessments

These strategies will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes because it ensures that all students, including students of color furthest from education justice and special education students, receive the supports that are needed to make progress. This professional learning continues to focus on what teachers need to be doing to BUILD their toolboxes of strategies to support students and create effective learning environments that focus on the assets of what students bring to the classroom.

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:

- Analyzing impacts/effectiveness of TIER 1 strategies on various demographics (AA Males, SFFEJ, ML Learners, special education students, Adv Learners)
- MTSS documents that include all students in each classroom
- Analyzing whole school trends and disproportionality by varying demographics at regular intervals
- Scheduling regular MTSS meetings to discuss and track trends by grade and by individual, using asset-based lens when talking about students, supports needed.
- Monitoring/Analyzing/Evaluating TIER 2 interventions, who's receiving them, and the impact/effectives of the intervention on various demographics.
- Partnering with family members as central contributing members during Student Intervention Team (SIT) meetings.

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

- Monitoring whole school screener data based on state, district, and building common assessments. Identifying areas of concern (inequity, groups of concern, monitoring and adjusting for subgroups of students based on the data reviews).
- Monitoring referrals to special education and deficit-based thinking that may lead to more referrals of AA males or SFFEJ.
- Referring students to 3 cycles of Academic Intervention Support (AIS) in grades K-3 or Learning Assistance Program (LAP) for grades 4 and 5 in literacy
- Conducting three 8-week cycle meetings for each grade level to discuss students of concern that are not making progress academically and creating plans of support with targeted growth goals.
- If academic growth is not met through the above, having Student Intervention Team (SIT) meetings with families to strengthen the plan with parents as central contributing members of the team. Please note, that parents are contacted throughout the process so if it reaches an SIT meeting, there are no surprises.

Advanced Learning and Highly Capable Services:

At TOPS K8, 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:

- Referral to SPS Summer Learning programs.
- Evening events and performances that connect families to the instruction and engage families in student learning.
- Back to School Night.

Homework Policy:

Homework is assigned to reinforce and/or practice skills learned or taught throughout the school day, or to complete task and/or projects begun in class. Homework can also be used to build background knowledge and introduce a skill/concept to be used in future lessons. Homework is often a perfect opportunity to differentiate to usher in success for all. Teachers work closely with students and families to ensure that late work is submitted and assessed based on the quality of the work aligned with a rubric.

The weekday guidelines for homework are based on grade level:

- Kindergarten: 15 – 20 minutes (with books)
- 1st Grade: 15 – 25 minutes (Reading with books)
- 2nd Grade: 20 – 30 minutes
- 3rd Grade: 30 – 40 minutes
- 4th Grade: 40 – 50 minutes
- 5th Grade: 40 – 50 minutes
- 6th Grade: 60 – 90 minutes
- 7th Grade: 60 – 90 minutes
- 8th Grade: 60 – 90 minutes

Additional time would be expected of high school level courses and music classes. If a student is absent more than three days homework can be provided for the student.

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 TOPS 7th grade students furthest from educational justice projected proficient on or above standard on the mathematics SBA will increase from a baseline of 48.9% to 89.9% by the spring of 2025-26.

One-year Goal:

The percent of TOPS 7th grade students furthest from educational justice projected proficient on or above typical growth will increase from a baseline of 37.5% to 47.5 % by the spring of 2024.

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

Mathematics teachers in grades 6-8 will utilize the following data sources to inform their practice and track student learning:

- Daily warm-ups/starter problems
- Weekly formative assessment quizzes
- Unit Summative Assessments with opportunities for students to resubmit
- Consistent assessment practices between the grade levels so the "assessment" process is not a barrier to student learning.
- Professional Learning communities to increase teacher collaboration

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 supports our vision by ensuring alignment between grades as well as collaboration between teachers. The Building Leadership Team and Racial Equity Team professional development will support our staff working towards creating aligned practices, anti-racist initiatives, and creating systems in our professional learning community work that focus on student growth and teacher practice.

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.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

Creating systems within the school that create a responsive & restorative community where students feel heard, seen, and reflected in the staff. These processes and or strategies include the following:

- Implementation and consistent use of Community Circles in classroom to build identity, relationships & community. Increases student sense of belonging, confidence, and willingness to take risks.
- Implementation of monthly or twice monthly affinity groups for students of color as well as other marginalized groups.

Creating systems within the school that examine data on a consistent and thoughtful basis through an asset-based approach with the underlying belief that all students should be held to high academic standards and the collective efficacy that all students can achieve those standards.

These processes and or strategies include the following:

- Implementation of PLCs that are rooted in examining student data with the sole intent of changing TEACHER practices to support student growth.
- Implementation of data driven and differentiated UDL instruction
- Effective implementation of TIER 1 mathematical strategies
- TIER 2 Math Support/Intervention

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

- Ongoing professional development on Engaging Across Differences
- Ongoing modeling and professional development on Community Circles & Restorative Practices
- Professional development on UDL
- Ongoing professional development on using data to inform instruction and effective/collaborative PLC work
- Time at regular intervals to analyze data as a PLC and as a staff.

These strategies will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes because it ensures that all students, including students of color furthest from education justice and special education students, receive the supports that are needed to make progress. This professional learning continues to focus on what teachers need to be doing to BUILD their toolboxes of strategies to support students and create effective learning environments that focus on the assets of what students bring to the classroom.

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:

- Analyzing impacts/effectiveness of TIER 1 strategies on various demographics (AA Males, SFFEJ, ML Learners, special education students, Adv Learners)
- MTSS documents that include all students in each classroom
- Analyzing whole school trends and disproportionality by varying demographics at regular intervals
- Scheduling regular MTSS meetings to discuss and track trends by grade and by individual, using asset-based lens when talking about students, supports needed.
- Monitoring/Analyzing/Evaluating TIER 2 interventions, who's receiving them, and the impact/effectives of the intervention on various demographics.
- Partnering with family members as central contributing members during Student Intervention Team (SIT) meetings.

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

- Monitoring whole school screener data based on state, district, and building common assessments. Identifying areas of concern (inequity, groups of concern, monitoring and adjusting for subgroups of students based on the data reviews).
- Monitoring referrals to special education and deficit-based thinking that may lead to more referrals of AA males or SFFEJ.

- Conducting three 8-week cycle meetings for each grade level to discuss students of concern that are not making progress academically and creating plans of support with targeted growth goals.
- If academic growth is not met through the above, having Student Intervention Team (SIT) meetings with families to strengthen the plan with parents as central contributing members of the team. Please note, that parents are contacted throughout the process so if it reaches an SIT meeting, there are no surprises.

Advanced Learning and Highly Capable Services:

At TOPS K8, 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:

- Referral to SPS Summer of Learning programs
- LEEP Summer Program referrals for students.
- Math Agency program for current 4th graders.
- Evening events and performances that connect families to the instruction and engage families in student learning
- Back to School Night

Homework Policy:

Homework is assigned to reinforce and/or practice skills learned or taught throughout the school day, or to complete task and/or projects begun in class. Homework can also be used to build background knowledge and introduce a skill/concept to be used in future lessons. Homework is often a perfect opportunity to differentiate to usher in success for all. Teachers work closely with students and families to ensure that late work is submitted and assessed based on the quality of the work aligned with a rubric.

The weekday guidelines for homework are based on grade level.

- Kindergarten: 15 – 20 minutes (with books)
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- 4th Grade: 40 – 50 minutes
- 5th Grade: 40 – 50 minutes
- 6th Grade: 60 – 90 minutes
- 7th Grade: 60 – 90 minutes
- 8th Grade: 60 – 90 minutes

Additional time would be expected of high school level courses and music classes. If a student is absent more than three days homework can be provided for the student.

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 Spring 2026, we aim to achieve a positive response from 90% of family survey participants on a school-based questionnaire addressing DEI, leadership opportunities, and overall trust within our school.

School One-year Goal:

By spring 2024, we will have established a Family Engagement Action Support Team, composed of representative members from school staff (1 administrator, 1 certificated, and 1 classified representative), community, and caregivers (3 elementary and 2 middle school representatives), dedicated to fostering transparent communication, collaboration, shared understanding, and responsibility for student success. Staff will make targeted efforts to recruit caregivers from historically marginalized communities who are willing to serve as leaders.

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 vision champions genuine two-way partnerships with families and the community, highlighting a collective responsibility for student success. Recognizing that the families and communities of students are instrumental in their educational progress, we will prioritize their active participation in pinpointing needs, devising solutions, and rolling out initiatives. This inclusivity ensures their voices guide our approach and shape our endeavors. In alignment with this vision, Guardrail 1 is dedicated

to actively involving students of color, especially those furthest from educational justice, and their families in TOPS K-8's decision-making and initiatives. Through this, by valuing diverse perspectives, embracing preferred languages, and providing necessary accommodations, we strive to respond to the distinct needs of ALL students and families, paving the way for a more inclusive and equitable school.

At TOPS K-8, we will establish authentic two-way partnerships with families and our community to create a culture of shared responsibility for student success. To achieve this, we rely heavily on the development of a Family Engagement Action Support Team to develop foundations for increasing opportunities for caregiver leadership, eliciting regular feedback, and using data to evaluate our progress.

We will proactively and consistently work in partnership with students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of all students of color who are furthest from educational justice.

We will equip staff with the skills to use culturally responsive strategies to engage families so we build trusting relationships and empower the voices of those who can help us meet our goals. We will center families at the margins by recognizing and acknowledging their strengths and the rich cultural wealth (aspirational, cultural, familial, linguistic, navigational, social, and resistant capital) families bring to our greater school community. (Yosso, 2005)

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:

Our professional development plan will mitigate, disrupt, and dismantle systemic inequities and be powerful and effective for increasing positive student outcomes by preparing educators with an awareness and knowledge of cultural diversity and unspoken power dynamics. As a result, educators will employ culturally responsive communication strategies to partner with caregivers proactively and encourage caregivers to learn and reflect upon their cultural learning. To prepare educators, we will work to:

Actively and Proactively Engage Caregivers:

- Provide resources and guidance on conducting meaningful caregiver-teacher outreach and family engagement events, ensuring they are inclusive and welcoming to all families.
- Provide opportunities for educators to participate in follow-up workshops and coaching sessions to deepen their understanding and skills in building effective partnerships with caregivers.

Utilize Effective Communication Strategies:

- Encourage educators to learn key phrases in languages spoken by students and families, fostering a welcoming and inclusive environment.
- Provide resources and tools for effective communication that is clear and concise, including templates for newsletters, progress reports, and conferences that consider cultural and linguistic diversity.

Consciously Address Individual Bias and Systemic Inequities Centering Anti-Racist and Anti-Ableist Practice

- Discuss cultural responsiveness and its role in building effective partnerships with caregivers from diverse backgrounds.
- Engage educators in critical conversations and reflections on their own biases and privileges, encouraging them to disrupt and dismantle inequitable practices and policies within their classrooms and the school.
- Collaboratively design learning opportunities that empower caregivers to deepen their understanding of anti-ableist and anti-racist practices to increase inter-cultural community building.

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:

The use of the following (non-exhaustive) culturally responsive strategies, processes, and/or procedures for family and community partnerships will mitigate, disrupt and dismantle systemic inequities and be powerful and effective for increasing positive student outcomes by centering the needs and wants of families at margins.

- Communication Outreach
- Community Asset Mapping
- Community Partnerships Collaborative Planning Meetings
- Compensated Caregiver Empathy Interview
- Development of a Family Engagement Action Support Team
- Family & Community Needs Assessment
- Family Engagement Feedback Survey
- Family to Family Relationship Building Opportunities
- Interpretation & Translation Services
- Listening Sessions (options for in-person, out in the community, and virtual)
- Monetary investment for Caregiver Compensation, Events, Food, and Human Resources
- Multicultural Celebrations
- Proactive Intervention Meetings
- Regular Community Meetings and Social Events Based on Caregivers Needs and Wants
- School Newsletter

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:

At TOPS K-8, our unwavering commitment is to integrate and uphold the district-wide vision, values, and anti-racist principles. We prioritize aligning adult behaviors with these core tenets to cultivate a just, anti-racist, and identity-affirming environment. Our aspiration is to nurture a culturally responsive workforce that not only celebrates every student's unique potential but ensures that every voice is heard and valued. This commitment is reflected in the trust and value our staff feel—88% trust their colleagues and 78% feel valued in school community. While we celebrate these strengths, we are aware of areas needing growth, such as addressing racial equity more effectively,

amplifying the impact of our professional development, and ensuring more inclusive decision-making. Our goal extends beyond creating a culturally responsive workforce; we envision TOPS K-8 as a model of both anti-racism and anti-ableism practices in schools. To realize this vision, we pledge to work collaboratively with students, families, and communities, particularly focusing on students of color who are furthest from educational justice. Our approach is grounded in culturally responsive engagement, fostering trust, and amplifying voices to drive meaningful change.

Steps to Living our Vision:

- Actively recruit and retain staff who reflect our student population's diversity. This approach will not only enrich the representation in our workforce but also boost leadership opportunities and overall workplace satisfaction and well-being.
- Deliver comprehensive and relevant continuous professional development opportunities, that enhance educators' proficiency in employing strength-based, whole-child strength based pedagogical approaches to teaching and learning. This strategy ensures staff are well-equipped to meet the diverse and varied academic and social-emotional needs of students.
- Develop valid and reliable school-based measurement tools that collect qualitative and quantitative street data on educator experiences. This strategy will allow TOPS staff to gather valuable insights from educators and inform collaborative decision making.

Artifacts, Data, Evidence:

- Equity Centered Instructional Vision
- Multilingual Learner Plan
- Professional Development Feedback
- 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.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Develop valid and reliable school-based measurement tools that collect qualitative and quantitative street data on educator experiences. This strategy will allow TOPS staff to gather valuable insights from educators and inform collaborative decision making.
- Celebrate various cultural, ethnic, and racial holidays, ensuring all community members feel valued and included.
- Implement a system where educators can provide anonymous feedback on issues related to cultural insensitivity or racial bias in the workplace.
- Support and allow time for the formation of affinity groups where educators from similar backgrounds can come together to discuss leadership opportunities and challenges specific to their cultural context.

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

- Deliver comprehensive and relevant continuous professional development opportunities, that enhance educators' proficiency in employing strength-based, whole-child strength based pedagogical approaches to teaching and learning.
- American Sign Language
- Anti-Ablest Practices
- Anti-Racist Practices
- Cultural Sustaining Practices
- Deaf Culture

- Ethnic Studies
- Restorative Practices
- Universal Design for Learning
- Initiate peer-to-peer classroom visits where teachers utilize a culturally sustaining teaching evaluation tool, facilitating constructive feedback and the exchange of best practices to enhance culturally sustaining teaching methods.
- Establish a resource center or library dedicated to anti-racist, anti-ablest, culturally sustaining pedagogy literature, tools, and materials for educators to access.
- Regularly evaluate and update curriculum materials to ensure representation of diverse cultures, histories, and perspectives, incorporating more references from Black, Indigenous, and People of Color authors, experiences, histories, and scholars.

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

- Actively recruit and retain staff who reflect our student population's diversity. This approach will not only enrich the representation in our workforce but also boost leadership opportunities and overall workplace satisfaction and well-being.
- Ensure diverse representation in interview panels, emphasize culturally sustaining practices, equity, and inclusion in interview questions, and regularly assess hiring trends for ongoing refinement.
- To ensure diversity in leadership positions, we will prioritize the recruitment and onboarding of diverse staff members for leadership roles and committee positions.
- Conduct an audit of staff leadership (BLT, MTSS, RET, SEL) positions to evaluate the demographic diversity of those in leadership roles.
- Leadership will use the equity analysis toolkit to ensure inclusivity in decision-making processes and gauge the outcomes of these decisions on our community.
- Pair aspiring leaders with mentors from similar or different cultural backgrounds to provide guidance and share insights into effective leadership while honoring cultural nuances.

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: Academic Interventionist

Funding Source: Building Budget

Amount: 0.5 FTE from K-3 McCleary

How will funds improve student learning? 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 training hourly tutors. The result will be improved growth in literacy.

Academic Year: 2023-24

Funding Type: Academic Interventionist

Funding Source: Building Budget

Amount: 0.5 FTE from K-3 McCleary

How will funds improve student learning? Funds to provide K-3 Math Specialist to support students with Tier 2 math intervention needs.

Academic Year: 2023-24

Funding Type: Academic Interventionist

Funding Source: Building Budget

Amount: 0.5 FTE

How will funds improve student learning? Math specialist to provide math support for students in grades 6-8. Students identified in each grade through SBA, MAP, and teacher "street level data" to receive the additional support.

Academic Year: 2023-24

Funding Type: Academic Interventionist

Funding Source: LAP

Amount: 0.5 FTE

How will funds improve student learning? Funds to provide 4-5 Reading Specialists to support students with Tier 2 Reading Intervention needs.

Academic Year: 2023-24

Funding Type: Friends of TOPS Grants

Funding Source: FOT

Amount: \$60,000

How will funds improve student learning? Funds to provide hourly assistants in grades K-2 to support reading and writing in small group settings during rotations.

Academic Year: 2023-24

Funding Type: Friends of TOPS

Funding Source: FOT

Amount: \$30,000

How will funds improve student learning? Math Agency program to provide outside school support to identified students in 4th grade to accelerate their mathematics learning and growth.

Academic Year: 2023-24

Funding Type: Building Budget

Funding Source: PD Funds

Amount: \$3,000

How will funds improve student learning? Engaging Across Differences, Kimberlee Williams.