



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

Kimball Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Kimball Elementary School

Principal: Melissa Gray

Members of the Building Leadership Team and Parent/Guardian Partners: Luis Escamilla, Chandra Raine, Tomoko Johnson, Brianna Georgi, K.T. Raschko, Carrie Hale, Joshua Williams, Alaron Lewis, Carrie M. Lam

Community Partners (Community Based Organizations): Kimball PTSA, Team Read, Refugee Women's Alliance, Dance Chance, Launch Learning



[Kimball Elementary School Report](#)

[Kimball Elementary School Climate Survey](#)

School Overview

Kimball Elementary is a community-centered school in the Beacon Hill neighborhood of Seattle. We serve a highly diverse study body of 375 students from kindergarten through fifth grade. Next year we will be including preschool as well! Of the current student population, 18% identify as Asian, 26% identify as Black, 16% identify as Hispanic, 27% identify as White, and 13% identify as multi-racial. 29% of our students qualify for English Language Learner services, and our families speak 20 different languages at home. We offer support in Chinese, Somali, Spanish and Vietnamese. Finally, we are an inclusive school and are proud that 22% of our students receive special education services. Roughly 43% of our students are eligible for free or reduced price lunch.

The mission of Kimball Elementary is to create a safe, empowering learning environment where children celebrate continued academic growth and achievement. Kimball fosters lifelong learners and problem solvers within a community of cultural diversity and acceptance. Everyone a learner every day!

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:

We will increase the percentage of students in grades 3-5 responding favorably to the classroom environment/belonging questions on the student climate survey from an overall percentage of 80% in May 2023 to at least an overall percentage of 90% in May 2026.

One-year Goal:

We will increase the percentage of students in grades 3-5 responding favorably to the classroom environment/belonging questions on the student climate survey from an overall percentage of 80% in May 2023 to at least an overall percentage of 83% in May 2024.

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 provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

- Engaging staff in a process of revision of the Kimball's mission statement
- Aligning instructional practices among the staff

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:

Our plan for the next three years is to continue the positive work we are doing around joyful, safe, and anti-racist learning environments. In addition, we are working on a mission and alignment process. As a staff, we have been revising our mission statement and coming up with aligning instructional practices that we can all agree to focus on. One of those practices is to continue our work around welcoming environments. Another is to understand and practice culturally responsive instruction.

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

Our professional learning plan is focused on the aligning practices mentioned above. These are some of the other aligning practices. Some of our professional development in 2022-23 was focused on PLCs, and we will continue that in 2023-24. We are also doing an extensive professional development program on UDL (Universal Design of Learning) in 2023-24 that we believe will have a profound positive impact on all our students and their ability to meaningfully engage in the classroom.

Aligning Practices:

- Understand and practice culturally responsive instruction.
- Engage in targeted universalism—a focus on strategies that support our students of color furthest from educational justice will improve academic achievement for all.
- Have learning targets, clear lessons and success criteria that students understand and can articulate.
- Use effective questioning and discussion techniques to foster student dialogue.
- Differentiate instruction by providing small group instruction in reading and math.
- Collaborate in PLCs focused on data/Use data to inform instruction.
- Utilize best practices to foster language acquisition such as oral language support, drawing on background knowledge, explicit teaching of vocabulary, sentence frames, etc.
- Practice Universal Design of Learning (UDL) to ensure that our special education students have access to core instruction.
- Engage in authentic two-way communication with families as partners.

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:

We have a strong MTSS/Levy Team, and we are fortunate to have two full-time reading and math intervention teachers. We also have two multi-lingual teachers and several instructional assistants who support our multi-lingual learners. We analyze data frequently, including during three data days during the year, in order to ensure that we are fully supporting all of our students in their learning needs.

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

This analysis includes specifically looking at the needs of our African and African American boys and our multi-lingual learners. The analysis also includes the social-emotional needs of students as well as their academic needs.

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:

58 percent of 3rd Grade Students of Color FFEJ will be Proficient or Higher on the SBA in ELA by 2025-26.

One-year Goal: In Progress

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

During the 2022-23 school year, we engaged in professional development around PLCs and the Dufour method of looking at student data. This method involves teacher teams meeting frequently and analyzing student data around the following questions:

- What do we want all students to know and be able to do?
- How will we know if they have met the standard?
- How will we respond when some students do not meet the standard?
- How will we extend the learning for students who are already proficient?

We made significant progress through providing through insisting on common assessments, insisting on common protocols and reporting tools, and insisting on representation from each PLC on our MTSS/Levy Team. We were not able to have a representative from every grade level this past year, and it was clear that the grade levels where we did have representation were more effective, so that is something we will continue to work on as part of this C-SIP cycle.

Data days led by our reading and math interventionists were also effective in helping teachers plan next steps and way to support students. In particular, this will inform Tier 1 and Tier 2 instruction.

Formative Assessment Data:

- MAP (Reading and Math K-5)
- Dibels for K-2 and MAZE for 3-5
- Being A Reader/SIPPS assessments
- EnVision Math 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:

As we focus as a staff on our mission and aligning practices, the principal and assistant principal will conduct formal and informal observations with feedback loops to ensure that our staff members are using best instructional practices and are aligned throughout the building. We have a schedule of classroom days and check-in meetings in order to be continually focused on teaching practices and student achievement.

In addition, we have chosen to use some of our grant money this year to engage in group learning walks in which teachers are also able to go to several classrooms and then discuss the specific practices we were looking for—most likely around classroom climate, universal design for learning, and best practices around language acquisition and student discourse. Not only do teachers get great ideas from observing each other, but this is also a way to improve building alignment.

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:

As stated before, we believe that we will be able to meet our third grade reading goal and other academic achievement goals for our students if we engage in observation and feedback loops with a constant focus on growth and improvement as well as professional development plans that are targeted to the aligning practices we need as a school.

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

Professional development in the coming year will continue to include relationships and culturally responsive teaching and improved PLCs, but it will also include Universal Design for Learning and best practices around student discourse and language acquisition.

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:

We have refined our Multiple Tiered System of Support (MTSS) over the years to better meet the needs of students. Before a student is referred, we consider test data and classroom data. In particular, we have a rubric that we consider for our multilingual students to determine if they need additional support beyond our multi-lingual program. We also tightly progress monitor students who are receiving reading or math intervention and make adjustments to groups as necessary.

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

A next step for us is to do the same for our multi-lingual students who have been receiving language support for many years. Language acquisition takes times, and it's perfectly normal for newcomers to be struggling, but we would like to improve outcomes for our students who were born in the United States and are still struggling with academic English in our upper grades.

Advanced Learning and Highly Capable Services:

Advanced Learning:

Kimball Elementary is committed to providing a rich learning environment that creates high expectations for every child. We believe that each student should be given the opportunities and supports to be highly successful at their individual level. Staff holds high expectations for students as well as themselves by teaching in effective and engaging ways. We use data and progress monitoring to appropriately differentiate for each student.

This model serves our students in need of advanced learning services as well as meets the needs of all students. We provide this rigorous learning environment for all students by utilizing the following: differentiated instruction, flexible grouping, enrichment opportunities, special projects and cross-grade partnerships.

Visit the [Seattle Public Schools Advanced Learning](#) page for additional information.

Identification:

At Kimball Elementary 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 other 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.

Literacy:

Teachers identify reading levels of all students, which allows the following:

- Independent reading: Students are provided with choice books they read to appropriately place them in groups of interest and advanced ability.
- Shared Reading and Book Clubs: Students will be paired or partnered with peers at similar reading levels. This creates a supportive learning environment for a range of readers to develop reading with higher level thinking skills.
- Students will receive literacy instruction and assignments in varying levels of complexity and depth based on the current standard of study.
- Students demonstrating mastery of a skill or standard will work at an accelerated pace to enable lesson extensions based on current standard of study.
- Advanced readers will move to more challenging reading groups upon mastery.
- Global reading challenge: This Seattle Public Library program occurs each year. 4th and 5th grade students join this event with students around the region.

Mathematics:

- Teachers offer individualized and deeper instruction to students within like ability levels, thus allowing students to go deeper into instruction with teacher and peers.
- Students will receive their math instruction and assignments in varying levels of complexity and depth based on the current standard of study.
- Teachers will offer extension activities for all students to complete that will be graded/scored to provide feedback.

Expanded Learning opportunities for students through afterschool or summer programs:

We offer our students additional opportunities to grow academically outside the traditional school day.

- Team Read. Team Read is for 2nd and 3rd graders who are behind in reading. They work after school with high school coaches, and students in this program always make extensive reading gains.
- REWA. The Refugee Women's Alliance offers students who speak Somali or Spanish at home an after-school program that includes homework assistance and STEM projects.
- Summer Staircase. We recommend Summer Staircase to all our students receiving intervention as well as other students who may be performing below benchmark in reading or math. We typically have between thirty and fifty students participate.
- Cougar Leadership Camp. We run a week-long leadership camp for incoming 4th and 5th graders based on community building, teamwork and reading and math support.

Homework Policy:

At Kimball Elementary, we believe in partnering with families to provide an appropriate amount of work at home to supplement instruction at school. We encourage all families to read or engage with books with their families at home and to do some counting or math practice weekly as well. Typically, students in kindergarten do not have homework, and students in other grades have between 10-30 minutes of homework, depending on the grade.

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:

Teachers will have conversations with individual families monthly throughout the year with a minimum of three key conversations—one at the beginning of the year, one at conferences, and one in the spring. These conversations will be designed to open dialogue and to deepen relationships. After those conversations, at least 75% of families will respond favorably to the following survey questions: 1) Do you feel welcome? 2) Do you feel supported? 3) What could we do better?

One-year Goal:

Teachers will have conversations with individual families monthly throughout the year with a minimum of three key conversations—one at the beginning of the year, one at conferences, and one in the spring. These conversations will be designed to open dialogue and to deepen relationships. After those conversations, at least 60% of families will respond favorably to the following survey questions: 1) Do you feel welcome? 2) Do you feel supported? 3) What could we do better?

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:

At Kimball, we make a targeted effort to reach out and authentically partner with all our families. This includes reaching out to families personally, multilingual events, and opportunities to work with, and alongside, the different groups represented in 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. 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:

- universal design professional development
- make time and space for parent volunteers at the classroom level
- increase the daily communication of teachers to families
- make it easy for parents to share feedback and stories
- share learning targets in advance of all units of study for parent support
- improve the quality of report cards and other means of sharing academic information
- continue to improve the quality and family-friendliness of IEP, 504 and SIT meetings

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:

Parent representation on our hiring teams is also extremely important, and we are grateful to the parents who go to the training and then serve on our hiring teams. Parent perspective is important as we select teachers and other staff members.

Something we are constantly considering is how to value and include parents without giving our families extra work to do. We want this to be positive and collaborative. Often, some of our greatest success is through informal conversations between families and teachers or staff members. The more we are able to provide opportunities for conversation and sharing, the more it feels like authentic partnership.

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 Kimball Elementary, we take anti-racist practices and culturally responsive teaching seriously. First, we hire and retain highly qualified staff members who also reflect the racial and linguistic diversity of our school. Second, we engage in professional development around racial equity and what it means to create a safe, warm, welcoming environment in which ALL our students can thrive. Third, we support each other to continually improve our practices and create spaces in which our students feel safe and are challenged to perform academically. We believe strongly in targeted universalism—if we prioritize strategies that will help our students of color furthest from educational justice thrive, then we will improve outcomes for everyone.

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:

As mentioned before, our staff has engaged in racial equity work and specific training around culturally responsive teaching. Seattle Public Schools has really asked staff members to consider their own biases and to be reflective about their teaching practices and how they present themselves to students. Our staff at Kimball has taken that work seriously.

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

We have participated in racial equity work with Washington Ethnic Studies Now and work based on the following books: *Culturally Responsive Teaching and the Brain* by Zaretta Hammond and *Cultivating Genius* by Gholdy Muhammed. The work of our staff on PBIS (Positive Behavior Intervention Supports) to create common building expectations that are culturally responsive and our mission and alignment work have also been effective.

Something we are also considering in terms of intersectionality is how to better support our LGBTQ community—students, staff, and families. We teach lessons from the SPS Gender Toolkit, and we support PRIDE month, but we also have a segment of our community that is opposed to these lessons. We are hoping to bring them into conversations in 2023-24 that will help encourage them to join us in support of our LGBTQ community.

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

Leadership opportunities for staff include participation on our main committees: Building Leadership Team, Racial Equity Team, Multi-Tiered System of Support/Levy Team, Positive Behavior Intervention Systems Team (PBIS), Safety Team, and our Care Team. Individual leadership opportunities include our Teacher Leadership Cadre, Educational Technology Lead, Special Education Lead, Multilingual Program Lead, Science Lead, Language Arts Lead, and Math Lead.

We have had a diverse group of teachers involved in all these positions. We have been less successful in involving our instructional assistants. This is a goal for us in 2023-24.

Some of our leadership opportunities for students include: Cougar Leadership Camp, Green Team, PE leaders, Student Council (In the past), Team Read Junior Coaches, etc.

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2022-23

Funding Type: Specific

Funding Source: LAP

Amount: \$58,000

How will funds improve student learning? Reading and Math Intervention Teacher.

Academic Year: 2022-23

Funding Type: Specific

Funding Source: Title 1

Amount: \$83,628

How will funds improve student learning? Reading and Math Intervention Teacher, Teacher PLC/Data Planning Time.

Academic Year: 2022-23

Funding Type: Specific

Funding Source: City of Seattle Levy

Amount: \$287,000

How will funds improve student learning? Reading and Math Intervention Teacher, Family Support Worker, Cougar Leadership Camp.

Academic Year: 2022-23

Funding Type: Specific

Funding Source: Equity

Amount: \$35,933

How will funds improve student learning? PBIS Recess Support and Special Projects.

Academic Year: 2022-23

Funding Type: Specific

Funding Source: OSPI

Amount: \$29,998

How will funds improve student learning? Teacher Learning Walk/Alignment Time, Academic Parent Teacher Teams Pilot.