



2023-26 Continuous School Improvement Plan (C-SIP) North Beach 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: North Beach Elementary School

Principal: Kristine McLane

Members of the Building Leadership Team and Parent/Guardian Partners: Sarah Bradley, Theresa Estrada, Carolyn Flax, Schuyler Jones, Julie Keegan, Judith Knowles, Kristine McLane, Claire Tramba, Frank Willis

Community Partners (Community Based Organizations): North Beach Boys and Girls Club



[North Beach Elementary School Report](#)

[North Beach Elementary School Climate Survey](#)

School Overview

North Beach is a strong community of teachers, parents and students who are dedicated to reaching our full potential as learners and citizens. North Beach provides rigorous and differentiated instruction that challenges each student to achieve to the best of their ability. Our inclusive classroom communities are intentionally balanced to provide complex, open-ended, thought provoking and challenging activities with peers who have a variety of strengths and interests. North Beach Educators are committed to learning and developing supportive practices to enhance opportunities at all levels of achievement.

At North Beach Elementary, children are curious, eager to learn and cooperate with their peers. At school, they enter a nurturing environment where they are deeply known and cared for, not only by their teacher, but by our certificated specialists, classified, and administrative staff members. Our tutors and parent volunteers provide support in the classroom to help each child reach their full potential. Our families are truly partners in education at North Beach.

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:

Continuing our partnership with SPS Behavior Health Coach for ongoing consultation, we will increase positive responses to the statement, “After conflicts occur we work to fix our relationships” on the 3-5 District Climate Survey to at least 86% for students receiving Special Education services by the end of school year 2025-26.

One-year Goal:

Continuing our partnership with SPS Behavior Health Coach for ongoing consultation, we will increase positive responses to the statement, “After conflicts occur we work to fix our relationships”

on the 3-5 District Climate Survey to at least 78% for students receiving Special Education services by the end of school year 2023-24.

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:

Our Climate Committee works on professional development each year to support the ongoing implementation of social emotional learning curriculum, PBIS strategies, schoolwide expectations, and creating a welcoming environment for students. Our BLT plans our professional development calendar around supporting each student's individual learning needs.

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.

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

The BLT utilize climate survey data, staff and community feedback to develop the professional development plan each year.

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:

- Ongoing PLC data review
- Monthly MTSS meetings
- Monthly special education team meetings

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

- Ongoing PD for staff to decrease lost instructional time; ensure every classroom has a system for students to be able to remain in class if they **need a** break; Missed Instruction Log will be tracked as a measure of success
- Support for ML Learners: PDs will include stand-alone AND integrated PDs. Helpful tips/strategies for Multilinguals are beneficial for all students. Staff welcome knowing more about each individual student and their family. Opportunities that already exist to center MLs and WIDA's BIG IDEAS are ongoing and a central focus of the school's PDs already through our PLCs, school-wide PDs, book groups, extracurricular opportunities for students/families and more. The evidence we will continue to gather to ascertain the effectiveness of these efforts are WIDA test score growth, increased family involvement, increases in students' self-surveys within classrooms, and more. An idea brought up is the idea to have school-wide signals and visuals for common actions/needs—"agree", "disagree", "add on", "bathroom", "water", etc. A few simple, but powerful, best practices for MLs staff should always keep in mind are to speak slowly, repeat instructions, use increased visuals, use song/chanting when possible, use CC during videos, slow down the speed of videos when possible and more. Best practices for ML students are best practices for all students.
- Staff PD on restorative justice – community circles

- AL Learners: BLT will develop PD plan around math differentiation to maximize resources available to teachers.

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

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

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

Classroom Instruction and Academic Success Measures and Targets

School Three-year Goal:

The percentage of 3rd Grade Students with IEPs proficient or above in ELA on the SBA will increase from a baseline of 26.1% to a target goal of 56% by 2025-26.

School One-year Goal:

The percent of 2nd Grade Students proficient or above in ELA on MAP will increase from a baseline of 67% to 77% by June, 2024.

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

Teachers, specialists and support staff will utilize classroom-based assessments, data gathered from whole group, small group instruction and individual student conferences to inform instruction. Professional development is focused on implementing UDL practices to ensure students' academic needs are met.

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.

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:

- Building individual student connection
- Focusing on classroom community building/identifying student strengths
- Integrating content that focuses on students' interests

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

- Collaborated with central office Special Education staff to design all-staff professional development to support students with IEPs in general education classrooms.
- Partnering with Loyal Heights to implement professional learning to improve instructional 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:

- Blocks of instruction built into main schedule with focus on providing Tier 2 and Tier 3 supports
- Modifications and accommodations provided as needed to support students
- PLCs gather data monitoring student growth and to determine what interventions need to be implemented to support individual students

Advanced Learning and Highly Capable Services:

North Beach provides reading/writing, English language arts, and math lessons within the existing curriculum that offer more in-depth opportunities to expand knowledge. This type of “differentiated instruction” is offered to Advanced Learners, Highly Capable students, and any student who demonstrates a need for deeper learning. Differentiated instruction is when students are provided with instruction tailored to their specific abilities.

Homework Policy:

What does homework look like at North Beach Elementary?

We believe that all children K-5 benefit from a rich reading life at home. We encourage at least 20 minutes of daily reading. This can be a combination of looking at picture books, reading with an adult, or reading independently.

Brain research also shows that repeated exposure to math concepts is beneficial. As a result, we want students to complete math homework in grades 2-5. In addition, feel free to supplement this with family activities like playing go fish, counting coins, working on math facts, playing chess, talking about time, etc.

Special Projects—Sometimes a teacher will assign special projects at school that require a little prep work at home. Examples include interviewing a family member, thinking of ideas for a science project, practicing lines for a play, etc.

Homework should not involve new learning but should be a review of what students learn during the school day (or to keep up with past skills). If your child is regularly unable to complete homework within the given time please communicate with your child’s teacher so that accommodations can be made. While homework is an expectation and participation in homework is strongly encouraged, there are no consequences imposed on a student who does not complete homework. Families may choose to modify assignments by adding to or decreasing the amount of homework assigned.

How long should homework take?

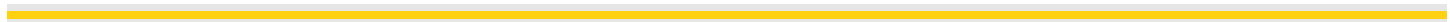
Homework will only be given for Monday through Thursday, but it can be done anytime.

Here are rough time guidelines:

Kindergarten – First Grade: 20 minutes of reading daily.

Second – Third Grade: 20 minutes of reading plus 15 minutes of other subjects.

Fourth – Fifth Grade: 20 minutes of reading plus 20 minutes of other subjects.



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:

In partnership with our PTA Special Education Liaison and Parent Diversity, Inclusion and Equity Committee, North Beach will support increased involvement families of multilingual learners, students receiving special education services, and students of color furthest from educational justice. At the end of June, 2026, 80% of families of students receiving multilanguage learner services will participate in at least one evening/family event.

One-year Goal:

In partnership with our PTA Special Education Liaison and Parent Diversity, Inclusion and Equity Committee, North Beach will support increased involvement families of multilingual learners, students receiving special education services, and students of color furthest from educational justice. At the end of June, 2024, 50% of families of students receiving multilanguage learner services will participate in at least one evening/family event.

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 furthest 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 North Beach our three-year goal involves helping all students to develop a sense of who they are and what they want to be. We will achieve this by learning through engagement and professional development to help inform school practices and decisions that represent all students and families at North Beach.

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: In Progress

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:

- Supporting families of students with IEPs: Case managers will survey families during IEP meetings to determine if they have questions about resources, knowledge about programs at

the school level, interest in participation. PTA volunteers with translator support, if necessary, will follow up to provide information and support increased engagement.

- Supporting Multilingual Learners: Staff are aware that all families need to be communicated with in the method that works best for them. This could include using Linguistica, phoning, emailing, translating a document, Konstella, Teams, meeting in person, etc. Respect of family preference is always of the utmost importance.

The voice of our Multilingual Families is of the utmost importance. We will continue our work of building a strong bridge between home and school in the 2023-24 school year in many ways. To name a few possibilities:

To provide opportunities for dialog and understanding such as to understand families' experiences, hopes and dreams:

- Home visits when appropriate
- Surveys/Interviews in the family's preferred language
- Meetings/Conferences in the family's preferred method (in person, Teams, or phone)
- "Open door" policy where communication from home is always welcome
- Listening/inviting families to share their own learning experiences in school and at home
- Listening with an open heart to their hopes and dreams for their child

To provide opportunities to develop a sense of belonging and community:

- Continue with Culture Night
- Family Surveys (including languages at home)
- Inviting families in to share culture
- Open door policy
- Phone calls home at least monthly
- Emails with families at least monthly
- Conferences/meetings with families
- Signage welcoming all families
- Flags representing family cultures in lunchroom

To provide families information about the ML program and services provided:

- We will reach out to each family to ensure they know how welcomed and important they are.
- We will have regular communication with families.
- We will respond promptly when families reach out.
- We will continue with Culture Night and look at adding more events as such.

To provide evidence/data to determine effectiveness at family/school partnerships:

- We will conduct surveys and track attendance to ensure our most vulnerable and furthest from educational justice have access to the activities.

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.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

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

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

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

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Equity

Amount: \$6,405

How will funds improve student learning? Funds will be combined with LAP funding to partially support a part-time academic interventionist position.

Academic Year: 2023-24

Funding Type: Specific use

Funding Source: Discretionary

Amount: \$2,943

How will funds improve student learning? Library materials – funds will be used to update and enhance the library collection and acquire more diverse materials.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: LAP

Amount: \$48,868

How will funds improve student learning? Funds combined with Equity allotted funding to support a part-time academic interventionist.