



2024-25 CSIP Review and Updates

Alki Elementary School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: Alki Elementary

Principal: Mason Skeffington

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Amey Nutter, Laurie Rasmussen, Sunny Moroles, Ashley Clingan, Farrah Kunkel, Daron Walters, Stevie Kramer, Kawa Harijan, Mason Skeffington

[2023-26 CSIP Alki](#)

[Alki Elementary School Report](#)

[Alki Elementary School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

Throughout the 2023-2024 school year, the 2023-2026 Comprehensive School Improvement Plan (CSIP) prioritized several key areas of practice aimed at enhancing educational outcomes for students. Alki Elementary has highlighted these key practices related to each of our school priority areas.

Learning Environments-Joyful, Safe, Anti-Racist:

We created strong classroom communities and foster school-wide pride and student leadership in assemblies and throughout the school. Cultivating student voice and leadership is important to us at Alki. Through our partnership work with the Novak group around Collaboration and Community last year, we focused on recognizing and supporting that learning is both social and emotional.

- Student Identity: Classrooms and learning activities that affirm students' identity and create inclusive, safe spaces for learning.

- Social Emotional Learning: Addressing students' social and emotional needs as a foundation for academic engagement. Consistent Tier One SEL instruction happening weekly in classrooms and supported by weekly all-school assemblies.

Classroom Instruction and Academic Success (3rd Grade ELA):

Our priority in this area was to consistently use multiple data points to track student progress in reading. Consistent aligned Tier one instruction for our learners and using PLC structures to support collaboration between teachers to support student outcomes.

Family and Community Engagement:

In the Fall of 2024, we restructured our start of school to include greater opportunities for Family Connections Meetings. Surveyed staff and families as part of our plan for stakeholder feedback for improvement. Continue to strengthen our partnership with our PTA organization in supporting the goals of our school community.

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

The risks associated with our current plan are relatively low as we continue to lean into creating inclusive spaces for learning where our students feel connected with and a part of their learning, both socially and emotionally. We discussed and would like to highlight that a risk we discussed with our Family Connections meeting's goal is that it may be unlikely that we will ever meet with 100% of our families. We have set out this Fall to gain feedback from families around their experience- especially those that did not attend. We hope to address the barriers to their attendance and create a plan that supports growth from our over 75% this Fall. Another risk that we discussed in our current CSIP plan was the lack of consistent review of student data as a whole school. Our focus this year on L2 and L3 students in addition to our strong tier one will help growth in all our learners across the school.

What are short-term and long-term desired outcomes for students, family, and staff groups?

Short-term outcomes: In the short-term, the desired outcomes for the 2023-2026 CSIP include improved academic performance and engagement among students, increased satisfaction with shared leadership and overall work environment for staff, and a continued increase on family involvement and partnerships. For students, this is achieved through our continued focus on Universal Design for Learning (UDL) and our work to create strong Tier 1 inclusive learning experiences. For staff, the aim is to see effective use of new teaching tools and methodologies. Families are expected to feel more connected and involved in their children's education.

Long-term outcomes for us focus on sustaining these efforts to create a rigorous and inclusive tier one learning experience for each of our students, professional growth and support of staff, and meaningful family engagement, ensuring a positive impact on the entire school community.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

The 2024 Comprehensive Needs Assessment demonstrated progress in creating and enhancing student academic outcomes and fostering learning spaces that are joyful, safe, and anti-racist. Our intentional focus on aligned and rigorous tier one instruction, particularly in reading, demonstrated great progress towards our district-wide third grade reading goal. Through our investment in UDL strategies, we also saw an increase in student engagement and overall satisfaction with their learning experience. From our student climate data this past Spring, we see that there is work to continue to be done in this category, particularly for those students that identify as bi-racial and multi-racial. From this data gathered we have increased our work and support specifically around school rules, and working to resolve conflicts after they occur. This action is in direct support of an increase in creating a safe and predictable learning environment for all our students.

Summary of student strengths supported by data:

As we compare baseline data to current trends, we also have much to celebrate as we look specifically at belonging and relationship here at Alki. Our staff have worked to create positive relationships with students and families and the Spring 2024 data indicates we are on a positive trend with the work we are doing. We saw positive trends in data related to questions around adults at school caring about me, supporting when problems come up, and believing that students can do great things. Our academic data trends also support that students are feeling connected to their classrooms and able to engage in learning at a high level.

Identify and prioritize student needs supported by data:

Our data trends also suggest that we need to continue our focus on growth of students across our school- particularly students who are furthest from educational justice. Data also showed us that we would benefit from continued learning related to Universal Design for Learning and Multi-tiered Systems of Support. As we continue our work towards our CSIP goals, identifying and supporting student needs in a more comprehensive and systematic way will be a shift for us in how we best support student needs.

Summary of possible root causes of the priority student need:

The priority student need identified is the academic achievement and supporting all students growing academically. As we reviewed data, there were a few root causes that as a school we determined were factors. Key factors include access to high-quality instructional resources and support, regular systems to review student achievement and plan for extension/re-teaching of concepts, and comprehensive social emotional support systems. We also recognize the priority of including our families in these shared goals and will be working to continue this partnership between home and school.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

Based on the Staff Climate Survey Data, Alki Elementary is improving its work related to being a culturally responsive and anti-racists work environment. Since the Fall of 2022, Alki has seen an increase of 12% in favorable responses across the category. Our greatest growth in practice over the past year has been related to staff taking action to address racial equity in schools and working to resolve the conflict in an effective and fair manner. There is still work to be done as an organization and we look at our lowest favorable category at 67% which is related to staff being comfortable having honest conversations with each other about race.

The data also highlights that there is a partnership between school leadership and staff to improve working conditions, with double-digit growth in that category since Fall of 2023, as well as staff resolving conflict in a timely and effective manner also making double-digit improvement gains.

Summary of data proving professional learning is effective in supporting student outcomes:

Alki Elementary focused its professional development last year on creating inclusive learning environments where students are seen and valued as members of the community. Our focus on Universal Design for Learning (UDL) and consistent Tier One learning experiences made a positive impact on students. Students built confidence in math, with 86% of students stating that they can learn items taught in math and 80% sharing that they enjoy math class.

We also experienced similar growth gains in our work around science instruction and students viewing themselves as scientists. Creating inclusive classrooms at Alki was and continues to be a major focus of the school. In Spring of 2024, 100% of our students responded favorably to my teacher believes I can do great things. 97% of students responded favorably to students of different races, cultures and abilities learn together in my classroom.

Professional learning that needs to be strengthen or is no longer being implemented due to minimal impact on student outcomes:

For the 2024-2025 school year Alki Elementary will be deepening our work around Universal Design for Learning (UDL) through a partnership with the Novak Consultation Group. This work will align our focus as a school in alignment with our own district initiatives. More specifically, we will focus our professional development on Learning Targets and Learning Outcomes, Multi-tiered Systems of Support, and Restorative Practices work with both staff and students.

Additionally, after reviewing our systems, we have revised the way that we conduct our MTSS meetings to embed that work during teacher release time to have comprehensive conversations about student learning and areas of need. After identifying student needs based on multiple data points, teachers then work in their Professional Learning Communities (PLC's) to create action plans to work for six eight-week cycles of improvement. The goal is to have targeted student support and be reviewing cycles of data regularly. This move to a greater progress-monitor will allow us to have a more detailed and comprehensive picture of how our students are growing.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

The data indicates significant strides in centering families' voices through enhanced power-sharing and two-way communication. Analysis of recent surveys and feedback mechanisms shows growth in family participation in school decision-making processes and a more responsive dialogue between schools and families. Specifically, there has been a rise in family attendance at school meetings, literacy and math night events, Art Walk, Talent Show, Parent Teacher Conference, Curriculum Night and PTA Back to School Popsicle Social, reflecting a greater involvement in shaping school community building. Alki also has now implemented a school-wide Family Connections Conference to start the year. In our first year of implementation our staff met with over 75% of our families as the year began. The feedback from families is very positive around this partnership meeting. In the coming years we look to continue to grow this program and have used stakeholder feedback in shaping those improvement efforts.

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

Measures and Targets

2023-26 Three-year Goal:

By June 2026, we will increase our Belonging and Relationship favorability responses from 85% to 94% as recorded in our Student Climate Survey.

2024-25 One-Year Goal:

By June 2025, we will increase our Belonging and Relationship favorability responses from 87% to 92% as recorded in our Student Climate Survey.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

- Walk-through/Observational Data
- Professional Development Attendance and Exit Tickets
- Building determine Schedule of MTSS Meetings

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- The school's MTSS Team
- Principal

Additional context about your school's implementation of chosen evidence-based practice"

Alki will review student SEL Data every six-eight weeks and create action plans for students based on these data points. These will be reviewed during school-wide MTSS meetings.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percentage of 3rd Grade Students proficient or above in ELA on the SBA will increase from a baseline of 77.0% to a target goal of 90% by 2025-26.

2024-25 One-Year Goal:

The percentage of 2nd Grade Students projected to be proficient or above in ELA based on MAP will increase from a baseline of 81.8% to a target goal of 90% by 2024-25.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement adopted instructional resources to serve all students, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

Every six-eight weeks in MTSS Meetings

Process Data Measures:

- Walk-through/Observational Data
- Professional Development Exit Tickets
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- The Building Leadership Team
- Principal

Advanced Learning and Highly Capable Services:

Classroom Differentiation: At Alki Elementary, we have high expectations for all students, and we know that each will be challenged by the rigor and depth of our curriculum. To that end, Alki follows an inclusion model in which teachers differentiate instruction for all students. [Current research](#) shows that inclusion is generally the best educational practice for all learners, including advanced learners, especially in math. An inclusion model is also consistent with the [Seattle Public Schools' Strategic Plan](#) focus on "undoing legacies of racism in public education." The following are various strategies we use to meet the needs of all learners, including those identified as advanced either by their teachers or district testing.

ALO Math Strategies: Alki Elementary utilizes the SPS-adopted [enVision Math 2020](#) curriculum, which builds conceptual understanding through a combination of problem-based and visual learning strategies. The curriculum provides opportunities for student discourse, elaboration of ideas, and project-based learning. Teachers implement differentiated instruction in varied groups: whole class, small group, partners, and individual. Listed below are instructional strategies that teachers may use at Alki:

- Parallel Tasks: All students work on the same core content with tasks of different complexity.
- Curriculum Compacting: Use assessment to determine student skill level in a core content area. Then eliminate or enhance parts of the curriculum based on instructional need.
- Flexible Groups: Students are grouped by interest, achievement, activity preference, or specific instructional needs.

- Math Centers and Games: Activities in small groups are based on student choice or teacher designation.
- Small Group Instruction: Teacher works with a small group of students on a targeted learning goal.
- Tiered Assignments: Adjusted degrees of difficulty of a question, task or product to match student's current readiness level.
- Open Questions: A question framed so that various responses/approaches are possible.
- Targeted Questioning: Teacher is intentional about depth of questions asked. All students are asked questions that require critical thinking at a level that is challenging for them, and all students benefit from hearing their peers' thinking.
- ALO Reading and Writing Strategies: The strategies listed above may also be adapted for use in reading instruction by classroom teachers. We use a wide variety of reading materials from our classroom and school libraries. Classroom groupings include:
 - Whole Group Reading Instruction and Flexible Leveled Reading Groups (K-2): Utilizing the [Collaborative Classroom](#) curriculum, students are placed in groups by current reading level to ensure appropriate instruction and reading materials. Groups can change as students' reading skills develop.
 - Whole Group Reading Instruction and Partner Work (3-5): Utilizing the Collaborative Classroom curriculum, a class studies text together. Students ask peer questions, discuss major themes, study vocabulary, and analyze the author's purpose and style.
 - Independent Reading: Each student will have an opportunity for self-selected reading during the school day to develop reading fluency and get in the habit of reading.
 - Support for Students in Selecting Appropriate Books: Teacher will guide students in choosing just-right books for independent reading. (Criteria include instructional level, high interest reading, and student choice.)
 - Amplify Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers.
- Teachers may also use the following differentiated approaches to support the ALO Reading Strategies above:
 - Reading Logs. Students keep a reading record to allow both student & teacher to monitor choices.
 - Independent Book Study Projects. Opportunities for students to explore a topic of interest to them.
 - Book Reports (2-5). Depth of student analysis and comprehension is appropriate to student reading level.
- Response to Literature: Opportunities for students to demonstrate understanding by using text to make connections and support thinking. Projects could include art, drama, writing, reports, literature circles, or other presentations.

For more information about Advanced Learning Opportunities, please visit the [Seattle Public Schools Department of Advanced Learning](#).

Expanded Learning:

Alki Elementary is in connection with our CBO partners (Alki Community Center) to align support for afterschool activities and extra academic support or enrichment if appropriate.

We also partner with our PTA organization to provide enrichment opportunities for students' afterschool. These programs are open to all Alki students and scholarships are available as needed within our community.

Homework Policy:

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

Brain research also shows that repeated exposure to math concepts is beneficial. As a result, we want students to do some math work at home as well. That can be something the teacher sends home that matches the day's lesson, or it can be something that a family chooses--playing go fish, counting coins, working on math facts, playing chess, talking about time, etc. You can find additional ideas for supporting your mathematician at home by visiting SPS's [elementary math family support page](#) online. Rich resources especially designed for elementary mathematicians and their families are also available [online at the SPS website](#).

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.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

The percentage of 3rd Grade Students proficient or above in ELA on the SBA will increase from a baseline of 77.0% to a target goal of 90% by 2025-26.

2024-25 One-Year Goal:

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Action Plan

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Evidence-based Practice 1:

Connecting learning at home and school: Work together with families to create positive attitudes to education, develop shared understandings of how children learn and learning programs and build on families' capacity to support learning at home.

Outcome Data Measures:

- Family Survey
- Student Attendance

Timeframe for Reviewing Outcome Data Measures:

- Beginning of Year
- End of Year

Process Data Measures:

School-based Family Survey

Timeframe for Reviewing Process Data Measures:

- End of Year

- Middle of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- The Building Leadership Team
 - Principal
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2024-25 Budget Allocations to Support Continuous Improvement

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

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$2,611,181
- **Activities Implemented to Meet Intent and Purpose:**
 - SEL and emotional support to promote joyful, safe, anti-racist classroom instruction and academic success
 - Promote and support staff in making family connections

Multilingual Learners (Title III)

- **Intent and Purpose:** Support academic success of ELL students
- **Dollar Amount:** \$31,966
- **Activities Implemented to Meet Intent and Purpose:**
 - Instructional supports for students who qualify for multilingual services
 - Translation/Interpretation services and bilingual learning materials

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$66,856
- **Activities Implemented to Meet Intent and Purpose:** LAP and Intervention Support, targeting reading support for all students

PTA Funding

- **Dollar Amount:** \$40,000 and \$15,000
- **Activities Implemented to Meet Intent and Purpose:**
 - Hourly office and recess support staff to assist in the main office and classrooms to provide extra support for students
 - Supervision in lunchroom and recess promotes safety, SEL, and inclusion of all students
 - SEL, emotional support, and inclusion, including school-wide assemblies and grade-level field trips