



## 2024-25 CSIP Review and Updates

### B.F. Day 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:** B.F. Day Elementary

**Principal:** Natalie Zisko

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Activities Implemented:** Brianna Thurston, Ashley King, Shellie Ferrel, Jennifer Hogue, Vince Delaney, Shannon Obermiller, Sonja Haas, Lauren Smith, Britta Steel, Jaimee Papineau, Eloise Davis, Annie Barker, and Carly Riepe.

[2023-26 CIP B.F. Day](#)

[B.F. Day Elementary School Report](#)

[B.F. Day Elementary School Climate Survey](#)

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#### 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.**

During the 23-24 school year, B.F. Day focused on improving Tier I math instruction. We adopted an agreed upon math walk through tool, and a team of teacher leaders trialed the tool. We also focused on universal design for learning strategies and differentiating instruction at the Tier I level. This included a deeper dive into Success Maker and standards articulation across grade levels.

**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?**

Students receiving Special Education and/or multilingual services are most at risk for math proficiency. There is about a 30% proficiency gap among these demographic groups as compared to grade level peers.

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

Short term outcomes include increasing favorability ratings of inclusion and all students feeling seen, heard, and a sense of belonging at school. Staff will work on inclusive instructional approaches that engage diverse learners. Long term outcomes are all demographic groups reaching 85% proficiency within the Tier I curriculum.

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## **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:**

Reading and math average growth rates for grades 3-5 are trending upward. From spring 22 to spring 23, there was an overall 3% increase. From spring 23 to spring 24, there was an overall 7% increase. So, from 22-24, B.F. Day has increased overall proficiency rates from an average of 66% to 76%. Belonging is an area of strength. On the student climate survey, "adults at school care about me," 91% of students recorded a favorable response. On the staff climate survey, "I have trusting relationships with colleagues in this school," 95% of staff recorded a favorable response.

#### **Summary of student strengths supported by data:**

Spring MAP data for K-2 indicates an average proficiency rate of 90%. Foundational skills are reaching 85%+ proficiency.

#### **Identify and prioritize student needs supported by data:**

There is a 14.5% discrepancy between white students and students of color that received a passing score on the Smarter Balanced Assessment.

Students receiving Special Education services:

ELA SBA Proficiency – On average grades 3-5, 36% gap in proficiency rate as compared to grade level peers.

Math SBA Proficiency – On average grades 3-5, 40% gap in proficiency rate as compared to grade level peers.

Students receiving MLL services:

ELA SBA Proficiency – On average grades 3-5, 35% gap in proficiency rate as compared to grade level peers.

Math SBA Proficiency – On average grades 3-5, 36% gap in proficiency rate as compared to grade level peers.

#### **Summary of possible root causes of the priority student need:**

A root cause is not deep enough implementation of the Novak UDL Framework 5: Firm goals, flexible means. More methodical differentiation strategies that deepen critical thinking skills and address learning barriers that restrict students' access to Tier I curriculum.

### **School Staff**

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

B.F. Day has a strong comprehensive school counseling program. B.F. Day was the first school in Seattle Public Schools to receive RAMP designation (Recognized ASCA Model Program) through the American School Counselor Association (ASCA). It was one of 60 elementary schools nationally to receive the recognition in the 22-23 school year. The RAMP designation is indicative of a favorable schoolwide climate that relies on strong systems to support culturally responsive teaching.

Staff climate survey data indicated the following favorability rates:

- “Staff in this school are productively taking action to address issues of racial equity.” - 90%
- “We actively confront issues of racial concern.” - 90%

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

Data indicating that professional learning is effective in supporting student outcomes includes student climate survey data on pedagogical effectiveness: “I get to be creative and think deeply at school” - 89% favorable. “My teacher shows me how learning is fun.” - 87% favorable. “I’m sure that I can learn everything taught in math.” -78% favorable.

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

B.F. Day is limiting how much time is spent on vertical articulation on standards. In replacement, focusing on professional practice and implementation of universal design for learning. The staff is also replacing vertical articulation of standards with vertical peer observations.

## **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:**

Family engagement was encouraged through multiple means: family event nights, home visits, PTSA meetings, principal-led budget meetings, Building Leadership Team participation, and back to school barbeque events at local housing complexes.

### **Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:**

One example of school staff and community partnership is B.F. Day’s ongoing partnership with Sound Mental Health. The mental health provider has remained consistent year over year, providing continuity with our students, school team, and collaborative work with the elementary school counselor.

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

### **Measures and Targets**

#### **2023-26 Three-year Goal:**

By June 2026, 93% of students in all race/ethnic categories will respond favorably to questions asked on Seattle Public Schools district survey regarding enjoying math, from 72% and 71%.

#### **2024-25 One-Year Goal:**

By June 2026, 65% of students in all race/ethnic categories will respond favorably to questions asked on Seattle Public Schools district survey regarding.

### **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.

**2024-25 Evidence-based Practice 1:**

Tier 2 Restorative Practices: Educators will implement non punitive conflict resolution and repair strategies/practices for students and staff.

**Student Outcome Data Measures:**

- SPS Climate Survey (staff or students)
- Discipline/Suspensions

**Timeframe for Reviewing Student Outcome Data Measures:**

Monthly

**Process Data Measures:**

- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- School-based Survey (staff or students)
- Walk-through/Observational Data

**Timeframe for Reviewing Process Data Measures:**

Monthly

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

- School counselor
- School principal
- School Climate Committee
- SpEd team

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## Priority Area: Classroom Instruction and Academic Success

### Measures and Targets

**2023-26 Three-year Goal:**

The percent of 3rd grade students of color FFEJ proficient or above in ELA on SBA will increase from baseline of 46.7% to a target goal of 76.7% by 25-26.

**2024-25 One-Year Goal:**

The percent of 3rd grade students of color FFEJ proficient or above in ELA on SBA will increase from baseline of 46.7% to a target goal of 61% by spring 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.

**2024-25 Evidence-based Practice 1:**

Tier 1 and Tier 2 Foundational Skills Instruction: Educators provide strategic and targeted instruction in foundational skills to all students according to assessed needs, including students with IEPs, multilingual learners, and advanced learners.

**Student Outcome Data Measures:**

- DIBELS
- MAP
- Elementary Progress Report (EPR)

**Timeframe for Reviewing Student Outcome Data Measures:**

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

**Process Data Measures:**

- Walk-through/Observational Data
- Teacher collected data in Unified Insights
- Lesson Exit Tickets

**Timeframe for Reviewing Process Data Measures:**

Quarterly

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

- Language Arts Teachers
- Intervention Teachers

**Advanced Learning and Highly Capable Services:**

- In ELA we use differentiated learning opportunities for students that qualify for advanced learning and/or demonstrate readiness to extend their thinking beyond grade level common core standards. Differentiation in the classroom varies based on the grade and what students need. Potential examples of ELA differentiation include: a book club or literature circle small group with other students that are also ready to dive deeper; extension activities in writing to demonstrate their thinking, ability to analyze text, and/or more globally to build on their written communication skills; and opportunities to read higher level more complex texts and opportunities to respond in writing to prompts about that text.
- In math we use differentiated learning opportunities for students that qualify for advanced learning and/or demonstrate readiness to extend their thinking beyond grade level common core standards. Differentiation in the classroom varies based on the grade and what students need. Potential examples of Math differentiation include: independent work activities; more challenging problems to extend their application skills of grade level standards to more complex numbers or problems; use of digital Envision curriculum platforms that provide individual skill practice and learning providing exposure and allow students to dive deeper into conceptual understanding; and /or small group guided learning with other students that are ready for additional challenge in their mathematical thinking or application
- There is no district provided staffing or separate curriculum resources provided for advanced learning in neighborhood schools. There is not a separate classroom. Advanced learning differentiation is provided in the child's general education classroom and based on the child's ongoing demonstration of mastery of grade level common core standards and readiness to extend their learning/thinking.

**Expanded Learning:**

- Evening events and performances that connect families to the instruction and engage families in student learning including Curriculum Night, Take Your Family to School Night, Science Fair, Village Day, Field Day

- PTSA and parent funded after-school enrichment activities.
- SPS summer learning

## Homework Policy:

B.F. Day believes in raising well-rounded children. Students are encouraged to spend after school time participating in enrichment activities and connecting with their family. Students are encouraged to read with a family member for 20 minutes per night. In grades 4-5, on occasion, homework will be assigned as enrichment packets to extend the learning in the classroom.

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## Priority Area: Family and Community Engagement

### Measures and Targets

#### 2023-26 Three-year Goal:

By June 26, 95% of families with students receiving SpEd or MLL services will respond favorably to data probes measuring that their child is seen, heard, and valued within an inclusive climate.

#### 2024-25 One-Year Goal:

By June 25, 55% of families with students receiving SpEd or MLL services will respond favorably to data probes measuring that their child is seen, heard, and valued within an inclusive climate.

### 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.

#### 2024-25 Evidence-based Practice 1:

Recognizing the role of the family: Recognize and build on the capacity of families to assist and encourage their children's learning in and out of school and support school goals and directions through school policies, practices, and programs.

#### Outcome Data Measures:

- Parent participation in meetings and school events
- Student Attendance

#### Timeframe for Reviewing Outcome Data Measures:

End of Year

#### Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)
- 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:

- Principal
- Principal Intern

- School Counselor
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## 2024-25 Budget Allocations to Support Continuous Improvement

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

### Basic Education

- **Intent and Purpose:** To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.
- **Dollar Amount:** \$3,453,426
- **Activities Implemented:**
  - Classroom grade-level instruction
  - Interventionist
  - Recess supervisors
  - Substitutes to release teachers for professional development
  - School supplies (paper, pencils, etc.)

### Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds are designed to support the district language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$64,070
- **Activities Implemented:**
  - ML instructional supports
  - Translation and interpretation
  - Bilingual textual materials

### Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable for services provided to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$66,856
- **Activities Implemented:** Reading intervention with IMSE Orton Gillingham trained certificated teacher.

### PTSA

- **Intent and Purpose:** To provide all students with instruction aligned to grade-level specific state standards, including differentiation and enrichment services as needed. Support intervention and full-time school counseling.
- **Dollar Amount:** \$166,000
- **Activities Implemented:**
  - 0.5 school counselor
  - Jump Start to Kindergarten
  - Interventionist
  - Emergency supplies
  - Recess supervisor

