



## 2024-25 CSIP Review and Updates Catharine Blaine K-8 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:** Catharine Blaine K-8

**Principal:** Patrick Gray

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** BLT: Kirsten Jewett, Julie Keller, Sam Bonoff, Tre Birkhauser, Taylor VanDuser, Carolyn Dunn, Adele Banasik, and Patrick Gray.

[2023-26 CSIP Catharine Blaine](#)

[Catharine Blaine K-8 School Report](#)

[Catharine Blaine K-8 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.**

Joyful, Safe, Anti-Racist Learning Environment: Revised student reflection sheet. Includes at-home component now. TLC-led professional development.

**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?**

Revised PBIS structures have not been completed as quickly as we would like. Vulnerable groups include students with IEPs and other marginalized learners.

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

Implementation of revised PBIS system that is applicable to all grades K-8.

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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:

78% of 7<sup>th</sup> grade students were at or above standard on math achievement as measured by the Spring 2024 SBA. 70% of 3<sup>rd</sup> grade students were at or above standard on ELA achievement as measured by the Spring 2024 SBA.

### Summary of student strengths supported by data:

- Math achievement is high across all grade levels, with students above district averages by 10-25%. Achievement in ELA is 7-22% above district averages.
- Schoolwide daily attendance was 93-95% across all grades last year.

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

Students with IEPs are disproportionately testing below standard on the SBA, including 44% proficient in 7<sup>th</sup> grade Math (district is 20%), 44% proficient in 7<sup>th</sup> grade ELA (district is 26%), 36% proficient in 6<sup>th</sup> grade Math (district is 24%), and 36% proficient in 6<sup>th</sup> grade ELA (district is 28%).

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

Small school size creates limitations on opportunities for supplemental instruction. Understaffing of special education positions impacts service for students.

## School Staff

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

Spring 2024 Middle School Student Climate data: 89% of students responded favorably to questions on Equity and Anti-Racism, 70% responded favorably on Identity and Culturally Responsive Teaching, 88% responded favorably on Inclusionary Practices.

Spring 2024 Elementary Student Climate data: 94% favorable on Equity/Anti-racism, 78% favorable on Identity and Culturally Responsive Teaching, and 90% favorable on Inclusionary Practices.

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

Spring 2024 SBA data shows that students at Catharine Blaine test above district averages in all grades and all tested subjects. The lowest level of achievement was in 6<sup>th</sup> grade ELA, at 79.6% proficient, but this was still 17.8% above the district average.

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

Early phonics professional development will begin in earnest this year. On the Spring 2024 MAP test, only 46% of 1<sup>st</sup> graders showed expected growth in Reading. We continue to identify early literacy as an area for improved instruction. Staff who teach K-3 will engage in professional development on the Science of Reading this year.

## Support Systems

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

Staff were trained in the use of Talking Points in Fall 2024. 25% of staff sent a Talking Points message between September 18 and October 18, 2024. Messages have been sent in seven different languages and 100% of families are reachable through Talking Points.

50+ parents have joined a Blaine Advocacy Committee to coordinate support for the school. The committee taps into various areas of expertise including Research, Partnerships, Community Engagement, Communications, Government Connection, Legal, Fundraising, and Project Management. The committee's goals are to keep Blaine open, to increase funding for staffing and school programs, to advocate for public schools in general, and to improve Blaine's overall facilities.

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

### Measures and Targets

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

By June 2026 85% of students overall and 85% of students of color furthest from educational justice will respond favorably on the Seattle Public Schools Student Climate Survey prompt, "I get to learn about my culture at school".

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

By June 2025, 82% of students overall and 83% of students of color furthest from educational justice will respond favorably to the Seattle Public Schools Student Climate Survey prompt. "I get to learn about my culture at school. "

### Action Plan

#### 2024-25 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)
- School Attendance Dashboard on Atlas

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

- Middle of Year
- End of Year

#### Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)

#### Timeframe for Reviewing Process Data Measures:

- Middle of Year
- End of Year

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

- Principal
  - Counselor
  - BLT
  - MTSS Team
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## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

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

By Spring 2026, 3rd grade ELA SBA scores will increase from 68.9% meeting standard in Spring 2023 to 75% meeting standard.

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

By Spring 2025, 3rd grade ELA SBA scores will increase from 70.2% of students meeting standard in Spring 2024 to 72% meeting standard.

### **Action Plan**

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

Research-based Reading Instruction: Educators utilize intentional, research-based reading instruction, using increasingly complex texts and reading and writing tasks to build comprehension, knowledge, and strategic reading.

#### **Student Outcome Data Measures:**

- MAP
- DIBELS
- Smarter Balanced Assessment (SBA)

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

End of Year

#### **Process Data Measures:**

Professional Development Exit Tickets

#### **Timeframe for Reviewing Process Data Measures:**

Quarterly

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

- Principal
- TLCs

### **Advanced Learning and Highly Capable Services:**

Advanced Learning: Teachers accommodate their students who are qualified for AL with adapted extension learning that is designed for the most advanced level of their enrolled grade level. The work is developed for the subjects where the students qualify for AL. Some 8<sup>th</sup> grade students complete Algebra 1 while at Catharine Blaine K-8.

Highly Capable: Teachers will provide their students who qualify for HC with adapted extension learning in the subjects where they are qualified. The adapted work will be at a grade level one or two years beyond their enrolled grade, depending on the unique needs of the student.

## **Expanded Learning:**

Catharine Blaine K-8 does not have district-provided afterschool or summer programs. Teachers make yearly referrals to extended learning through summer programs for specific students through the school district's annual process.

The Catharine Blaine K-8 PTA provides before-school and after-school enrichment classes, but these do not generally align with academic programs. The exception has been a middle school intensive Spanish class offered Winter-Spring of 2024 and an after-school middle school band class in 2024-2025.

## **Homework Policy:**

Catharine Blaine K-8 follows research-based recommendations of the National Education Association to assign homework. Study skills and self-discipline are integral and indispensable elements of a quality education process. Homework supports helping K-8 students to develop these important skills. Homework is valuable as it provides students with an opportunity to practice and internalize information presented during class lessons. Homework is typically started in class and if not completed in class should be completed at home, in addition to required reading time. Homework gives parents and caregivers an opportunity to see what their student is learning and to better understand their students' unique study skills.

We generally follow the 10 minute/year rule recommended by the National Education Association. Students begin with 10 minutes of homework/reading time in kindergarten and add 10 minutes for each subsequent grade level. Based on this premise, second graders will usually finish homework and reading in about 20 minutes, and a sixth grader should be able to complete homework in about one hour. Teachers differentiate homework assignments in collaboration with specialists and parents, when needed, to meet specific accommodations.

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## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

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

By the Spring of 2026, 80% of 7th grade students will be proficient in mathematics as measured by the Smarter Balanced Assessment, improving from 74.1% in Spring 2023.

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

By the Spring of 2025, 79% of 7th grade students will be proficient in mathematics as measured by the Smarter Balanced Assessment, improving from 78.4% in Spring 2024.

### **Action Plan**

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

High Quality Tier Instruction: Educators will implement tasks that promote reasoning and problem solving and facilitate meaningful mathematical discourse.

#### **Student Outcome Data Measures:**

- MAP

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

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

- Middle of Year
- End of Year

### **Process Data Measures:**

- Teacher Observational Data
- Lesson Exit Tickets

### **Timeframe for Reviewing Process Data Measures:**

- Teacher Observational Data
- Lesson Exit Tickets

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

- Principal
- Teacher

### **Advanced Learning and Highly Capable Services:**

Advanced Learning: Teachers accommodate their students who are qualified for AL with adapted extension learning that is designed for the most advanced level of their enrolled grade level. The work is developed for the subjects where the students qualify for AL. Some 8<sup>th</sup> grade students complete Algebra 1 while at Catharine Blaine K-8.

Highly Capable: Teachers will provide their students who qualify for HC with adapted extension learning in the subjects where they are qualified. The adapted work will be at a grade level one or two years beyond their enrolled grade, depending on the unique needs of the student.

### **Expanded Learning:**

Students in 5<sup>th</sup>-8<sup>th</sup> grade participate in after-school First Lego League robotics club, which includes regional competitions. The club includes coding, coaching, and presenting information to judges.

### **Homework Policy:**

Catharine Blaine K-8 follows research-based recommendations of the National Education Association to assign homework. Study skills and self-discipline are integral and indispensable elements of a quality education process. Homework supports helping K-8 students to develop these important skills. Homework is valuable as it provides students with an opportunity to practice and internalize information presented during class lessons. Homework is typically started in class and if not completed in class should be completed at home, in addition to required reading time. Homework gives parents and caregivers an opportunity to see what their student is learning and to better understand their students' unique study skills.

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# Priority Area: Family and Community Engagement

## Measures and Targets

### 2023-26 Three-year Goal:

80% of families of color will regularly participate in school-wide events and activities.

### 2024-25 One-Year Goal:

60% of families of color will regularly participate in school-wide events and activities.

## Action Plan

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

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

### Student Outcome Data Measures:

Missed Instruction Log

### Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- End of Year

### Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- Volunteer Count

### Timeframe for Reviewing Process Data Measures:

- Middle of Year
- End of Year

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

- BLT
- PTA

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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:** \$3,925,709
- **Activities Implemented:** Standard aligned instruction for all students.

### Multilingual Learners (Title III)

- **Intent and Purpose:** Language acquisition and academic supports
- **Dollar Amount:** \$63,518
- **Activities Implemented:**

- Funded through district staffing allocation
- Two days/week certificated teacher provides push-in support for multilingual students, primarily focusing on academic and social English language acquisition
- Teacher also provides coaching on academic skills and connections between school and families
- Support also provided to families and students by multi-lingual middle school special education instructional assistant

### **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:**
  - Funding through district staffing allocation
  - Certificated teacher provides academic intervention support for qualifying students, focusing on primary grade literacy development
  - Teacher provides specialized instruction to small groups of students identified by classroom teachers for additional reading support

### **Other Funding Source (PTA Grant)**

- **Intent and Purpose:** PTA grant for supplemental instruction, student supports, and school operations
- **Dollar Amount:** \$125,000
- **Activities Implemented:** Funding supports increased FTE for the following positions:
  - Middle school choir
  - Middle school art
  - K-8 counselor
  - Elementary academic intervention specialist
  - Office assistant
  - Recess supervisor
  - Subscriptions
  - Library materials
  - PE equipment
  - Recess equipment
  - Field trips
  - Professional development for staff
  - Facilities improvements