



2024-25 CSIP Review and Updates Daniel Bagley 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: Daniel Bagley ES

Principal: Angela Clement

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Leah Sigh, Nicole Hill, Lily Robbins, Emily Lynch, Connie Messom, Monica Rasmussen, Rebecca Ford, Stephanie Newell, and Gemille Wise.

[2023-26 CSIP Daniel Bagley](#)

[Daniel Bagley Elementary School Report](#)

[Daniel Bagley 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.

Our professional development plan is data-driven based on Bagley's student needs. Teachers will participate in consistent data analysis, expansion of Tier 1 learning practices and sharing and reflecting on their practice. This included ML language acquisition strategies, increased discourse tools and vocabulary collaboration with the ML staff. In addition, academic and engaging family events were added to increase the home school connection. These included Math Night, Spring into Action, Bee Yourself identity Night, an Arts Festival and Accessible Ed and Spanish Affinity meetings.

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?

There is a risk of no or low growth in math and reading for our SOCFEJ on the MAP assessments. There is also a risk of declining attendance for our SOCFEJ.

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

Our short-term and long-term outcomes include SOCFEJ showing growth on the reading and math MAP assessments, attending school more regularly, and feeling like leaders that have a voice at school.

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 Early Literacy Goal data shows that 77% of all K-2nd grade students met or exceeded proficiency while only 48% of SOCFEJ and 26% of ML students met or exceeded proficiency. As measured by the Spring 2024 DIBELS.

Summary of student strengths supported by data:

25% of ML served students showed proficiency (40th percentile or higher) on the Fall 2023 Math MAP. On the 2024 Spring *Math* MAP 50 % of ML served students were at the 40th percentile or higher.

25% of ML served students showed proficiency (40th percentile or higher) on the Fall 2023 *Reading* MAP. On the 2024 Spring Reading MAP 50 % of ML served (non-newcomer) students were at the 40th percentile or higher.

Identify and prioritize student needs supported by data:

SOCFFEJ are prioritized in the area of Early Literacy based on this discrepancy.

Summary of possible root causes of the priority student need:

ML students need increased access to independent practice at their level. In addition, they need consistent opportunities to learn and use vocabulary and speak in class to improve their language acquisition skills. In addition, they need SEL and attendance supports.

School Staff

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

Our Spring student climate survey for 2024 has 89% of SOCFEJ and all students responding positively to inclusionary practices stems. For example, "My teacher gives me choices in how I learn things at school and how I show what I know." In addition, there is an 84% of SOCFEJ and 87% for all students responding positively to equity/anti-racism stems. For example, "The school is a safe and welcoming place for people of all cultures and backgrounds."

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

Our ML and Racial Equity committees lead us in identifying assumptions we've made about student groups and ourselves, taught us about the experiences of our Newcomer students from Central and S. America, and created a framework for Identity lessons that teachers implement from the Ethnic

Studies curriculum. We also use monthly areas of focus from the Black Lives Matter Year of Purpose to teach about identity and equity all year.

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

Professional learning that needs to be strengthened would include a return to our Ethnic Studies curriculum units of Power and Oppression and action. In addition, increasing our use of Second Step and other class community tools will support growth.

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 school has established monthly cycles of meetings with the PTA to plan events for all family groups. We have also added bi-monthly Accessible Education, Advanced Learning and Spanish Affinity group meetings to create community connections across different aspects of our student and family bodies. The events are all well attended and provide families with individual staff and families to connect with. We have increased from 3 yearly events to 17 events. Our baseline PTA survey data shows that families have greatly appreciated this opportunity to partner with the school on a deeper level. In addition, classroom teachers invite families in to present on something exciting about their family- their careers, their culture, special holidays, etc. This is an area that we could expand as a school.

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:

For the 2024 –25 school year we will begin our CBO partnership with School Connect WA for afterschool tutoring. We have invited students that are currently ML that would benefit from extra smaller group time engaged in reading, math and speaking skills.

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

Measures and Targets

2023-26 Three-year Goal:

By June 2026, 90% of students overall and 90% of students in all gender or race/ethnic categories will respond favorably to any questions asked on the Seattle Public Schools district survey regarding enjoying learning and enjoying specific subjects, from the current aggregate, overall rates of 72% on both the fall 2022 and spring 2023 surveys.

The specific questions are:

- I enjoy math. - spring of 2023 68% of students responded favorably.
- I look forward to science class- spring of 2023 83% of students responded favorably.
- I see myself as a scientist- spring of 2023 83% of students responded favorably.
- I can be a leader at my school if I want- spring of 2023 68% of students responded favorably.
- We plan on creating an additional whole school survey to ask questions like: I am a capable mathematician/take an interest in math.

2024-25 One-Year Goal:

One-year Goal: By June 2024, 84% of students overall and 84% of students in all gender or race/ethnic categories will respond favorably to any questions asked on the Seattle Public Schools district survey regarding enjoying learning and enjoying specific subjects, from the current

aggregate, overall rates of 72% on both the Fall 2022 and Spring 2023 surveys. Spring of 2024 66% responded positively.

The specific questions are:

I enjoy math. - spring of 2023 68% of students responded favorably. In Spring of 2024 75% responded positively.

I look forward to science class- spring of 2023 83% of students responded favorably. In Spring of 2024 77% responded positively.

I see myself as a scientist- spring of 2023 83% of students responded favorably. In Spring of 2024 38% responded positively.

I can be a leader at my school if I want- spring of 2023 68% of students responded favorably. In Spring of 2024 73% responded positively.

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:

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Student Outcome Data Measures:

School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- Student Attendance Agreement Plan

Timeframe for Reviewing Process Data Measures:

Weekly

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

- Principal, Social worker
- Office Assistant
- Admin Secretary
- ML Instructional Assistant
- ML teacher

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

Third Grade ELA: The percent of 3rd grade Students of Color FFEJ scoring proficient or higher in ELA (SBA) will increase from a baseline of 46.9% to a target goal of 76.9% by 2025-26. During each interim SMARTIE goal cycle, we will create and monitor MAP 2 times per year, DIBELS in 1st and 2nd grade, SIPPS, intervention data, SBA Interim Data.

2024-25 One-Year Goal:

Third Grade ELA: The percent of third grade African American Male students projected to test proficient or higher based on the spring MAP will increase from a baseline of 40% (to a target of n<10).

Due to the small data set of AAMs our Goal will be:

The percentage of third grade students SOCFEJ projected to test proficient or higher based on the spring MAP will increase from a baseline of **45%** to a target of **55%** by 2023-24. In Spring of 2024 50% of SOCFEJ showed MAP proficiency.

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
- WIDA
- Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

Walk-through/Observational Data;Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

Monthly

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

- Principal
- Teacher Leader Cadra (TLCs)
- Multilingual Committee
- Social Worker

Advanced Learning and Highly Capable Services:

Advanced Learners: What does it look like for them at Bagley?

All students at Bagley start with shared experiences in their classrooms that become differentiated tasks. This means students are given work that pushes their thinking around a similar skill, while other students may be provided work that breaks down the skill into manageable chunks. Our

students with an Advanced Learning or Highly Capable designation shows strengths and areas for growth depending on the skills we are teaching.

As a result, all teachers are using reading, math and writing assessments in their classrooms to learn about students' current levels of performance. We then use this baseline to plan reading groups, extension tasks and projects that will stretch student thinking. Some examples of advanced learning work are below.

Reading:

- Use of a reading journal, individual conferences, and thoughtful discussion prompts to get students to think more deeply about what they are reading.
- Identifying and supporting reading 'Just Right' books.
- Creating small group rotations where students have mini lessons with their teacher that are targeted to their specific reading level.

Writing:

- Rubrics with clear and high-level expectations, that reinforce peer conferencing.
- Providing authentic writing opportunities including blog posts/student comments that engage students with an audience of their peers.

Math

- Enrichment and extension problems within each unit.
- Differentiated tasks to extend student thinking around a similar skill.

Expanded Learning:

- Working with the school social worker to ensure students are enrolled in Boys and Girls club on campus to support pro-social and academic growth.
- Ensure SOCFEJ and ML learner enrollment in Summer School
- Evening events and performances that connect families to the instruction and engage families in student learning
- Open House
- PTA funded after-school enrichment activities

Homework Policy:

We recognize the partnership between family and school is very powerful. Homework is one of many tools that teachers use to create a home-school connection.

Create a balance:

Homework should feel like a balance of learning what your child is working on at school and giving your child independent time to practice.

Tips for Homework success:

- Define a location in your house where homework is done.
- Create a routine where your child is asked to show what is in their yellow take home folder each evening.
- Homework should not feel like a struggle. At our Open House Curriculum Night, teachers outlined their homework plan for your child. Please reach out to your classroom teacher and the principal if you feel the homework plan is not working for your family.
- Many students enjoy videos from Khan Academy for math support. This site teaches math in the same way as our current math curriculum.

Time Frame for Reading at home:

Children access reading and build stamina for reading as they age. If you create a space for about 20 minutes of reading in the evening this helps to develop habits of being a reader.

This reading could include a parent reading to a child and asking questions about the book or a child reading on their own and telling the family what they read about.

Our students spend time enriching themselves after school with clubs, classes, and family time. If students don't read one or two nights and then spend the next night diving into books for an hour, that is great!

In all grades homework may include:

- Work that was not completed during the school day, which may include online math practice, math worksheets, or writing work.
- Enrichment work, including special projects.

Late Work:

Students are not graded based on the timely completion of an assignment. They are graded based on their display of understanding of the content.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By June 2026 at least 95% of families of students receiving multilingual or special education services will respond favorably to data probes measuring their child is seen, heard and valued within an inclusive climate at Bagley ES.

2024-25 One-Year Goal:

By June 2024 at least 30% of families of students receiving multilingual or special education services will respond favorably to data probes measuring their child is seen, heard and valued within an inclusive climate at Bagley ES. We did not collect disaggregated data on this measure. We will collect baseline data at our welcome back event with an exit ticket.

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:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Outcome Data Measures:

- Student Attendance
- Elementary Progress Reports

Timeframe for Reviewing Outcome Data Measures:

Quarterly

Process Data Measures:

- School-based Family Survey
- Participation/Attendance (e.g., Events, Membership)
- Engagement Event Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- PTA
 - Principal
 - BLT
 - TLCs
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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 students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$2,924,155
- **Activities Implemented to Meet Intent and Purpose:**
 - Library Materials
 - Supplies
 - Textual Materials
 - Classroom instruction
 - Office support
 - Administration support
 - Social work support

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:** \$96,175
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for multilingual services.

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:** Additional reading intervention and intentional double dose of support for ML students.

Other Funding Source, including School Improvement Grant Funding, Levy Performance, and/or PTA Funding. Add additional rows for each of these or other categories. (Complete if applicable, if not enter N/A in columns 3 and 4.)

- **Intent and Purpose:** All of the funds used in this area create more consistent and intentional supports around ML and MKV needs. These include programming tailored to our language learning population.

- **Dollar Amount:** \$74,337
- **Activities Implemented to Meet Intent and Purpose:**
 - Partially fund a 1.0 Office Assistant – creating consistency of supports, supervision, and transportation for our ML and MKV students.
 - Hourly Supervision.
 - Instrumental Music Program.