



2024-25 CSIP Review and Updates Decatur 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: Decatur Elementary School

Principal: Laurie Miller

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Rina Geoghagan, Anya Rifkin, Karin Rosman, Beth Lee, Jo Cross-Whiter, and LeAnn Miller.

[2023-26 CSIP Decatur](#)

[Decatur Elementary School Report](#)

[Decatur 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.

All classes now have morning meetings that include students checking where they are on the mood meter. Staff read *Unearthing Joy* by Ghody Muhammad. Continued using SEL lessons. Teachers use curriculum, and have changed out texts to represent our students, all staff took the *Since Time in Memorial* at the Oct 11 TRI day. Monthly assemblies focus on helping students learn strategies to address conflict. We also implemented the pathway to peace. We work with families on behavior charts when needed to focus on social emotional needs. Have begun an MTSS process that focuses on Tier one instruction.

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 students most at risk at Decatur are our students on IEP's and the caregivers that support them. The implementation of the 23-26 CSIP plan is designed to help students on IEP's by giving them more choices on how to engage in the learning. Teachers are attending UDL classes and readings in

order to make sure their Tier 1 instruction meets the needs of all our students, with focus on students on IEP's and 504's.

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

We are hoping that our students will feel more part of a community based on the panorama survey. Last year our percentage of students who felt connected to our school went down, or goal is to improve this. We are also putting more evening events together for families in order for them to build their community so they are meeting more families.

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:

AT the end of the 2023-2024 school year our Panorma survey went down in almost all areas. When we broke the data down by ethnicity, we didn't see anything alarming, but when we looked at grade levels we noticed our fourth graders were really not feeling connected or included in our school culture. Based of this data we are implementing more SEL lessons to this cohort of students and having them take on more leadership challenges in our building, including leading our assemblies, doing building wide morning announcements and working with all the classes on our Pathway to Peace restorative practice conversation. We are awaiting our fall Panorama survey to see if students are feeling part of a community. 100% of our classrooms use morning meetings to discuss feelings. Mood meter is used by 100% of all classes and revisited during the day to emphasize that our feeling/moods change during the day.

Summary of student strengths supported by data:

Our students' strengths are in the area of math and reading! All of our 3rd-5th grade students passed the SBA with grade 5 having 90.7% scoring a 4 in ELA and 9.3% scoring a 3.

On the math SBA 85.2% of Decatur's 5th grade students scored a 4 while 14.8% scored a 3. In 4th grade 86.8% scored a 4 in ELA while 11.3% scored a 3 (1 student opted out). In math our 4th graders had 88.7% score a 4 and 9.4% scoring a 3, again one student opted out. In third grade we had 90.6% of our students score a 4 on the ELA test and 9.4% scored a 3. In math 93.8% of our students scored a 4 while 6.3% scored a 3.

Identify and prioritize student needs supported by data:

According to our spring 2024 student Panorama Survey we dropped 11 points from Fall of 2023 with the question My Classroom Feels Like a Community. We also dropped 9 points from Fall of 2023 with I feel Like I Belong In My Classroom. For the question of feeling like a community our third and fifth graders scored this area high, but our fourth graders scored us lower, with only 63% answering favorably. Our special education students did score us favorably in this area. With the question do you feel like you belong, again our special education students scored us favorably, while our fourth graders again scored us unfavorably. It is obvious that our last year 4th graders, this years fifth graders, did not end their fourth grade year feeling part of a community.

Summary of possible root causes of the priority student need:

The root cause of students not feeling Decatur is a community is that we have had an increase of new students (68 new students) and when survey was given students had only been in school for a month. This year we are making sure all our students feel a sense of belonging by organizing activities that interest student, for example our knitting club and our fifth-grade leadership groups. We also have morning meetings in every class to discuss issues. We will be checking in with students throughout the year to see if our strategies are making students feel more of a community, and if not, we will look at other strategies to put in place. Click or tap here to enter text.

School Staff

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

To ensure that we are improving our culturally responsive practices we have read the book, "Unearthing Joy" by Ghody Mohammad along with Dr. Mohammad's other book, "Cultivating Genius" and are implementing strategies from those books along with Universal Design for learning strategies. Because of this work we are working with students on their identities along with looking at materials we are using to make sure they represent the cultures of our students. The student survey data that over 92% of our students feel safe and welcomed and that students of different cultures and backgrounds are treated with respect. Click or tap here to enter text.

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

Our professional learning is tied to Universal Design for Learning, and we are giving students the opportunity to work the way they want. Many students prefer to work in small groups, so we are providing that option along with ability to work alone if that is what they desire. For assessments we are also working on ways to assess students besides paper pencil assessments. Students can show mastery by putting together a project of their choice, with teacher help if needed. Our findings are that in writing the students are writing more and meeting standard when they are given the choice to write on a topic of their choice. Some students write their papers, some present power points, others use voice to text on computer to complete their writing. Both culturally responsive teaching along with UDL focus on providing multiple ways for students to share what they have learned and what they want to work on. At Decatur we are giving our students more choices. Click or tap here to enter text.

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

We need to continue to work on Universal Design strategies when it comes to student feedback by peers. We know the value and will continue to work on how to get students to give feedback that provides specific outcomes for other students. Click or tap here to enter text.

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:

At Decatur families are sent newsletters by teachers on a weekly basis discussing what is going on in their students' classroom. The principal also sends out communications bi-weekly to make sure families are aware of what is happening at Decatur. We also hold family nights during the year with principal where families can share their thoughts. Click or tap here to enter text.

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:

We work with different organizations to ensure that our students are able to receive extra science lessons with hands on experiments. Our students want to dive deeper into science so we work with Pacific Science Center and Boeing to have them come in during the day to provide hands on

experiments the students can participate in. These events happen during the school day to ensure that all students have opportunity to participate. We are always looking for new partnerships to elevate our science practice. lick or tap here to enter text.

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

Measures and Targets

2023-26 Three-year Goal:

By June 2026, we will increase our identity and culturally responsive teaching responses from 71% to 81% and for our students who identify as multi-racial from 49% favorable to 75% favorable responses as recorded by our Student Climate Survey.

2024-25 One-Year Goal:

By June of 205 we will increase our Belonging and Relationship favorability response from 84% to 90% and for our students who identify as multi racial from 82% to 90% favorable responses as recorded by our Students 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:

Cultivating Student Restorative Leadership: Students will learn key leadership skills and lead community building and conflict resolution across their schools. Educators will co-lead and mentor students in this work.

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

Building determine Schedule of MTSS Meetings

Timeframe for Reviewing Process Data Measures:

Quarterly

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

MTSS

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percent of 3rd Grade Students Furthest from Educational Justice proficient or above in ELA on the SBA will increase from baseline of 96.7% to a target goal of 100% by 2023-2024 .

2024-25 One-Year Goal:

We will have 100% of our 3rd –5th graders at or above standard on the ELA section of the SBA and 100% of our 2nd graders will be at goal based of DIBELS assessment.

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:

Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

Quarterly

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

TLC
MTSS

Advanced Learning and Highly Capable Services:

Decatur is a Highly Capable school where we teach two years ahead in math and one year in ELA. Our science and social studies remain at grade level.

Homework Policy:

The staff at Decatur send home any work that isn't done during class time to be finished at home. We also ask that students read from 10-20 minutes a night, and if needed work on math facts.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

2023-2024 to 2025-26: 80% of families will engage in surveys related to the Four Pillars of Family engagement.

2024-25 One-Year Goal:

In 2024-2025 70% of our families will engage in surveys related to the Four Pillars of Family Engagement.

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:

Collaborating with Community: Develop and strengthen relationships with government and non-government agencies, community groups, businesses, and other educational providers to enhance learning opportunities and outcomes for students and families.

Outcome Data Measures:

Elementary Progress Reports

Timeframe for Reviewing Outcome Data Measures:

Quarterly

Process Data Measures:

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:

- Professional Learning Communities (PLCs)
- MTSS

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:** \$1,624,436
- **Activities Implemented to Meet Intent and Purpose:**
 - Focus on professional development for strong Tier 1 instruction.
 - Teachers conducting observations in other schools.
 - Emphasis on Universal Design for Learning in the area of engagement.

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:** \$31,759
- **Activities Implemented to Meet Intent and Purpose:** Teacher working with students in class during writing time or other moments when language presents a barrier.

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 teacher works with second graders every morning on math and science.

Other Funding Source, including School Improvement Grant Funding, Levy Performance, and/or PTA Funding

- **Intent and Purpose:** PTA Grant.
- **Dollar Amount:** \$411,934
- **Activities Implemented to Meet Intent and Purpose:**
 - PTA funds a certificated teacher to work with students in the area of math.
 - Supports a strong Tier 1 math program for students skipping two grades at Decatur.