



2024-25 CSIP Review and Updates Emerson 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: Emerson Elementary

Principal: Keyunda Wilson

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:

BLT members: Erica Dejong, Vince Mirjares, Veronica Nuno, J.C. Fretz, Erin Kelley, and Shalaine Parramore

RET members: Paul Traver and Kelli Calvin

Community Partners: Seneca

[2023-26 CSIP Emerson](#)

[Emerson Elementary School Report](#)

[Emerson 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.

During the 23-24 School year we prioritized having joyous learning environments for all students, highlighting our students furthest from educational justice. We implemented strategies that would build community and increase a sense of belonging for our scholars (ex. Restorative Practices and establishing common S.O.A.R. expectations).

Additionally, we utilized a Tiered support plan to meet the SEL needs of students (Tier 1 classroom practices-Wa BLOC partnership, Tier 2 small group and individual check-ins from our support staff-Counselor and Social Worker) and Tier 3 supports through our partnership with Seneca.

Also, we prioritized academic success and classroom instruction, targeting our multilingual population and students that receive special education services. We focused on increasing the outcomes for our students by implementing data driven PLCs and our MTSS systems to provide support to scholars in all three Tiers. Across the school year, intentional Tier 1 Professional development was offered to build shared knowledge of effective strategies (ie. GLAD, UDL, co-teaching models, Special education, and Restorative Practices).

Additionally, we used data release days to calibrate our understanding of state standards and plan classroom instruction to meet the diverse needs of students and to identify small group supports for academic growth. Within our small group instruction, we used research based instructional practices (i.e. Writing conferences, pre-teaching vocabulary, and UDL) to increase outcomes for students.

Lastly, we concentrated on establishing meaningful family partnerships across the year. This included family events, student/family conferences, and ongoing communication regarding student's progress. In addition, staff participated in professional development on effective culturally responsive practices to engage with families across the school year, offered by Seattle Public Schools and community-based partners (i.e. Partnership with Center for Educational Leadership, University of Washington).

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?

If we continue our implementation of strategies, we risk not prioritizing and or meeting the goals of other subgroups. We must continue to reflect on the impact our strategies are having on our Black and ML students, while also being mindful of the impact on students that receive special education. We want to ensure we are implementing strong Tier 1 strategies that will meet the needs of most students, while being able to plan and implement MTSS for students not making adequate yearly progress (academic and behavior).

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

Our short-term outcomes: We want our scholars to continue to make academic progress to meet and or exceed grade level expectations. We want to build authentic partnerships with families that enable two-way conversations to advance student's academic and social emotional progress. For our staff, we want to continue to strengthen their knowledge and understanding of effective research-based strategies that meet the needs of our scholars.

Our long-term outcomes: For students to develop agency of their learning and to be emotionally, socially, and academically ready. Also, we are hoping to establish schoolwide systems and strategies that can be replicated in years to come, and that new staff can learn from, specifically MTSS systems and co-teaching models.

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:

- For the 23-24 school year, our SBA goal was for 25 % of the 3rd grade students of color furthest from educational justice to meet standards or higher on the ELA Smarter Balanced Assessment. From the MAP test projection, 21.4% of all the 3rd graders would meet standards. 9.5% of 3rd grade students of color furthest from educational justice would meet standards. From the data of 23-24 SBA results, 13.2% of the students met the goal.
- For the 23-24 school year, another goal was to have at least 25% of 2nd grade students of color furthest from educational justice to meet their projected growth on MAP reading assessment. We had 51.4% of the students meet the goal.
- For the 23-24 school year, the student climate survey goal was to have 3rd through 5th grade student's responses increase 4% when responding to the question "I feel like I belong in my classroom". After reviewing the data (Fall 23 to Spring 24), it decreased 2%, and showing only 70% of students responded favorably.
- For the 24-25 school year, we will continue to use the students' data to guide our master schedule. Also utilizing data-driven PLCs to analyze students' data and plan for future instruction. We will continue to use the coteaching model as a strategy to meet our diverse needs. In addition, prioritizing collaboration with our literacy coaches, tutors, and interventionists to provide support around instruction and small group interventions.
- In looking at our student climate survey data around inclusionary practices and culturally responsive teaching we found that the subgroup of students most often with slightly less positive responses are students experiencing homelessness and/or students who identify as multiracial. Given this, for the 24-25SY we will continue to work with our McKinney Vento liaison to provide resources and provide Tiered support for students and families.

Summary of student strengths supported by data:

From MAP historical data, the students made impactful growth this year. It takes time for students who were significantly below grade level to meet standards. But with the current growth data of students, we are very hopeful to see them reach grade level soon.

Looking at our student climate survey data, our Asian students have increased positive responses towards inclusionary practices, an increase of +12 in the Spring of 2024.

Multilingual students: inclusionary practices, specifically co-teaching is helping to increase our reading and writing WIDA scores, specifically we had 11 students exit the Multilingual Program because they had met and or exceeded the expected language proficiency. African American Boys: Our data is showing our Black Males are showing academic gains on state test (38.1% of 5th grade African American students met, 21.1% of 4th grade African American students met goals), which speaks to our tiered supports and targeted universalism strategies.

Identify and prioritize student needs supported by data:

We are continuing working with ML teachers and SpEd teachers on inclusionary practices. Highlighting underrepresented student population and making sure they are seen, heard and welcomed. Specific strategies we would like to implement are co-teaching in SOAR literacy block and writing. We also want to utilize our Purple Wednesdays to increase staff knowledge and understanding of ML best practices for tier 1 instruction. In addition, working with literacy coaches and interventionists to collaborate with teachers to increase rigor for students. Increase family-school collaboration on literacy development. We will bring GLAD strategies to our school for all teachers to use as tier 1 strategy which will impact our large number of MLs.

Data suggests that our students receiving special education is an area to prioritize. Specific strategies we will implement in 24-25 is the implementation of curriculum embedded assessments, so that we can collaboratively analyze students' progress across departments (general education and special education) and identify the needed supports. Additionally, providing more opportunities to collaborate across departments (PLCs), to implement co-teaching models for greater impact on student outcomes.

Summary of possible root causes of the priority student need:

Given we have a district goal of increasing literacy for our 3rd Grade Black boys, that has been our school focus. While our other subgroups, like special education and Multilingual students are not seeing the same progress. As a school team, we believe we need to be more intentional with reviewing data and identifying the needed tiered supports and intervention. Additionally, more professional development is needed for staff to ensure we are utilizing research-based, high-quality interventions to support students.

School Staff

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

After reviewing the school staff climate survey data, 24 responses out of 48 staff, making it only half. Those individuals highlighted that Emerson had a collaborative work climate, which is up +8 from fall 2023.

Additionally, the staff survey results highlighted that staff were satisfied with the level of decision making within the building, up +6 on the staff climate survey. The staff climate survey results have Emerson at 88% on the topic of belonging and relationships, which is 2% higher than Seattle Public Schools percentage.

Additionally, staff participated in ongoing professional development during the 23-24SY that they helped plan and facilitate, building on staff's expertise and content knowledge. Specifically, GLAD strategies, which targets our Multilingual students, Overview of our special education programs and how to read and understand students IEPs.

Lastly, we participated in 2 PDs lead by Wa-BLOC on restorative practice, to build whole staff understanding and implementation of Tier 1 strategies.

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

After reviewing the staff climate survey, 2024, it was highlighted that staff have trusting relationships with colleagues and there is a collaborative work culture at Emerson. Belonging and relationships amongst staff was 88%, which is higher than Seattle Public Schools average. Additionally, on the student climate survey students, Identity and Culturally Responsive Teaching topic, we had 78% of Emerson students respond favorably, which is aligned with the district percentage.

Additionally, this year we had a subgroup of Black students and families participate in the Early Literacy Collaboration, with DREA department, and they met monthly across the school year to co-generate and design a book that 8 families and students worked to design. This experience led to our Black boys, being able to see themselves represented in literature and go through the writing process with their families giving input.

Lastly, we had a small group of teachers (6 classroom teachers), implement literacy and family activities in their classrooms, during the month of May that again highlighted student and family culture and family/school connection activities. We hope to continue these kinds of activities during the 24-25SY as a way of having an impact on student outcomes.

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

We will have monthly targeted PDs for the SpEd team and ML team. The teams will learn about students' needs and development, and effective teaching strategies. After reviewing the staff climate survey, 2024, we recognize the need for school wide expectations and the importance of shared language and expectations. The student climate survey that says "school has policies and procedures and practices for addressing physical safety and emotional safety, decreased -46 points. This means as a school we need to establish and implement school-wide expectations. We

will use staff meetings to calibrate our understanding of Tier 1, Tier 2, and Tier 3 behaviors and our school-wide response to the tiers.

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:

We reviewed both quantitative (staff survey and family event attendance data) and qualitative data (family surveys and input). The data demonstrated that we had 80% of families attend our school wide events, which is more than we have historically. Additionally, we had 85% of families attend the November conference, which highlights school/home partnership opportunities. Also, 52% of families used Talking Points to message their teacher during the 23-24SY, demonstrating that half of our families have access and utilize this 2-way communication tool. Reviewing our family qualitative data families shared "can go to the teacher when they have questions and or concerns" most of the time, demonstrating that partnerships have been established.

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:

As a school we have prioritized partnering with Seneca for Tier 3 mental health supports during the 23-24SY. We had a mental health therapist that had 6 students consistently on their case load all year. The mental health therapist would work in collaboration with classroom teachers, to align strategies and supports, while also being a resource when needed. We will strengthen this support by adding an additional mental health therapist intern that will support a caseload of 7 students as well. This additional resource will allow Emerson to meet more student and family needs, through 1:1 and or small group supports. We will prioritize students based on our MTSS process and identification systems.

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

Measures and Targets

2023-26 Three-year Goal:

When given the student climate survey, 3rd through 5th grade student responses will increase by 12%, moving from 76% to 88%. to the question "I feel like I belong in my classroom" within 3 years. On goal targets will be monitored yearly, by collecting and analyzing student interview responses.

2024-25 One-Year Goal:

When given the student climate survey 3rd-5th grade student responses will- maintain higher than 75% across the school year and or increase by 3% from fall to spring, to the question "I feel like I belong in my classroom".

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:

Community circles

Student Outcome Data Measures:

SPS Climate Surveys (Staff or Student)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning-of-year
- End-of-year

Process Data Measures:

Classroom SEL check-ins

Timeframe for Reviewing Process Data Measures:

- Daily
- Monthly
- Every Trimester

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

- Grade level teams
- AIS
- School counselor

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

Resources that will be used to implement this evidence-based practice:

- Classroom teachers and support staffing
- Professional development
- Racial Equity teams
- PBIS

2024-25 Evidence-based Practice #2:

Positive Behavioral Interventions and Supports

Student Outcome Data Measures:

- SPS Climate surveys
- Classroom based assessments

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning-of-year
- End-of-year

Process Data Measures:

- Progress monitoring

Timeframe for Reviewing Process Data Measures:

- Monthly
- Every Trimester

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

- Grade level teams
- AIS
- School counselor

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

Resources that will be used to implement this evidence-based practice:

- Classroom teachers and support staffing
- SEL Professional development

- Racial Equity teams
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Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percentage of 3rd Grade Students of Color FFEJ will meet standard on the SBA ELA, moving from 22.2% to 31% by 2025-26.

2024-25 One-Year Goal:

For 2024-25 school year, at least 50% of 2nd grade students of color furthest from educational justice will meet their projected growth on MAP reading assessment.

For the 2024-25 school year, at least 20 % of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced 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.

2024-25 Evidence-based Practice #1:

AIS

Student Outcome Data Measures:

- Curriculum embedded assessments
- DIBELS

Timeframe for Reviewing Student Outcome Data Measures:

Every 6 weeks.

Process Data Measures:

- Benchmark and progress monitoring data
- Intervention data

Timeframe for Reviewing Process Data Measures:

Every 6 weeks.

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

AIS

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

Resources that will be used to implement this evidence-based practice include reading interventionist staffing, coordination of intervention services, reading intervention curriculum materials, math intervention curriculum materials, and extended time for data analysis.

2024-25 Evidence-based Practice #2:

Professional development

Student Outcome Data Measures:

- Curriculum embedded assessments

Timeframe for Reviewing Student Outcome Data Measures:

- Monthly
- Every 6 weeks

Process Data Measures:

- Benchmark and progress monitoring data

Timeframe for Reviewing Process Data Measures:

- Monthly
- Every 6 weeks

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

- Grade level teams
- AIS

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

Resources that will be used to implement this evidence-based practice include professional development and extended time in planning and coordination of services with AIS and tutors.

Advanced Learning and Highly Capable Services:

At Emerson, we use UDL as a principal to accommodate Highly Capable Services. Our teachers provide differentiated instruction by tailoring teaching methods and strategies to accommodate diverse learning needs, use educational technology to provide variety representation and engagement, create flexible grouping, encourage students to express themselves in multiple ways, and provide different resources.

Learning opportunities for students through afterschool or summer programs:

Emerson partners with WA-BLOC to provide an opportunity for summer programming with Freedom Schools. Students attend a 5-week program that is focused on culturally responsive instruction that creates enriching experiences in reading, writing, and math.

Homework Policy:

At Emerson Elementary School, homework serves as a valuable extension of learning, reinforcing knowledge, fostering students' independent learning habits, and promoting critical thinking skills. It also helps families to understand their child's progress and stay involved. It's a shared responsibility among the teacher, student, and family.

After collaborating with the families, we agreed to 3 times per week, K-2nd grade students will read 10-20 minutes, practice addition and subtraction, write and play cooperatively; and 3rd-5th grade students will read 20-30 minutes, practice multiplication and division, write and play cooperatively.

Priority Area: Family and Community Engagement

Engagement Measures and Targets

2023-26 Three-year Goal:

Emerson will maintain engagement with family and communities by exploring and learning and using an equitable and cultural lens to ensure access to events for all families through 2026.

2024-25 One-Year Goal:

Emerson will maintain engagement with families and communities by increasing family academic conversations and co-generative engagement opportunities from 2 to 5 opportunities (Strong Start connections, family conferences, 2 academic nights (math and literacy), and Spring family connection).

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:

Family Engagement Events

Outcome Data Measures:

SPS Climate surveys (Student or Staff)

Timeframe for Reviewing Outcome Data Measures:

- Beginning-of-year
- End-of-year

Process Data Measures:

- School-based Family Surveys
- Event attendance data

Timeframe for Reviewing Process Data Measures:

- Monthly
- Every 6 weeks

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

- Grade level teams
- Family Student Advocate

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

Resources that will be used to implement this evidence-based practice include professional development, Racial Equity teams, Early Literacy Team and community partnerships.

2024-25 Evidence-based Practice #2:

Parent Liaison

Outcome Data Measures:

SPS Climate surveys (Student or Staff)

Timeframe for Reviewing Outcome Data Measures:

- Beginning-of-year
- End-of-year

Process Data Measures:

- School-based Family Surveys
- Event attendance data

Timeframe for Reviewing Process Data Measures:

- Monthly
- Every 6 weeks

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

- Family Student Advocate
- Grade level teams

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

Resources that will be used to implement this evidence-based practice include professional development and volunteer coordination.

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:** \$3,861,619
- **Activities Implemented to Meet Intent and Purpose:**
 - Funds used to support multi-tiered supports identified through data-driven PLCs.
 - Supports Tier 1 inclusionary practices.

Title 1

- **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:** \$208,250
- **Activities Implemented to Meet Intent and Purpose:**
 - Funds a 1.0 reading interventionist to support small group reading.
 - Supports 0.25 Assistant Principal for supervision and discipline.

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:** \$415,745
- **Activities Implemented to Meet Intent and Purpose:**
 - Funds 3.4 ML certificated teachers to provide direct and indirect services to ML students.
 - Supports 3.6 bilingual IAs to provide small group reading and math instruction.

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:** \$125,354

- **Activities Implemented to Meet Intent and Purpose:** Funds 0.75 FTE for part of the interventionist to support small group reading.

High Poverty 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:** \$99,393
- **Activities Implemented to Meet Intent and Purpose:**
 - Funds 0.25 FTE interventionist to support small group reading.
 - Funds 0.35 FTE interventionist to support small group math instruction.

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$308,833
- **Activities Implemented to Meet Intent and Purpose:**
 - Funds 0.25 Levy Coordinator to oversee interventions and workbook.
 - Funds Student Family Advocate to support family needs.
 - Funds 1.0 counselor to support SEL needs.

OSSI Grant

- **Intent and Purpose:** Tier 2 supports.
- **Dollar Amount:** \$27,000
- **Activities Implemented to Meet Intent and Purpose:**
 - Provides Tier 2 supports with hourly tutors.
 - Funds a book study for Multilingual teachers and Academic Interventionists to align high-quality Tier 1 strategies.