



2024 CSIP Review and Updates Fairmount Park Elementary

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: Fairmount Park Elementary

Principal: Sara Davis

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

[2023-26 CSIP Fairmount Park](#)

[Fairmount Park Elementary School Report](#)

[Fairmount Park 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.

- Developed a foundation for high quality PLC work and assessed our place in the PLC journey
- Regularly worked in collaborative teams toward our shared mission, vision, and goals
- Came to collaborative team meetings ready to analyze evidence of student learning
- Measured success by school and staff working condition surveys, student and family culture and climate surveys, and student goal setting and reflections of learning.

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?

No risks. We will continue with these initiatives.

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

We know that students, staff, and families do best in environments that are intellectually and socially safe. To ensure agency, belonging, voice, and joy, we will continue to proactively work at

building and maintaining learning environments that are inclusive of all learners, and community events that are inclusive and welcoming by removing barriers as we embrace and plan for our positive outcomes.

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:

- Continued work in PLC teams and using data to inform instruction
- Develop a MTSS framework for staff to follow to increase supports for students of concern
- Implemented SPS Racial Equity Team pilot program to increase self-reflection to reduce implicit bias and promote anti-racist attitudes and actions.

Summary of student strengths supported by data:

Fairmount Park is outperforming district averages in ELA, math according to SBA data. Attendance and climate summary are also above SPS averages.

Identify and prioritize student needs supported by data:

Lowest responses

- “I get to learn about my culture at school”
- “I have adults at school who can teach me about my culture and history. “

Specifically teach what “culture” is. Make certain that all students understand all that the word/concept includes. Intentionally seek and include literature in the form of whole class read-alouds that represent our student body.

Summary of possible root causes of the priority student need:

Because we are an elementary school and have had a historically white community, culture and race haven't been an explicitly taught. Our demographic indicates that we are trending toward a white minority population. This shift in demographic highlights the need for us to be more explicit and inclusive in our teaching about race and culture.

School Staff

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

Our one-year response rate to the question “staff in this school can have honest conversations with each other about race” decreased from 87% in Fall 2023 to 79% in Spring 2024. Our goal for the 24-25 school year would be to bring response rate back to at, or above, 87%.

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

Fairmount Park is outperforming district averages in ELA, math according to SBA data. Attendance and climate summary are also above SPS averages.

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

We will begin our PD work with the Novak Group. As we move into this first year of UDL implementation, we are working with our Novak coach centering this work around the areas of SEL, use of Flexible Methods and Materials, Student Identity, and Student Self-Reflection.

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:

Fairmount Park has set a goal to conference with 100% of families during the 24-25 conference dates.

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:

Ongoing community partnership with YMCA for childcare. This is expanding in the 24-25 school year to include care options during non-student days and school breaks.

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

Learning Environments Measures and Targets

2023-26 Three-year Goal:

From 2023-2024 to 2025-26 we will target the response under the Identity and Culturally Responsive 'I get to learn about my culture at school'. We will increase our general student responses from 62% to 90%. Students who qualify for Multilingual services will go from only 33% to 90% answering favorably.

2024-25 One-Year Goal:

In the 2024-2025 student survey, students who qualify for Multilingual Services answered under Identity and Culturally Responsive areas that 60% responded favorably that they feel they get to learn about their culture at school. Our goal is that by June 2025 of the students that qualify for ML the percentage will increase from 60% to 75% responding favorably as measured by the student 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:

Multilingual Learner students focus on "I learn about my culture at school" as represented by panorama data

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- School-based Survey (staff or students)
- Increase in family and student presentations about culture and identity

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Classroom teachers

BLT

Priority Area: Classroom Instruction and Academic Success—3rd Grade Reading

3rd Grade Reading Measures and Targets

2023-26 Three-year Goal:

The percent of 3rd Grade African American Male Students proficient or above in ELA on the SBA will increase from a baseline of 40% to 70% by 2025-26. The percent of 2nd Grade African American Male Students proficient or above on reading on the MAP will increase from a baseline of 40% to 70% by 2025-2026.

2024-25 One-Year Goal:

The percent of 3rd Grade African American Male Students proficient or above in ELA on the SBA will increase from a baseline of 20% to 60% by 2025-26. The percent of 2nd Grade African-American Male Students proficient or above on reading on the MAP will increase from a baseline of 40% to 50% by 2024-2025.

Percentage of 3rd grade SoCFFEJ not reaching standard in reading will decrease from 25% to 5% by May 2025 as measured by MAP scores.

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.

Advanced Learning and Highly Capable Services:

Classroom Differentiation: At Fairmount Park Elementary, we have high expectations for all students, and we know that each will be challenged by the rigor and depth of our curriculum. To that end, Fairmount Park follows an inclusion model in which teachers differentiate instruction for all students. [Current research](#) shows that inclusion is generally best educational practice for all learners, including advanced learners, especially in math. An inclusion model is also consistent with the [Seattle Public Schools' Strategic Plan](#) focus on undoing legacies of racism in public education. The following are various strategies we use to meet the needs of all learners, including those identified as advanced either by their teachers or district testing.

ALO Math Strategies: Fairmount Park utilizes the [enVision Math 2020](#) curriculum, which builds conceptual understanding through a combination of problem-based and visual learning strategies. Teachers implement differentiated instruction in varied groups: whole class, small group, partners, and individual. Listed below are instructional strategies used at Fairmount Park (note that not every strategy will be used in every classroom):

- Parallel Tasks. All students work on the same core content with tasks of different complexity.
- Math Centers and Games. Activities in small groups based on student choice or teacher designation.
- Small Group Instruction. Teacher works with a small group of students on a targeted learning goal.
- Tiered Assignments. Adjusted degrees of difficulty of a question, task, or product to match student's current readiness level.
- Open Questions. A question framed in such a way that a variety of responses/approaches are possible.
- Targeted Questioning. Teacher is intentional about depth of questions asked. All students are asked questions that require critical thinking at a level that is challenging for them, and all students benefit from hearing their peers' thinking.

ALO Reading Strategies: The strategies listed above are also adapted for use in reading instruction. We use a wide variety of reading materials from our classroom and school libraries, teacher read-alouds, and content area reading. Classroom groupings include:

- Flexible Leveled Reading Groups (K-3). Utilizing the Collaborative Classroom curriculum, students are placed in groups by current reading level to ensure appropriate instruction and reading materials. Groups can change as students' reading skills develop.
- Literature Groups (3-5). A group of students read the same book. They ask peer questions, discuss major themes, study vocabulary, and analyze author's purpose and style.
- Independent Reading. Each student will have an opportunity for self-selected books during the school day to develop reading fluency and get in the habit of reading.
- Support for Students in Selecting Appropriate Books. Teacher will guide students in choosing just-right books for independent reading. (Criteria include instructional level, high-interest reading, and student choice.)

Teachers may also use the following differentiated approaches to support the ALO Reading Strategies above:

- Reading Logs. Students keep a reading record to allow both student & teacher to monitor choices.
- Independent Book Study Projects. Opportunities for students to explore a topic of interest to them.
- Book Reports (2-5). Depth of student analysis and comprehension is appropriate to student reading level.
- Response to Literature. Opportunities for students to demonstrate understanding by using text to make connections and support thinking. Projects could include art, drama, writing, reports or other presentations.
- Extension Menus. Developed in conjunction with members of a grade level team, students choose an option from a predetermined "menu" of options (or propose an alternate option) that allows them to demonstrate and extend their learning.

Expanded Learning:

Participation in SPS's summer school program will be recommended to families by classroom teachers.

Homework Policy:

Kindergarten will not have homework but are encouraged to read with an adult and/or independently every night. Grades 1-5 will have independent reading and minimal math homework (that wasn't finished during the school day or if the child needs extra practice to meet the standards) to reinforce skills. If your child struggles to complete the assigned math homework, please don't allow them to spend any more than 30 minutes trying to complete the work. Please

communicate the difficulty to the teacher and the teacher will address this. (Students in 6th grade math and reading classes can expect math homework. As those courses need to be comparable to actual middle school classes, homework will be a regular part of the program.)

Research indicates that extra homework has minimal if any impact on student achievement. Students need their evening time for unstructured play, dinnertime conversations with their family, and an opportunity to engage in extra-curricular activities of their choice. We don't consider nightly reading as homework. Successful people read every day of their lives. Please build in nightly reading time for your children. The staff would also ask that you follow your pediatrician's recommendation for sleep. Most elementary students are recommended to sleep 10-11 hours each night.

Priority Area: Family and Community Engagement

Family and Community Engagement Measures and Targets

2023-26 Three-year Goal:

By June 2026 Fairmount Park will increase parent participation on BLT by adding three more members. The three members will represent diverse populations.

2024-25 One-Year Goal:

By June of 2025, 100% of families will have at least two positive connections with Fairmount Park School regarding the well-being of their students. 100% of families furthest from educational justice will have at least four positive connections with FPE regarding the well-being of their student. Classroom teachers will track their contacts. A school-wide spreadsheet will be created for all specialist and classified staff to input their connections.

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:

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.

Outcome Data Measures:

increase in student report "I learn about my culture at school" on Panorama data

Timeframe for Reviewing Outcome Data Measures:

Quarterly

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- tracking family presentation in classrooms, community input into event planning via RET

Timeframe for Reviewing Process Data Measures:

End of Year

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

- RET

- Admin
 - Classroom Teachers
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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:** \$3,861,619
- **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.