



## 2024-25 CSIP Review and Updates Frantz H. Coe 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:** Frantz H. Coe Elementary School

**Principal:** Lindsey Backstrom

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** Leanne Loewe, Chelsea Gilgore, Alison Leung, Bente Fernandi Cynthia Ege, Dereck Gilles (parent), and Lissa Capps (parent).

[2023-26 CSIP Frantz H. Coe](#)

[Frantz Coe Elementary School Report](#)

[Frantz Coe Elementary 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.**

- Implementation of High-Quality Tier 1 Social Emotional Learning (SEL) Curriculum
- Daily Classroom Social Emotional Learning (SEL) Meetings (all grades K-5)
- Robust Multi-Tiered Systems of Support (MTSS)
- Positive Behavior Intervention Supports (PBIS) Schoolwide Plan & Toolkit
- Student Restorative Practices Process
- Universal Design for Learning in SEL
- Continued implementation of culturally responsive teaching practices & Gholdy Muhammad's Historically Responsive Literacy Framework
- Student & Family Affinity Groups
- Racial Equity Analysis & Toolkit
- Flexible, small group instruction for reading, writing and math
- Use of data and progress monitoring

- Implementation of highly effective Tier 1 and 2 strategies and support in the classroom and Tier 3 intensive interventions as needed.
- Universal Design for Learning (UDL)
- Restorative practices
- Building academic mindset
- Student leadership and voice in 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?**

Disproportionality of students, family, and staff feeling a sense of belonging and identity at school, particularly those of color.

Disproportionality of students demonstrating proficiency in ELA, specifically students of color furthest from educational justice and students with IEPs.

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

As a learning community we want to increase the percentage of students, families, and staff feeling sense of belonging and identity at school, particularly those of color.

As a learning community we want to increase the overall percentage of students proficient in ELA, specifically students of color furthest from educational justice and students with IEPs.

## 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:**

From spring 2023 to spring 2024, the percentage of 3-5 students overall demonstrating proficiency in ELA based on the SBA increased from 86.8% to 90.6%.

From spring 2023 to spring 2024, the percentage of 3-5 students of color furthest from educational justice demonstrating proficiency in ELA based on the SBA increased from 70.0% to 83.3%.

The percentage of students responding favorably to the question “I get to learn about my culture at school” on the Spring 2024 Student Climate Survey increases from 62% to 63%.

**Summary of student strengths supported by data:**

On the Spring 2024 Student Climate Survey, 93% of students responded favorably in the area of Equity /Anti-Racism.

On the Spring 2024 Student Climate Survey, the highest favorable response (97%) was to the question, *“This school is a safe and welcoming place for people of all cultures and backgrounds.”*

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

- High-quality Tier 1 Instruction (Academic, Social, Behavior)
- Social-Emotional Learning

- Culturally relevant curriculum
- Inclusive schoolwide activities and celebrations
- Diverse representations
- Multilingual resources
- Family engagement
- Student Voice
- Safe spaces

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

- Lack of high-quality Tier 1 Instruction (Academic, Social, Behavior)
- Curriculum limitations
- Cultural stereotypes
- Lack of staff diversity
- Teacher training
- Student voice opportunities
- Socioeconomic factors
- Inclusion in school activities
- Community engagement

**School Staff**

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

On the Spring 2024 Student Climate Survey, the percentage of students overall responding favorably in the category of Identity and Culturally Responsive Teaching increased from 78% to 79%.

**Professional development in the areas of:**

- MTSS / High Quality Tier 1 SEL
- Social Emotional Learning (RULER & Second Step)
- Restorative Practices Training
- District Gender Inclusivity & Identity Training
- Universal Design for Learning (UDL) Toolkit & Training
- SPS Since Time Immemorial Training

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

From spring 2023 to spring 2024, the percentage of 3-5 students overall demonstrating proficiency in ELA based on the SBA increased from 86.8% to 90.6%.

From spring 2023 to spring 2024, the percentage of 3-5 students of color furthest from educational justice demonstrating proficiency in ELA based on the SBA increased from 70.0% to 83.3%.

The percentage of students responding favorably to the question “I get to learn about my culture at school” on the Spring 2024 Student Climate Survey increases from 62% to 63%.

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

Since Time Immemorial Training- Staff will engage in this training on November 15, 2024.

**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:**

For the school year 2023-24, K-5 classrooms had a participation rate of 100% during family-teacher conferences. Quantitative and Qualitative Measures:

- Increased favorable rates on Spring 2024 Student Climate Survey
- Enhanced student outcomes
- Stronger relationships
- Increased family engagement
- Culturally responsive practices
- Improved overall school climate
- Empowerment and agency

**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:**

Coe Elementary School has a longstanding tradition of PTA parent volunteers who are passionate about supporting and serving students, families, and our community. PTA helps to provide children and families with an enriching and equitable public education and rich learning environment.

Coe Elementary School will continue to partner with Sound Mental Health in providing school-based counseling services supporting social emotional wellness. To strengthen this partnership and effort to support the whole child, SEL curriculum will be fully implemented in all general education classrooms (Tier 1).

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

### **Measures and Targets**

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

By June 2026, 80% of students overall and 85% 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". Currently, 63% of students overall and 61% of students of color furthest from educational justice respond favorably on the Spring 2024 survey.

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

By June 2025, 70% of students overall and 80% 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". Currently, 63% of students overall and 61% of students of color furthest from educational justice respond favorably on the Spring 2024 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:**

- Walk-through/Observational Data
- 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:**

Quarterly

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

- MTSS Team
- PLCs

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

### **Measures and Targets**

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

The percentage of all 3rd grade students proficient or above in ELA on the Smarter Balanced Assessment (SBA) will increase from a baseline of 87.5% to a target goal of 90% by 2025-26.

The percentage of 3rd grade Students of Color Furthest from Educational Justice proficient or above in ELA on the Smarter Balanced Assessment (SBA) will increase from a baseline of 85.2% to a target goal of 90% by 2025-26.

The percentage of 3rd grade Students with IEPs will increase from a baseline of 85.2% on the Smarter Balanced Assessment (SBA) to a target goal of 90.0% by 2025-26.

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

The percentage of all 2nd grade students projected proficient or above in ELA based on the Measurement of Academic Progress (MAP) will increase from a baseline of 85.3 to a target goal 90.0% by spring 2025.

The percentage of 2nd grade students of color furthest from educational justice projected proficient or above in ELA based on the Measurement of Academic Progress (MAP) will increase from a baseline of 63.6 to a target goal of 73.6% by spring 2025.

The percentage of 2nd grade Students with IEPs projected proficient or above in ELA based on the Measurement of Academic Progress (MAP) MAP will increase from a baseline of 45.5% to 55.5% by spring 2025.

### **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:**

Professional Learning Communities: Educators engage in regular PLC meetings supported through master scheduling and use the results of the SPS Curriculum Embedded Assessments and other common assessments to identify additional supports for and provide wise feedback to focal students.

**Student Outcome Data Measures:**

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Elementary Progress Report (EPR)
- Smarter Balanced Assessment (SBA)

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

Monthly (Data-Focused PLC meetings)

**Process Data Measures:**

- Teacher Observational Data
- Walk-through/Observational Data
- School-based Survey (staff or students)
- MTSS EOY Survey

**Timeframe for Reviewing Process Data Measures:**

Monthly

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

- MTSS Team
- PLCs

**Advanced Learning and Highly Capable Services:**

Coe is committed to providing a rich learning environment that creates high expectations for every child. We believe each student should be given the opportunities and supports to be highly successful at their individual level. We use data and progress monitoring to appropriately differentiate for each student.

This model serves our students in need of advanced learning services (Advanced learning and Highly Capable) as well as meets the needs of all students. We provide a rigorous learning environment for all students by utilizing the following: differentiated instruction, flexible grouping, enrichment opportunities, and cross-grade partnerships.

Underlying Principles of Differentiation

Instructional differentiation is provided in every classroom at Coe. We deliver accelerated instruction for students that demonstrate mastery of grade level content for specific areas, and for students with official SPS Advanced Learning designations as appropriate. All accelerated content occurs within the classroom or grade level cohort.

ASCD (Tomlinson, et. Al.), defines the following as foundational principles for differentiating instruction:

- Differentiate by content “what you teach”: Differentiated content can be based on the variety of learning styles, interests (choice), learning contracts, targeted resources, acceleration, and curriculum compacting etc.
- Differentiate by process, or “how you teach it”: Differentiated processes can include multi-modal instruction, tiered curriculum, learning centers, learning contracts, journal prompts, choice of work partners etc.
- Differentiate by product “how you assess it”: Differentiated products: self-assessment and peer assessment strategies, project-based learning, tiered rubrics, interest-based assignments, etc.

Differentiate by learning environment “where it takes place”: Differentiated learning environments include a focus on development of the classroom as a community of learners; strategies can include formative assessment practices, collaborative development of classroom procedures, class meetings, shared decision making, response journals, debates, “me” presentations etc.

## Expanded Learning:

- Referral to SPS Summer of Learning programs
- Family Open House
- PTA sponsored afterschool community events (literacy night, community night, science night)
- PTA funded afterschool enrichment activities

## Homework Policy:

- Homework can be a valuable way to extend lessons, practice skills, engage in critical thinking, and develop good work habits.
- Homework should not involve new learning but should rather expand what students are learning during the school day.
- Homework can serve as one form of communication between the teacher and the family.
- Homework should be a shared responsibility between student, teacher, and family when possible.
- Homework is an important part of each student’s academic year.
- Homework should include reading every night to help each student develop the habit of being a lifelong reader.
- Families will receive communication from classroom teachers about the amount of homework assigned based on developmental age and student's need It is recommended students spend between 15-30 minutes reading with family or independently.
- Accommodations will be made for students who need to turn in assignments at a later date.

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## Priority Area: Family and Community Engagement

### Measures and Targets

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

90% of families who complete the 2026 school-based family engagement survey will respond favorably to the statement: My child receives what they need to develop their full academic and social potential.

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

80% of families who complete the 2025 school-based family engagement survey will respond favorably to the statement: My child receives what they need to develop their full academic and social potential.

### 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:**

- Conference Participation
- Family Engagement Survey

**Timeframe for Reviewing Outcome Data Measures:**

- End of Year
- Middle of Year

**Process Data Measures:**

- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey
- Volunteer Count

**Timeframe for Reviewing Process Data Measures:**

- End of Year
- Middle of Year

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

- PTA Executive Board
  - BLT
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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:** \$4,497,499
- **Activities Implemented to Meet Intent and Purpose:** K-5 Instructional Programming

**Multilingual Learners (Title III)**

- **Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$63,518
- **Activities Implemented to Meet Intent and Purpose:** Teacher-Bilingual

**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:** Reading Intervention

**Other Funding Source**

- **Dollar Amount:** \$249,000



- **Activities Implemented to Meet Intent and Purpose:** Academic Intervention (Reading & Math), academic tutoring, social supports, multidisciplinary studies, culturally responsive community learning experiences, health room support. The result is improved student outcomes in reading, math, social emotional learning, and creating a culturally responsive learning community.