



2024 CSIP Review and Updates Gatewood 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: Gatewood

Principal: Kyna Hogg

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Nate Sullivan, Noelle Detrich Eaton, John Revello, April Kristjansson, Katy Thomas, and Megan Fisher

[2023-26 CSIP Gatewood](#)

[Gatewood Elementary School Report](#)

[Gatewood 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.

Attendance: daily phone calls home, letters at 5, 10, and 15+ total absences, messaging re: importance of daily attendance at school-wide events

Instruction and Culture: Increase in direct and explicit phonics instruction (using UFLI curriculum), piloting co-teaching in reading intervention blocks, Universal Design for Learning (UDL) and Restorative Practice (RP) Professional learning for all staff. Staff-led professional learning on Collaborative Problem Solving, Kick-off of the Inclusionary Steering Committee

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?

Reading Intervention FTE - students most at risk are students who are identified through DIBELS and MAP as starting the year below grade level expectations, increase in professional learning (can be hard when there is SO much going on)- All teachers at risk when we are asking them to take on additional responsibilities on top of their current workloads.

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:

Last year's annual culture goal: By the end of the 2023-24 school year, there will be no disproportionality in our student climate survey results in the question "I can be a leader at my school if I want".

Spring 2024 Survey results:

- Total population: 84% favorable
- Hispanic Students: 67% favorable
- Multi-Racial Students: 92% favorable
- White Students: 82%
- Asian, Black, and American Indian (together because of small numbers): 100% favorable

Summary of student strengths supported by data:

Our overall student climate results from Spring 2024 continue to be relatively high, as compared to schools in our region/city.

Identify and prioritize student needs supported by data:

We continue to see disproportionality in the responses to several of our questions on the Spring 2024 student climate survey results.

Summary of possible root causes of the priority student need:

There are multiple possible root-causes related to disproportionality at Gatewood, which are rooted in relationships and welcoming environment.

School Staff

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

The Gatewood staff participated in year-wide professional learning led by The Novak group. This professional learning was focused on two main topics: Restorative Practices and Universal Design for Learning

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

Gatewood met their annual benchmark goal provided to us by SPS in the area of instruction last year, with 41% of our students of color furthest from educational justice in 2nd grade demonstrating proficiency or higher on the ELA MAP assessment.

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

This year we are embarking on Professional Learning focused on Collaborative Problem Solving and Co-Teaching at Gatewood.

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:

I don't think we have specific data related to this statement; however, we continue to work on creating inclusive and welcoming environments for all families. Structures in place for this include At least monthly school-wide family events, PTA organized monthly events for families, Gator-aid systems, weekly classroom newsletters, parent participation in school-wide committees, and more

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:

One example would be our partnership with the Gatewood PTA. Born from our work in the Inclusionary Steering Committee, our PTA has created a line-item in their annual budget to ensure that all classrooms have access to sensory tools and flexible seating each year.

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

Learning Environments Measures and Targets

2023-26 Three-year Goal:

3-year goal: By the end of the 2025-26 school year, there will be no disproportionality in our student climate survey results, as defined by a 10%+ difference between our whole school community and the following subgroups: Students of Color Furthest from Educational Justice and Students with IEPs

2024-25 One-Year Goal:

BLT is still working on finalizing this; we will be convening after the completion of our Fall 2024 Climate survey, to compare results to our Spring 2024 climate survey results.

Action Plan

2024-25 Evidence-based Practice 1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

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

Timeframe for Reviewing Process Data Measures:

Quarterly

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

Building Leadership Team

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

3 Year Goal: By the end of the 2025-26 school year, 85.6% of Gatewood's 3rd - 5th grade Students of Color Furthest from Educational Justice will be proficient or advanced on the Smarter Balance ELA assessment.

2024-25 One-Year Goal:

This year's goal: By the end of the 2024-25 school year, 39.4% of our students of color furthest from educational justice in 2nd grade will be proficient on the MAP ELA assessment.

Action Plan

2024-25 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:

- DIBELS
- MAP

Timeframe for Reviewing Student Outcome Data Measures:

Trimester

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:

Building Leadership Team

Advanced Learning and Highly Capable Services:

Students are provided advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) differentiated instruction is provided by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement and acceleration in depth and complexity to grade level curriculum, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Curriculum supports in content areas are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

It is important to note, there is not separate staffing or different curriculum designated only for advanced learning in the neighborhood school services. Differentiation is provided through tier 1 and tier 2 extensions and learning opportunities by the child's general education classroom teacher and grade level team partners. The differentiation is provided for a child that demonstrates ongoing mastery of grade level common core standards and readiness to extend their learning/thinking in depth and complexity within grade level content.

Expanded Learning:

The Gatewood team consistently refers students who are currently registered for Tier 2 ELA intervention of expanded learning, when it is offered through Seattle Public Schools.

Homework Policy:

The Gatewood Staff believes that homework plays a valued part in a child's education. Homework can build study skills and reinforce learning that happens in the classroom. At Gatewood, homework completion and/or homework scores do not impact a student's grade but is instead assigned as opportunities for extra practice or extension of classroom activities.

In addition to the assigned homework, we believe that students need to read or be read to every *night*. The Gatewood staff also believes that students need to be children and spend time with their family. As such, we adhere to the following time limits for homework assignments:

- K-2: 10-20 minutes
- 3-5: 20-30 minutes

If your child is taking longer than the suggested time to complete any assignments, or if you have any questions or concerns about your child's homework, please talk with your child's teacher about modification.

Priority Area: Family and Community Engagement

Family and Community Engagement Measures and Targets

2023-26 Three-year Goal:

3-year goal: By the end of the 2025-26 school year, the number of students who have missed two weeks or more of school will decrease from 30% to 20%

2024-25 One-Year Goal:

This year's goal: By the end of the 2024-25 school year, the number of students who have missed two weeks or more of school will decrease from 40% to 30%.

Action Plan

2024-25 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.

Student Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

Quarterly

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

Building Leadership Team

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:** \$3,717,048
- **Activities Implemented to Meet Intent and Purpose:**
 - Classroom Instruction for all students
 - BLT stipend
 - Tech stipend
 - Learning materials
 - Library materials
 - SAEOP peak-load allocation

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:** \$32,035
- **Activities Implemented to Meet Intent and Purpose:** Reading and assessment materials

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:** Provide instructional supports to students who qualify for LAP funded interventions.

Other Funding Source (OSPI Grant)

- **Intent and Purpose:** OSPI Grant to reduce restraint and isolation and to increase inclusionary practices.

- **Dollar Amount:** Approx. \$70,000
- **Activities Implemented to Meet Intent and Purpose:**
 - Professional learning for staff in the areas of Collaborative Problem Solving and Co-teaching
 - Software for IEP Case managers to use to develop IEP goals aligned to grade level standards