



2024-25 CSIP Review and Updates Graham Hill 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: Graham Hill Elementary

Principal: Treneicia Gardner

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Michale McCarrel, Stephanie Wallen, Anh Le, Mary Beth McWhinney, JK Burwell, and Anthony Pina

[2023-26 CSIP Graham Hill](#)

[Graham Hill Elementary School Report](#)

[Graham Hill Elementary School Climate Survey](#)

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

Measures and Targets

2023-26 Three-year Goal:

By 2025-2026 our Student Climate Survey data will increase from 66% Favorable to 78% Favorable in “I get to learn about my culture at school” and increase from 83% to 90% in Positive Behavior & Safety.

2024-25 One-Year Goal:

By 2025 our Student Climate Survey data will increase from 66% Favorable to 70% Favorable in “I get to learn about my culture at school” and increase from 83% to 85% in Positive Behavior & Safety.

Action Plan

2024-25 Evidence-based Practice:

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Student Outcome Data Measures:

- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Student Attendance Agreement Plan
- Walk-through/Observational Data
- Building determine Schedule of MTSS Meetings

Timeframe for Reviewing Process Data Measures:

Weekly

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

- Attendance Team
 - MTSS Team
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Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percent of 3rd grade students of color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 25% to 55.8% by 2025-2026.

2024-25 One-Year Goal:

75 % of K-3 students in SIPPS small groups will grow at least 10 months during the 24-25 school year.

Action Plan

2024-25 Evidence-based Practice:

Tier 1 and Tier 2 Foundational Skills Instruction: Educators provide strategic and targeted instruction in foundational skills to all students according to assessed needs, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

Weekly

Process Data Measures:

- Teacher Observational Data
- Walk-through/Observational Data
- Professional Development Exit Tickets
- Lesson Exit Tickets

Timeframe for Reviewing Process Data Measures:

Weekly

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

- Admin
- Leadership Team and Academic Interventionists

Advanced Learning and Highly Capable Services:

At Graham Hill Elementary, we provide carefully designed instruction for our scholars. This means that we monitor our student learning and make sure to match our instruction to meet students wherever they are. Each scholar receives at least 2 differentiated small groups each day. In these small groups, our advanced learners get modified activities and instruction to meet their learning needs. In addition, our teachers are highly trained and supported to provide culturally responsive and differentiated instruction in the classroom. We monitor student progress closely and adjust or instruction to make sure all student needs are being met.

Expanded Learning:

While we do not currently offer afterschool or summer programming, our school is committed to supporting scholars and their families in accessing community-based opportunities for expanded learning.

Homework Policy:

At Graham Hill Elementary, we ask our scholars to read at least 30 minutes every night. In our K-3 classes, we do not require any additional homework. In 4th and 5th grade, our scholars get weekly homework packets to not only provide additional practice but to prepare for the homework routine of a middle school setting.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By June 2026, we will have 90% family attendance at each of our APTT family events and a 90% favorable score on our family interview data after our APTT night are completed (3x a year).

2024-25 One-Year Goal:

By June 2025, we will have 60% family attendance at each of our APTT family events and a 60% favorable score on our family interview data after our APPT nights are completed (3x a year).

Action Plan

2024-25 Evidence-based Practice:

Connecting learning at home and school: Work together with families to create positive attitudes to education, develop shared understandings of how children learn and learning programs and build on families' capacity to support learning at home.

Student Outcome Data Measures:

- Student Attendance
- Missed Instruction Log; Family surveys

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey

Timeframe for Reviewing Process Data Measures:

Monthly

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

- Academic Parent Teacher Team (APTT) Committee
 - Principal
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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:** \$2,702,522
- **Activities Implemented to Meet Intent and Purpose:**
 - Classroom Instruction for all students
 - BLT stipend
 - Tech stipend
 - Learning materials
 - Library materials
 - SAEOP peak-load allocation

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:** \$87,666
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for Title funded interventions.

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:** \$319,869
- **Activities Implemented to Meet Intent and Purpose:**

- Provide instructional supports to students who qualify for multilingual services.
- Translation and interpretation services.

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.