



2024-25 CSIP Review and Updates Greenwood 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: Greenwood Elementary

Principal: Erin Taylor

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Kenzie Argiriou, Alisa Rutherford-Fortunati, Jason Cooper, Deirdre Palmer, Reid Smith, Kelli McDole, Ali Anderson, Theresa Kearney

[2023-26 CSIP Greenwood](#)

[Greenwood Elementary School Report](#)

[Greenwood 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.

Greenwood staff engaged in Math For Love and racial equity professional development in order to thoughtfully weave math games into the curriculum. In addition, a Reflection Tracker was implemented with the data feeding into our MTSS process with supports including Intervention, Social Worker, Care Coordinator, classroom meetings, and conflict resolution meetings.

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?

Greenwood’s MTSS Tier 3 students and families are most vulnerable to risk, as well as staff who are not able to participate in professional development. Risks may include slow academic progress and/or feelings of isolation.

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

Greenwood's short-term outcome is to ensure that we have a strong foundation of culturally responsive behavioral and social emotional supports for students in order to become critical thinkers. Our Counseling Plan, Professional Development Plan, and school-wide focus on being a STAR align and support our staff's continued work at improving our skills and responses.

Greenwood's long-term outcome is for our STAR (Safe, Team Player, Aware, and Resilient) students to be community-minded critical thinkers who practice reflection, compassion, and cooperation to create a more just, anti-racist, and identity-affirming world.

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:

Student Climate Survey (Spring 2024) – Question “My teacher shows me how learning is fun” 80% responded favorably for all students, and 84% responded favorably for Students of Color Furthest from Educational Justice

More Students of Color Furthest from Educational Justice responded favorably than all Greenwood students. This indicates that there is benefit from the supports and services in place.

Summary of student strengths supported by data:

The Student Climate Survey (Spring 2024) data indicate that 90% of Hispanic students and 87% of multi-racial students responded favorably to the question “My teacher shows me how learning is fun.” In addition, 89% of Special Education students responded favorably. This is compared to 79% of White students responding favorably.

Identify and prioritize student needs supported by data:

The Student Climate Survey (Spring 2024) data shows slightly uneven data by grade level for the question “My teacher show me how learning is fun.” 75% of 3rd graders, 89% of 4th graders, and 77% of 5th graders responded favorably.

Summary of possible root causes of the priority student need:

During the 2023-24 school year, Greenwood began using online programs to supplement the district-adopted curricula. Often with new programs, Greenwood may have utilized the programs unevenly across the grade-levels.

School Staff

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

The Staff Climate Survey (Spring 2024) data indicates that 93% of the staff are productively taking action to address issues of racial equity in the school, which is an increase of 4% from Fall 2023. In addition, 89% of the staff can have honest conversations with each other about race, an increase of 10% from Fall 2023.

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

The Staff Climate Survey (Spring 2024) data indicates that 85% of the staff found the BLT-developed professional development offered improved their professional abilities, an increase of 22% from Fall 2023.

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

Professional learning on online programs that supplement the district-adopted curricula can be strengthened in order to have a greater positive impact on student outcomes.

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:

Greenwood PTA completed a family survey during Spring 2024. In order to center a range of families' voices, the survey was distributed digitally in three ways – principal communication, teacher communication, and PTA newsletter, as well as physically printed and sent by student mail. ~55% of the families responded (97 responses) with 47 digital responses and 50 physical responses.

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:

The Greenwood PTA survey (Spring 2024) data indicated that families identified the STEAM Lab and Classroom Support as top priorities. These priorities align with those identified by the Greenwood staff (survey completed Spring 2024), which identified Classroom/Intervention support, Elementary Instrumental Music, and STEAM Lab as the top priorities. The STEAM Lab Coordinator and the Interventionist are working closely with staff to improve curricular alignment, transparency of process, and high-quality services to students.

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

Measures and Targets

2023-26 Three-year Goal:

By June 2026, 85% of students overall and 85% of students of color furthest from educational justice will respond favorably on the Seattle Public Schools Student Climate Survey regarding being shown how learning is fun. Currently, 70% of students overall and 65% of students of color furthest from educational justice respond favorably on the Spring 2023 survey.

2024-25 One-Year Goal:

By June 2025, 83% of students overall and 85% of students of color furthest from educational justice will respond favorably on the Seattle Public Schools Student Climate Survey regarding being shown how learning is fun. Currently, 80% of students overall and 84% 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:

Tier 1 UDL focus on flexible methods and spaces

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

End of Year

Process Data Measures:

- Walk-through/Observational Data
- Novak Inclusion Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Novak Inclusion Team
- Administrator
- TLC
- BLT

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 72% to a target goal of 90% by 2025-26.

2024-25 One-Year Goal:

The percent of 2nd Grade Students projected proficient or above in ELA based on MAP will increase from a baseline of 86.5% to a target goal of 90% by 2024-25.

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:

Research-based Reading Instruction: Educators utilize intentional, research-based reading instruction, using increasingly complex texts and reading and writing tasks to build comprehension, knowledge, and strategic reading.

Student Outcome Data Measures:

MAP

Timeframe for Reviewing Student Outcome Data Measures:

End of Year

Process Data Measures:

- Walk-through/Observational Data

- Teacher Observational Data
- Online reading program data

Timeframe for Reviewing Process Data Measures:

Monthly

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

- Grade level teams
- Administrator

Advanced Learning and Highly Capable Services:

Every student, from those who need support to work at grade level to those who qualify for Advanced Learning, receive differentiated instruction in their general education classroom that meets their unique needs and develops their talents and strengths. Our teachers work towards integrating small group lessons while engaging in grade level content with opportunities for greater depth and complexity within each academic content area. We engage in professional development focused on the skill of small group rotations and differentiated instruction throughout the year. Here are some examples of how differentiated instruction looks in these academic areas:

- Reading - Each child spends most of their reading time reading text that is at their developmental level through Newsela, Read Theory, Lexia and classroom libraries. Small group instruction throughout the day targets specific needs of the learners in each classroom.
- Math - We are following the rigorous scope and sequence that has been provided in our new Envision Mathematics curriculum. Within each topic there is an opportunity for differentiation of materials and choice in areas like the Pick a Project section of the topic. Formative Loop and Success Maker are also used to provide individualized math practice.
- Science - The Amplify science curriculum has differentiated questions for students within the curriculum. All students work through their grade level science curriculum units and have the opportunity to go deeper with conversation and classroom discussions.

Expanded Learning:

- Evening events and performances that connect families to the instruction and engage families in student learning
- Open House
- PTA funded after-school enrichment activities

Homework Policy:

Kindergarten to 3rd Grade Students:

In lieu of formal homework, teachers ask that Kindergarten to 3rd grade students:

- Read 10-30 minutes/night
- Spend time with their families
- Engage in learning in self-directed ways
- Unfinished work or extra practice work may be sent home

4th and 5th Grade Students:

In 4th and 5th grade, teachers ask students to:

- Read for 10-30 minutes/night, sometimes with written reflection
- Complete math skill work for up to 20 minutes/night
- Unfinished work or extra practice work may be sent home

Teachers follow a formula of 10 min multiplied by the grade level for daily homework (ex. In 5th grade – 10 min x 5 = 50 minutes/day of homework). Communicate any difficulties with homework to the teacher to address in class.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By June 2026, Greenwood will complete at least 2 community surveys with a participation rate of 50% of student body with a concerted effort to solicit feedback and participation from our diverse community, including students of color furthest from education justice, special education, MLL, and low income.

A community assessment survey would gauge the needs and priorities of the community in order to provide key input in establishing the PTA funded priorities (programs, events, resources).

2024-25 One-Year Goal:

By June 2025, Greenwood will complete at least 2 community surveys with a participation rate of 60% of the student body with a concerted effort to solicit feedback and participation from our diverse community, including students of color furthest from education justice, special education, MLL, and low income.

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:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Outcome Data Measures:

PTA funded programs data (ex. tutor data) and events data

Timeframe for Reviewing Outcome Data Measures:

Middle of Year

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Middle of Year

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

- PTA Board
 - Administrator
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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:** \$3,212,364
- **Activities Implemented to Meet Intent and Purpose:** Intervention tutor

Multilingual Learners (Title III)

- **Intent and Purpose:** To provide services to students who qualify for MLL services.
- **Dollar Amount:** \$31,759
- **Activities Implemented to Meet Intent and Purpose:** Certificated MLL teacher 1 day/week

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:** Certificated Interventionist 2 days/week

Other Funding Source

- **Intent and Purpose:** To provide all children with high-quality well-rounded education and services in order to close educational achievement gaps.
- **Dollar Amounts and Activities Implemented to Meet Intent and Purpose:**
 - **\$39,108:** Preschool Administration - 0.1 EIM, 0.1 Nurse, 1 Tutor
 - **\$83,186:** PTA – 3 Intervention Tutors, 2 Recess Supervisors, 0.1 Interventionist