



## 2024-25 CSIP Review and Updates

**James Baldwin**

### 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:** James Baldwin Elementary School

**Principal:** Nicole Silver

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** Yamila Mulder, Lael Erickson, Christine McFerran, Will Hershman, Any Kopiloff, Eva Masumoto, Susan Chua, Leo Copeland, Alicia Medina Melgarejo

[2023-26 CSIP James Baldwin](#)

[James Baldwin Elementary School Report](#)

[James Baldwin 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.**

- Restorative Practices – Community Circles, Problem solving tool, Reflection tool.
- Positive Behavior – Eagle wings recognition, Soaring Eagle recognition
- Student Leadership Opportunities – Student Council, Social Justice Moments, Promotion, School-wide student buddies, Green Team
- Celebrating and incorporating student identity
- Incorporating student voice and choice – UDL focus
- Native American Affinity Group
- MTSS system – SEL and Academic monitoring of all classes
- Social Emotional Learning Supports – Community circles, School wide buddies, school wide positive behavior systems, 2<sup>nd</sup> Step Curriculum, Anti-bullying curriculum
- School wide Schedule – equity based.
- Small Group Instruction
- Focus on Tier 1 phonics for K-2

- Inclusive classroom design – school wide and classroom break spaces, visual schedules posted, flexible seating.
- Staff created vision, mission, norms to strive for inclusive, anti-racist school.
- Family engagement through multiple events, PTO in Spanish and English
- Staff check-ins and classroom walkthroughs
- Committees that represent multiple departments

**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?**

Our FFEJ students are most at risk, according to our SBA ELA data.

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

**Student short-term outcomes:** Inclusionary practices in all classrooms, so students can stay in class and learn. Continued opportunities for student leadership K-5. Student level of independence is demonstrated when problem solving with peers and engaging in academics. Students meet priority academic goals outlined in the CSIP.

**Student long-term outcomes:** Students increase positive responses regarding belonging and relationships at school, as measured by our District climate survey. Students meet priority academic goals outlined in the CSIP.

**Family short-term outcomes:** Families continue to feel welcome in our school, as demonstrated by our family survey. Families feel informed and are able to access information sent home by the school. Families participate in school-wide activities and events.

**Family long-term outcomes:** Families continue to feel welcome in our school, as demonstrated by our family survey. Families are involved in leadership activities at the school.

**Staff short-term outcomes:** There is a collaborative work culture at school. Staff work together to address conflict in the school. Staff feel physically and emotionally safe at school.

**Staff long-term outcomes:** Staff have trusting relationships with colleagues and school leader. Staff feel satisfied with the level of decision-making input they have at school.

## 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:**

Academic progress:

- 2<sup>nd</sup> grade students FFEJ meeting the spring ELA Map increased from 18.2% to 24% (Atlas 2024).
- K-2 students FFEJ meeting DIBELS benchmarks increased from 40% in winter 2023 to 48.5% in spring 2024 (Atlas 2024).
- 66% of FFEJ students met MAP reading growth goals fall to fall (Atlas 2024).

- 75.7% of ML students met MAP reading growth goals fall to fall (Atlas 2024).
- 91.6% of all student's year to date attendance rate (Atlas 2024).
- 90.3% FFEJ year to date attendance rate (Atlas 2024).
- 94% of students feel they can talk to adults at school when they have a problem (climate survey 2024).
- 97% of students feel the school is safe and welcoming for people of all cultures and backgrounds (Climate survey 2024).
- 97% of students feel that students of different races, cultures and abilities learn together in their classrooms (Climate survey 2024).

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

Data shows that students feel our school is inclusive, safe and anti-racist.

Students are making progress on reading and attendance.

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

Students need to continue to progress in reading and math, especially our FFEJ students.

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

Staff collaboration in PLC's could help strengthen tier 1 instruction. When students have basic needs met (food, housing, trauma informed practices), they will be able to progress in academic areas.

## **School Staff**

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

From the Climate survey in 2024:

- 98% of students say their teacher believes they can do great things (up 6%)
- 92% of students say their teacher gives them choices in how they learn new things at school and how they share what they know (up 2%).
- 92% of students say their teacher cares as much about their feelings and relationships with others as they do their learning (up 5%).
- 97% of students feel that students of different races, cultures and abilities learn together in their classrooms (up 25%)

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

Data listed above shows professional learning about restorative practices, inclusion and UDL has been effective in supporting student outcomes.

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

Increase professional learning on tier 1 practices, specifically targeting ML learners.  
Increase structure of professional learning communities.

## **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:**

Multilingual parents at PTO meetings increased substantially when Spanish interpretation and childcare was provided and phone calls inviting Spanish-speaking families were made in 23-24.

Families used Talking Points for 2-way communication with the school. Teachers sent home information about classroom learning and activities on a bi-weekly basis at minimum, translated into target languages. Parents responded when they had questions.

**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:**

MTSS team will ensure continuity of support for students through monitoring data with all teachers every trimester.

Reads and Counts, through Seattle Parks will partner with the school to provide after school intervention and enrichment to target students, in alignment with the MTSS team.

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

### **Measures and Targets**

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

By June 2026, at least 85% of learners will respond favorably to the statement, “I can be a leader at my school if I want,” as measured by the SPS student climate survey (Student Voice and Leadership).

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

By June 2025, at least 75% of learners will respond favorably to the statement, “I can be a leader at my school if I want,” as measured by the SPS student’s climate survey (Student Voice and Leadership.” (We met our 2024 goal of 70% with a positive result of 71%)

### **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 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:**

Fall and Spring

#### **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:**

MTSS Team

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# Priority Area: Classroom Instruction and Academic Success

## Measures and Targets

### 2023-26 Three-year Goal:

The percentage of 3<sup>rd</sup> Grade students of color FFEJ proficient or above in ELA of the SBA will increase from a baseline of 29.3% to a target goal of 59.3% by 2025-26.

2024 results show 27.2% scoring favorably.

### 2024-25 One-Year Goal:

The percentage of 3<sup>rd</sup> Grade Students of Color FFEJ proficient or above on the Spring MAP assessment will increase from 24% to 34%. (2023 baseline was 18.2%, 2024 baseline was 24%).

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:

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:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)

### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

### Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

### Timeframe for Reviewing Process Data Measures:

Monthly

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

MTSS, PLC's

## Advanced Learning and Highly Capable Services:

At James Baldwin, we will provide 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) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, leadership opportunities, student voice and choice, small group instruction, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student.

## **Expanded Learning opportunities for students through afterschool or summer programs:**

- Partnership with Seattle Parks and Recreation to provide both learning support and enrichment opportunities for students in 2<sup>nd</sup>-5<sup>th</sup> grade. The Seattle Parks programming operates after school and during the summer.
- Refer students to summer programming.
- Evening events that connect and engage families with student learning.
- Tutoring support is based on individual student needs.
- Enrichment is aligned with college and career readiness standards.

## **Homework Policy:**

At James Baldwin, homework involves students reading daily for at least 20 minutes. Students are also encouraged to practice their math facts. Students and families may ask for more homework.

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## **Priority Area: Family and Community Engagement**

### **Family and Community Engagement Measures and Targets**

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

By June 2026, 90% of families will respond favorably to a survey question about feeling welcome in their child's school.

In 2023-24 98% (fall – 64 participants) and 100% (spring – 36 participants) of families responded favorably.

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

By June 2025, 80% of families will respond favorably to a survey question about feeling welcome in their child's school.

## **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:**

Student Attendance

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

Quarterly

### **Process Data Measures:**

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

### **Timeframe for Reviewing Process Data Measures:**

Monthly

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

Family Engagement Team, Office Team

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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:** \$2,377,779
- **Activities Implemented:** Basic education for all students.

### **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:** \$108,032
- **Activities Implemented:** Reading intervention through TIPS tutors, Math interventionist.

### **Multilingual Learners (Title III)**

- **Dollar Amount:** \$190,555
- **Activities Implemented:** Multilingual teachers to provide language support to ML learners, support teachers with tier 1 language strategies, and monitor progress through the administration of WIDA.

### **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:** \$83,570
- **Activities Implemented:** Reading intervention to students needing tier 2 supports.

### **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:** \$59,848
- **Activities Implemented:** Reading intervention through TIPS tutors, Reading interventionist.

### **Levy Funds**

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$226,667
- **Activities Implemented:** Family support worker, social worker, Reads and Counts after-school intervention, General education IA.

### **Other Funding Source (Levy Performance, PTO Funding)**

- **Dollar Amount:** \$20,000

- **Activities Implemented:** PTO and Levy performance funds for art teacher position, as the position was decreased by 50% due to District budget cuts.