



2024-25 CSIP Review and Updates

Kimball 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: Kimball Elementary School

Principal: Angela Sheffey-Bogan

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Josh Williams, Shirley Smith, Julia Byers, Tomoko Johnson, Brianna Georgi-Densmore, KT Raschko, Carrie Hale, Emma Klein, Cat Glesige, Aubrey Chu and Angela Sheffey-Bogan

[2023-26 CSIP Kimball](#)

[Kimball Elementary School Report](#)

[Kimball 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.

This past school year we have had one Trauma Informed Practices PD session, additionally we started robust PLCs to support our Kimball Family Teacher Teams (data days) where families review the data by grade level while knowing where their child is within that data.

As a staff, we have been revising our mission statement and coming up with aligning instructional practices that we can all agree to focus on. One of those practices is to continue our work around welcoming environments. Another is to understand and practice culturally responsive instruction.

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?

We have noticed a challenge with securing translation for our families where English is not the preferred language. This impacts our students who are identified as multilingual, Families may not have access to the information when translation is not provided. We have started to work with the

district level multilingual department to provide this support to families when we have events here at school.

Additionally, we noticed attendance as a barrier with some families, which impacts students who are furthest from education justice. To support this, we have leveraged established relationships with families which our FSW, counselor and classroom teachers have with our community. They have provided personal invitations to the families we are to reach.

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

Short term = KFTT is Kimball's version of Academic Parent Teacher Teams. It is a model of family engagement that is grounded in research and evidence, and aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration. Students will be able to have more intentional conversations with their families about their learning/goals. Staff will be provided with the opportunity to build more authentic relationships with families to have more intentional conversations about data, SEL and the whole child.

Long term = Families will be aware of their students' achievements and their goals. Additionally, they will be aware of how to support their students with specific tasks which will help them meet and exceed district goals too. Students will have the common language to learn about goal setting and about what they need to do to meet those goals. Staff will be more versed in sharing data with families and what it looks like to be well-versed in sharing data in a purposeful manner.

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:

- The results of the spring Panorama survey for 3rd-5th graders showed the following demographics, 89% Asian, 76% Black, 83% Hispanic, 80% white and 75% multiracial.
- 88% felt that their school is a safe and welcoming place for people of all cultural backgrounds.
- 72% of students feel that other students of different cultures and backgrounds treat each other with respect.
- 85% of students feel that if someone is treated unfairly because of their culture or background adults take action at our school.
- 77% of students feel safe and welcome at their school.

Students receive support in the form of interventions and afterschool support from ReWa & Team Read. Of those students served the following met their MAP reading growth (fall-to-fall), 59% of SFFEJ, 43% of African American Males, 55% of ML served students and 56% of students receiving special education.

Summary of student strengths supported by data:

Our strengths at Kimball are we have a 94% attendance rate among our students, 58% of our students met MAP reading growth. 51% of students have met MAP math growth.

Identify and prioritize student needs supported by data:

Our specific need that we have identified at Kimball Elementary is our Black students, ML students and our students with special needs. This is reflected in our state report card [WSIF](#) data.

Summary of possible root causes of the priority student need:

Some of the root causes of our priority student needs are staff turnover.

School Staff

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

Staff talked last spring about the need for support with recognizing students with trauma. They wanted support with recognizing trauma and supporting trauma for students and

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

This past school year we have had one Trauma Informed Practices PD session, additionally we started robust PLCs to support our Kimball Family Teacher Teams (data days) where families review the data by grade level while knowing where their child is within that data.

This is in progress now. We will collect data on a Family Survey which shows favorable results to the question, "I know where my child is academically, and I have the tools to support their growth."

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

A professional practice which needs to be strengthened is restorative circles. Our teachers are either new to the profession or not confident enough yet to lead impactful restorative circles. To support this, we are pursuing a personal services contract with WA-Building Leaders of Change (WaBLOC).

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:

Teachers talk with families during Family/Teacher Conferences to ensure they are feeling they are welcomed and heard in our community. Additionally, our school has family representation on our Racial Equity Team (RET) and our Building Leadership Team (BLT) as well as our hiring teams.

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:

Kimball Elementary has a partnership with LAUNCH, they provide after school care for students who attend Kimball. They also provide homework support. Additionally, we have a partnership with our PTSA who hosts afterschool programs like Homework Help and TEAM Read.

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

Measures and Targets

2023-26 Three-year Goal:

We will increase the percentage of students in grades 3-5 responding favorably to the classroom environment/belonging questions on the student climate survey from an overall percentage of 80% in May 2023 to at least an overall percentage of 90% in May 2026.

2024-25 One-Year Goal:

We will increase the percentage of students in grades 3-5 responding favorably to the classroom environment/belonging questions on the student climate survey from an overall percentage of 80% in May 2023 to at least an overall percentage of 85% in May 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:

MTSS/PBIS Teams will consistently review student feedback on a monthly basis at their meeting. The facilitator of the Student Council (K-5) will monitor the feedback from students on the identified supports needed.

Tier I Restoration Practices:

- Cougar Paw-sitives
- Cougar Claws
- Assemblies

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- School-based Survey (staff or students)
- Professional Development Attendance and Exit Tickets

Timeframe for Reviewing Process Data Measures:

Monthly

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

MTSS/Levy Team and classroom teachers

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

58% of 3rd Grade Students of Color FFEJ will be Proficient or Higher on the SBA in ELA by 2025-26.

2024-25 One-Year Goal:

- Grade 2 Spring MAP Reading One-Year CSIP Target for 2024-25
- 60% all students
- 38.1% - SFFEJ

- N<10 – African American Males
- 17.7% - Students with IEPs
- 46.4% - Multilingual Learners

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:

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
- Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

Monthly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data
- Professional Development Exit Tickets
- School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

Monthly

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

- MTSS Team
- Classroom teachers
- Admin Team

Additional context about your school's implementation of chosen evidence-based practice:

As we focus as a staff on our mission and aligning practices, the principal and assistant principal will conduct formal and informal observations with feedback loops to ensure that our staff members are using best instructional practices and are aligned throughout the building.

We have a schedule of classroom days and check-in meetings in order to be continually focused on teaching practices and student achievement. In addition, we have chosen to use some of our grant money this year to engage in group learning walks in which teachers are also able to go to several classrooms and then discuss the specific practices we were looking for—most likely around classroom climate, universal design for learning, and best practices around language acquisition and student discourse. Not only do teachers get great ideas from observing each other, but this is also a way to improve building alignment.

Advanced Learning and Highly Capable Services:

Kimball Elementary is committed to providing a rich learning environment that creates high expectations for every child. We believe that each student should be given the opportunities and supports to be highly successful at their individual level. Staff holds high expectations for students

as well as themselves by teaching in effective and engaging ways. We use data and progress monitoring to appropriately differentiate each student.

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

At Kimball Elementary 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 other 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.

Teachers identify reading and math levels of all students, which allows the following:

- Independent reading: Students are provided with choice books they read to appropriately place them in groups of interest and advanced ability.
- Shared Reading and Book Clubs: Students will be paired or partnered with peers at similar reading levels. This creates a supportive learning environment for a range of readers to develop reading with higher level thinking skills.
- Students will receive literacy instruction and assignments in varying levels of complexity and depth based on the current standard of study.
- Students demonstrating mastery of a skill or standard will work at an accelerated pace to enable lesson extensions based on current standard of study.
- Advanced readers will move to more challenging reading groups upon mastery.
- Global reading challenge: This Seattle Public Library program occurs each year. 4th and 5th grade students join this event with students around the region.
- Teachers offer individualized and deeper instruction to students within like ability levels, thus allowing students to go deeper into instruction with teacher and peers.
- Students will receive their math instruction and assignments in varying levels of complexity and depth based on the current standard of study.
- Teachers will offer extension activities for all students to complete that will be graded/scored to provide feedback.

Expanded Learning:

- Team Read. Team Read is for 2nd and 3rd graders who are behind in reading. They work after school with high school coaches, and students in this program always make extensive reading gains.
- REWA. The Refugee Women's Alliance offers students who speak Somali or Spanish at home an after-school program that includes homework assistance and STEM projects.
- Summer Staircase. We recommend Summer Staircase to all our students receiving intervention as well as other students who may be performing below benchmark in reading or math. We typically have between thirty and fifty students participating.
- Cougar Leadership Camp. We run a week-long leadership camp for incoming 4th and 5th graders based on community building, teamwork and reading and math support.

Homework Policy:

At Kimball Elementary, we believe in partnering with families to provide an appropriate amount of work at home to supplement instruction at school. We encourage all families to read or engage with books with their families at home and to do some counting or math practice weekly as well. We feel it is best practice to engage in real-life experiences, i.e. Cooking together and measuring the ingredients. Reading signs, and problem-solving when out in our community. Typically, students in

kindergarten do not have homework, and students in other grades have between 10–30 minutes of homework, depending on the grade.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

Teachers will have conversations with individual families monthly throughout the year with a minimum of three key conversations—one at the beginning of the year, one at conferences, and one in the spring. These conversations will be designed to open dialogue and to deepen relationships. After those conversations, at least 75% of families will respond favorably to the following survey questions: 1) Do you feel welcome? 2) Do you feel supported? 3) What could we do better?

2024-25 One-Year Goal:

Teachers will have conversations with individual families monthly throughout the year with a minimum of three key conversations—one at the beginning of the year, one at conferences, and one in the spring. These conversations will be designed to open dialogue and to deepen relationships. After those conversations, at least 60% of families will respond favorably to the following survey questions: 1) Do you feel welcome? 2) Do you feel supported? 3) What could we do better?

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:

- Student Attendance
- Discipline/Suspensions
- Missed Instruction Log

Timeframe for Reviewing Outcome Data Measures:

Monthly

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:

- Levy Team
- MTSS
- Admin Team

- Classroom teachers
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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:** \$4,159,788
- **Activities Implemented to Meet Intent and Purpose:**
 - Elementary education aims to deliver instruction tailored to state standards for each grade level.
 - Lessons are designed to build foundational skills in core subjects, ensuring all students meet key learning objectives.
 - Differentiated instruction addresses varying learning needs, allowing students to receive additional support or advanced challenges as needed.
 - Enrichment services provide opportunities for deeper exploration and skill enhancement, fostering a well-rounded learning environment.

Title I

- **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:** \$145,041
- **Activities Implemented to Meet Intent and Purpose:**
 - Title I provides additional resources, instructional support, and interventions to help students meet academic standards, particularly those from disadvantaged backgrounds.
 - This support fosters equal opportunities for success across diverse student populations.

Multilingual Learners (Title III)

- **Intent and Purpose:** Multilingual instruction is to support students in achieving English proficiency while ensuring they succeed by fostering equitable access to education and full participation in the classroom.
- **Dollar Amount:** \$256,420
- **Activities Implemented to Meet Intent and Purpose:**
 - Services include targeted language instruction, integrating reading, writing, speaking, and listening skills to foster communication and understanding.
 - Lessons are often adapted to students' language levels and backgrounds, ensuring access to grade-level content and promoting full participation in all subjects.

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:** Services include personalized instruction, skill-building activities, and supplemental support to boost achievement and ensure students stay on track for graduation.

OSSI Grant

- **Dollar Amount:** \$29,710
- **Activities Implemented to Meet Intent and Purpose:**
 - These funds will be used to contract with WaBLOC to work directly with students in implementing Restorative Practices.
 - These funds will be used to contract with WaBLOC to provide training to school staff to implement Restorative Practices.

DEEL Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$18,333
- **Activities Implemented to Meet Intent and Purpose:**
 - Collaborative Teachers: Professional development structures with guidance from the school's RET and BLT.
 - Kimball will continue to support staff in addressing the opportunity gap for African and African American boys in reading through developing culturally responsive teaching and content.
 - Staff will continue to engage in the work presented in the WAESN professional development on Ethnic Studies and Antiracism to modify curriculum and assessments.

DEEL Levy Funds – Levy Performance Pay

- **Dollar Amount:** \$58,667
- **Activities Implemented to Meet Intent and Purpose:**
 - Essential supports
 - Involved families
 - Ambitious instruction
 - Effective leadership
 - College and career readiness