



2024-25 CSIP Review and Updates

Martin Luther King Jr. Elementary

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: Martin Luther King Jr. Elementary

Principal: Patricia Nesbitt

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Patricia Nesbitt, DaZanne Porter, Vallerie Fisher, Leticia Bazemore, Elizabeth Kavanaugh, Ben Lawton, Xuan-Nhi Cao, Sara Givens

[2023-26 CSIP MLK](#)

[Martin Luther King, Jr. Elementary School Report](#)

[Martin Luther King, Jr. 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.

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal: Inclusive Systems and Structures Team planning using guidelines from the text *Unearthing Joy and Cultivating Genius* by Dr. Muhammad as well as Student Climate Survey results. This includes educators engaging in Professional Learning Communities (PLC's) in cycles of inquiry using multiple data measures to inform and adjust instruction (curriculum-provided common assessments, PLC designed Common Assessments, other curriculum-aligned common - assessments). Systematically supporting teachers in being clear about what scholars should know and do, determining how we know if they learn, and responding effectively to those who do not learn to increase (collective) teacher efficacy to build shared accountability, and improve outcomes for our scholars.

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?

What is at risk is MLK teachers not having consistent opportunities to engage in cycles of learning: analyzing data, setting goals, and learning individually and collaboratively, as well as implementing and adjusting practices to meet the needs of all learners. This process allows teachers to try new teaching practices and discover what is working and what is not. The students and families furthest from educational justice are most vulnerable to this risk. The teachers need additional support with creating effective professional learning communities, managing them well and sharing student data with families in a timely manner.

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

Short-term is that all teachers continue to receive training on best practices in gathering and analyzing important data about student learning during professional learning communities at the beginning of the school year. Also, teachers continue to enhance their practices and strategies on how to ensure scholars are acquiring academic content and what to do when they are not making the desired progress. The long-term desired outcomes for student, family and staff groups are that everyone considers the needs of the whole child, educators utilize a multi-tiered system of supports to provide increasing levels of support and interventions for scholars who need advanced tier interventions regardless of eligibility for other support services (Individual educational plan (IEP), English Learner (EL) plan, Highly Capable, etc.)

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:

For the 2023-24 school year, the average score on the Student Climate Survey the student response for College and Career Readiness for Q2 – I get information about college at school increased from an average score of 79% to 86%.

MLK focused on students gathering information each week about colleges and careers during the morning announcements. Students took part in a field trip to the University of Washington to learn about STEM (Science, Technology, Engineering and Math) and careers. The University of Washington also had Engineering Students visit classes to support Coding – Hour of Code. Students learned coding, computing, and game design.

- ELL/Multilingual served students 83% responded favorably to question 2 – “I get information about college at school.”
- Asian served students – 91% responded favorably to question 2 – I get information about college at school.
- Black served students – 81% responded favorably to question 2 – I get information about college at school.
- Hispanic served students – 97% responded favorably to question 2 – I get information about college at school.

- All groups were above 80%.

MLK introduces students to college at an early age. We are talking about the different places where people learn their specific skills for careers and are providing opportunities for our scholars to visit nearby college campuses. We are asking our scholars questions about jobs that interest them and why. We remind our scholars that they have many options for their future.

Summary of student strengths supported by data:

91% of students believe they can learn about different jobs that are interesting to them while at school. MLK helps students identify and prepare for future careers by having students find their passion and see what will be the best fit for them. Students can explore their interests.

72% of students believe they get information about college at school. MLK enlists the support of alumni and working professionals and teachers encourages students to start thinking about colleges and careers. MLK is also implementing career related activities and assignments to get students to think about their interests and potential career paths.

Students are envisioning becoming college students and are setting goals to achieve that.

Identify and prioritize student needs supported by data:

Students need additional opportunities to participate in Science Lessons and activities. Students need to know that their ideas are important and valued in science.

Fall 2023 75% of students look forward to science class and 75% of students responded favorably that their ideas are important and valued in science. Spring 2024 only 65% of students look forward to science class and 65% of students responded favorably that their ideas are important and valued in science.

Students need additional opportunities to learn about College and Careers while participating in school. Fall 2023 86% of students responded favorably that they can learn about different jobs that are interesting to them while at school. Spring 2024 91% of students responded favorably that they can learn about different jobs that are interesting to them while at school.

Fall 2023 81% of students responded favorably to the question – I get information about college at school. Spring 2024 85% of students responded favorably to this question. This is 4 percentage points higher for the same question in Fall 2023.

Staff at MLK are committed to enhance students' understanding of possible career choices and helping students to connect their interests with possible future career paths and build an awareness of what careers exist, especially those outside their community.

Also, staff at MLK help students to learn more about colleges and assist students with learning experiences, guidance and support needed to succeed in college.

Summary of possible root causes of the priority student need:

The systems and processes put in place that are not allowing educators to receive the additional support, materials, and training needed to effectively close the gap for the students not reading on grade level.

Students are not getting enough direct instruction in reading. Direct/explicit instruction needs to be an integral part of learning the major content strands of the reading process—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

School Staff

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

Martin Luther King Jr. Elementary staff continue to improve their culturally responsive professional practices. According to our Spring 2024 Student Climate Survey for Belonging & Relationships we

had an average score of 89% of students that responded favorably. For Q-1 I can talk to adults at my school when I have a problem 96% of students responded favorably. For Q-2 Adults at school care about me 94% of students responded favorably.

Educators strive to know their students. It is our duty to learn the behaviors, backgrounds, and challenges our students face so we are better equipped to address them. We are aware of our own personal biases and make more informed decisions and value differences from various perspectives, so we are not perpetuating inequality.

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

Monthly professional learning for educators in Early Literacy plays a pivotal role in shaping our scholar's academic success. The focus of honing crucial language acquisition, phonological awareness, and comprehension skills supported educators in the establishment of a solid foundation for intellectual growth.

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

Guided Language Acquisition Design (GLAD) professional development needs to be strengthened. In staff meetings, in newsletters, and emails educators continue to be made aware of the importance of implementing GLAD strategies, and to focus on building deep content knowledge while building language and literacy skills.

In addition, teachers and staff are provided training and support by making sure that they have what they need to effectively utilize the strategies, including time and material resources. During the 2024-25 school year Martin Luther King Jr. Elementary will conduct walk-through observations to ensure that effective instruction is being implemented.

By going into classrooms, we can see strategies being implemented. In addition, we will see evidence on the walls, with high levels of academic language and rich content being displayed. The students will also be able to articulate what they are learning about and how they are learning.

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:

Martin Luther King Jr. Elementary educators strive to create a caring community of learners. They work to facilitate their own relationships with families, educators also encourage and support families to get to know each other, serve as resources to each other, and collaborate within and outside of the school.

They strive to ensure mutual respect, cooperation, and shared responsibility and to help negotiate conflicts as they work toward achievement of shared goals.

Educators work in collaborative partnerships with families, seeking and maintaining regular, frequent, two-way communication with them and recognizing that the forms of communication may differ for each family.

Educators acknowledge a family's choices and goals for their child and respond with sensitivity and respect to those preferences and concerns.

Educators welcome family members in the setting and create multiple opportunities for family participation.

MLK's Home School Coordinator provides students and families education, prevention, early identification, and intervention. She helps students achieve academic success, supports families in developing an understanding of priority strategies to meet student's needs and support to develop social/emotional skills in response to issues they face.

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:

Guided Language Acquisition Design (GLAD) professional development needs to be strengthened. In staff meetings, in newsletters, and in emails educators continue to be made aware of the importance of implementing GLAD strategies, and to focus on building deep content knowledge while building language and literacy skills.

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

Measures and Targets

2023-26 Three-year Goal:

For the 2023-24 to 2025-26 school year, the average score on the Student Climate Survey the student response for College & Career Readiness for Q2 – I get information about college at school will increase from an average score of 79% to 95%.

2024-25 One-Year Goal:

For the 2024-2025 school year, the average score on the Student Climate Survey the student response for College & Career Readiness for Q2 – I get information about college at school will increase from an average score of 72% to 80%.

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:

- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

Building determine Schedule of MTSS Meetings

Timeframe for Reviewing Process Data Measures:

- Weekly
- Monthly
- Quarterly

- Beginning of Year
- Middle of Year
- End of Year

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

- Student Success Team (MTSS)
 - Building Leadership 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 (English Language Arts) on the SBA will increase from a baseline of 22.5% to a target goal of 52.5% by 2025-26.

2024-25 One-Year Goal:

For the 2024-2025 school year using the MAP Assessment that is based on our school's Data Reflections and Needs Assessment, the percentage of 3rd grade African American students' academic progress and growth on the MAP assessment will increase from 63.6% to 70.6%.

Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular PLC meetings supported through master scheduling and use the results of the SPS Curriculum Embedded Assessments and other common assessments to identify additional supports for and provide wise feedback to focal students.

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)
- Elementary Progress Report (EPR)

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

- Weekly
- Monthly
- Quarterly
- Beginning of Year
- Middle of Year

- End of Year

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

- Grade Level Teams
- Academic Specialists

Advanced Learning and Highly Capable Services:

The Martin Luther King Jr. Elementary Advanced Learning Opportunities (ALO) program stems from the belief that educational experiences must target the unique academic and learning needs of every child. ALO practices are designed with the intention to provide a varied instructional setting, and experiences tailored to the unique needs of the advanced learner while supporting the integrity and consistency of the classroom experience.

Children who are identified as Highly Capable or Advanced Learners receive classroom-based advanced instruction as determined by several performance criteria. In addition, children who did not qualify for the district designation of either Highly Capable or Advanced Learner are also provided classroom-based acceleration or enrichment, as determined by assessment data and in-class observation.

The MLK ALO Plan is intended to align with current SPS policies and procedures regarding Advanced Learning, including services for “twice-exceptional learners,” those which are gifted, disabled and multilingual.

All teachers will provide teaching and learning delivered with Universal Design for Learning (UDL) and differentiated to meet students' needs within their grade level. The approach includes three tiers of service for students depending on individual needs, delivered in a way that honors individual cultures and backgrounds.

Three Tiers of the Neighborhood School Model

- Tier 1 is education provided for all students in the classroom in all schools. This includes universal design for learning, differentiated instruction, and talent development/enrichment.
- Tier 2 support services increase depth and complexity and provide exploration, interest-based learning, and student voice-centered activities through differentiation strategies within grade level content.
- Tier 3 support services are specifically matched to the student and determined by an individual needs assessment.

All students participate in Tier 1 learning. Some students need additional challenges and Tier 2 services are added to their Tier 1 learning. Some students, after participating in Tier 1 and Tier 2 services, need something in addition to meet their complex needs.

Learning opportunities for students through afterschool or summer programs:

- After School Homework Clubs
- Choir
- Literacy and Art Afterschool Program
- 1:1 Tutoring
- Soccer
- Basketball
- Multilingual Scholar Afterschool Program
- Gymnastics

Homework Policy

District policy requires that homework be assigned to all elementary students. Homework provides valuable time to practice, maintain, complete, make-up, or enrich classroom activities. It also helps develop independent study habits and appreciation for learning. The following is a suggested range of minutes for homework per student. Of course, individual students may require more or less time to complete assignments.

- Grade K-2: 5 – 10 minutes/day or 20 – 40 minutes/week
- Grade 3-4: 10 – 20 minutes/day or 40 – 80 minutes/week
- Grade 5: 20 – 40 minutes/day or 80 – 160 minutes/week

To ensure consistency, fairness, and flexibility, the following guidelines will be followed by all Martin Luther King Jr. Elementary staff when assigning homework:

- Homework will emphasize practice in skills previously taught by the teacher, make-up for lessons missed, remedial activities, or learning enrichment.
 - Homework will be appropriate to the age, maturity, and needs of the student.
 - Special consideration will be given to limiting assignments over weekend, holiday, and vacation periods.
 - Homework will not be used as a disciplinary measure.
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Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

For the 2023-24 to 2025-26 school year, 50% or more of parents, guardians and family members will attend school events and have opportunities to visit our classrooms on a regular basis.

2024-25 One-Year Goal:

For the 2024-2025 school year parent involvement will increase by 20%, from 28.6% to 48.6% by engaging parents and families in the school's volunteer program to participate in supporting school activities.

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
- Elementary Progress Reports

Timeframe for Reviewing Outcome Data Measures:

- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- Volunteer Count

Timeframe for Reviewing Process Data Measures:

- Monthly
- Quarterly
- Middle of Year
- End of Year

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

- Home School Coordinator
- Grade Level Teams

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:** \$2,832,211
- **Activities Implemented to Meet Intent and Purpose:**
 - MLK implements Universal Design for Learning to increase learning access, eliminate barriers and ensure equal opportunities for all students to succeed.
 - This promotes student's well-being by providing them with safe spaces to learn, grow, and flourish.

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:** \$149,468.00
- **Activities Implemented to Meet Intent and Purpose:** Funds are used to support Instruction and intervention small groups for grades K-5, professional development for staff and Parent/Family Night Events.

Multilingual Learners (Title III)

- **Intent and Purpose:** To provide Multilingual Learners support to develop English proficiency and high academic achievement.
- **Dollar Amount:** \$383,755
- **Activities Implemented to Meet Intent and Purpose:**
 - Multilingual Learner Specialists work closely with the Literacy Interventionist to design language supports for English language learners during Dream Block literacy intervention groups and as push-in supports at other times during the day for literacy and math support.
 - Additional supports include co-teaching or supporting classroom teachers in using key language support strategies during core instruction, pre-teaching or re-teaching Making

Meaning lessons and vocabulary in small groups, delivering the enVision language supports during math small groups.

- ML specialists participate in K-2 and 3-5 PLCs and review formative and summative data with classroom teachers, through the multilingual learner lens.

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 to Meet Intent and Purpose:** Funds used to hire an Academic Interventionist for Reading to help students develop proficient reading skills that will contribute to their academic growth.

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:** \$77,222
- **Activities Implemented to Meet Intent and Purpose:** Funds used to hire an Academic Interventionist for Reading to help students develop proficient reading skills that will contribute to their academic growth.

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$340,000
- **Activities Implemented to Meet Intent and Purpose:**
 - Funds provide Reading and Math Interventionists. They provide literacy and math interventions to Levy focus students, collect and analyze data to monitor progress, assist in coordinating staff literacy and math professional development including coaching, attend Levy meetings and professional learning communities, and support the school levy coordinator and school leadership.
 - Funds provide community-based organizations that partner with MLK to support student achievement in reading and math.
 - Reading Partners is a one-to-one model of instruction. They provide intervention and assess student reading skills to track students' progress to ensure high-quality programming.
 - TIPS (Tutors Impacting Public Schools) provide math intervention to support and align with students' math goals.
 - Seattle Universal Math Museum (SUMM) provides educational hands-on programming that increases math literacy and connects math to students' everyday lives.

OSSI Grant

- **Intent and Purpose:** To provide Tier 2 support.
- **Dollar Amount:** \$27,000.00
- **Activities Implemented to Meet Intent and Purpose:** OSSI Grant provides Tier 2 support to support student achievement.

