



2024-25 CSIP Review and Updates Magnolia 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: Magnolia Elementary School

BLT Members: Kelly Walter, Julie Colando, Molly Meck, Jessica Bartel, Emma Mercer, Susanna Baggerly

RET Members: Kelly Lusnia, Lauren Malloy-Johnson, Fabina Blanchet- Hernandez, Julie Colando, and Cubbie Rowland-Storm

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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 (fall 24), 93% of students responded favorably to *I get to think deeply and be creative at school.*

Our students furthest from educational justice had percentage also tells us they are doing well- 93% responded favorable.

Summary of student strengths supported by data:

Student Climate Survey (fall 24) our multiracial, Hispanic and white children answered favorable with very similar percentages, with Hispanic (93%) and Multiracial (97%) higher than our white (92%) students to the question, *I get to think deeply and be creative at school.*

Identify and prioritize student needs supported by data:

The Fall Student Climate Survey shows our data to be slightly uneven by grade level. 3rd is 96%, 4th is 98% and 5th is 88%.

Summary of possible root causes of the priority student need:

We recently implemented a supplemental reading curriculum. I wonder if the implementation varied in grades 3, 4 and 5. Additionally, some grades do “We Wonder Wednesday”, which is an opportunity for students to explore areas of interest. Consistency with these programs could address the unevenness of this data.

School Staff

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

This area of the staff climate survey showed the most growth. 100% of our teachers responded favorably to staff in this school can have honest conversations about race.

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

Based on the staff climate survey, 86% of teachers reported that their administration supports their professional growth.

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

Based on the staff climate survey, there was a decrease in the amount of input and decision-making staff are included in. These results are down 12 points from 89% to 77%.

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:

Magnolia 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. Out of 20 % of families responded (80).

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

Measures and Targets

2023-26 Three-year Goal:

By June 2026, 90% of students overall and 90% of students in all gender or race/ethnic categories will respond favorably to any questions asked on the Seattle Public Schools district survey regarding positive behavior and safety at school from the current aggregate, overall rates of 84% on the Fall survey and 77% on the Spring 2023 survey.

2024-2025 One-Year Goal:

By June 2025, at least 80% of students will respond favorably to the prompt, the rules at school are the same for everyone on the Seattle Public Schools district 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 2 Restorative Practices: Educators will implement non punitive conflict resolution and repair strategies/practices for students and staff.

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Missed Instruction Log

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)

Timeframe for Reviewing Process Data Measures:

Monthly

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

- MTSS
- TLC
- BLT

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

By June 2026, 95% of families with students receiving Special Education or multilingual services will respond favorably to data probes measuring that their child is seen, heard, and valued within an inclusive climate at Magnolia.

2024-25 One-Year Goal:

To ensure that we move towards our priority 3-year SMARTIE goal, we will create and monitor each year's interim SMARTIE goal. Additionally, we will track the 2025-26 cohort during their 1st grade in 2023-24, 2nd grade in 2024-25, and 3rd grade in 2025-26 by screening school and district measures.

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 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
- Ready diagnostic

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Lesson 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 Team
- Grade Level Teams

Advanced Learning and Highly Capable Services:

At Magnolia, we believe in the potential of all students. In service of this belief, we differentiate instruction for all students based on their strengths and needs. We do this through intentional small group instruction in literacy and math while incorporating project-based learning and student choice. We provide multiple opportunities for our students to receive enrichment and support through our academic specialists, tutors, and co-teaching. Expanded learning opportunities for students include:

- Evening events that connect families to instruction and student learning
- PTA funded after-school classes.

Expanded Learning:

- Referrals to SPS Summer Programs
- Evening events and performances that connect and engage families and community to learning
- Student lead curriculum night
- PTA funded enrichment activities

Homework Policy:

Research indicates that extra homework has minimal if any impact on student achievement. We believe that, after working hard at school all day, our students need their evening time for unstructured play, dinnertime conversations with their family, and an opportunity to engage in extracurricular activities of their choice. We also strongly encourage our families to follow your pediatrician's recommendation for sleep. Most elementary students are recommended to sleep 10-11 hours each night.

Priority Area: Family and Community Engagement

Family and Community Engagement Measures and Targets

2023-26 Three-year Goal:

By June 2026, 95% of families with students receiving Special Education or multilingual services will respond favorably to data probes measuring that their child is seen, heard, and valued within an inclusive climate at Magnolia.

2024-25 One-Year Goal:

By June 2025, at least 50% of families with students receiving Special Education or multilingual services will respond favorably to data probes measuring that their child is seen, heard, and valued within an inclusive climate at Magnolia.

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:

- Missed Instruction Log
- Student Attendance

Timeframe for Reviewing Outcome Data Measures:

Quarterly

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Office/Social Worker
- TLC

2024-25 Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Here is the content in bullet point format:

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:** \$3,298,753

- **Activities Implemented:**
 - Library Materials
 - Supplies
 - Textual Materials
 - Standards aligned classroom instruction
 - Office services
 - Administration support
 - Counselor services

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds are designed to support the district language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$95,968
- **Activities Implemented:**
 - Instructional support 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:** Provide instructional supports to students who qualify for LAP funded interventions

Other Funding Source (PTA Grant)

- **Dollar Amount:** \$30,000
- **Activities Implemented:**
 - Supplemental reading program
 - Training and planning time for PBL (Project-Based Learning)
 - Tutors for reading and math