



## 2024-25 CSIP Review and Updates Maple 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:** Maple

**Principal:** Daisy Barragan

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** Ashley Thigpen, Bao Anh Le, Mary Kunce, Maria Herman, Kat Behrend, Heidi Ellis, Monica Whitford, Richard Pham, Mark Eaton, Erica Chau and Merlyn Swan.

[2023-26 CSIP Maple](#)

[Maple Elementary School Report](#)

[Maple 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.**

- Provide a guaranteed and viable Tier 1 curriculum
- Plan, implement, and assess instruction, intervention, and enrichment to address student needs.
- Ensure families of students of color have opportunities to advocate for their students and give feedback.
- Elevate the identities and voices of our diverse community and continue to grow as an antiracist and culturally responsive staff.
- Cultivate joy by providing social and emotional learning experiences, including class circles, charters, and celebrations.

**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?**

If we continued the implementation of the 2023-26 CSIP, we could potentially be impacting ML students who didn't identify as SOCFEJ based on their enrollment documentation.

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

From 2023-24 to 2025-26, Maple staff will increase two-way communication with our families of students of color furthest from educational justice by 2026 (3 years). Increase goal setting/progress monitoring with our families of students of color furthest from educational justice. (Subgroup 3.2) (1 year)

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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:**

Priority Area Learning Environments:

- Attendance Data via Atlas Dashboard: 83% of all Maple students attended 90% of the time.
- Students identified as Multilingual Learners attended at the all-student rate.
- ML Learners' attendance rate was above district average for 3 consecutive years. The district's average is about 60% and Maple's average is about 80%.
- SPS Climate Survey questions about Equity/Anti-racism questions up from 89 % responded favorably Fall of 2023 to 91 % responded favorably Fall of 2024.
- SPS Climate Survey questions about Equity/Anti-racism question, "I feel safe and welcomed at my school" increased from 87% responded favorably Fall 2023 to 95% responded favorably Fall 2024.

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

- Student academic performance is high: SBA ELA scores at 58.9% and SBA Math scores at 69%.
- African American Males outscored our Students of Color FFEJ in Math by 6%.
- Student attendance rate for all our students is 87.8% with our ML students having an attendance rate of 90.3%
- SPS Student Climate Survey question about enjoyment of Math increased by two points from 76% to 78%.
- Students with IEP's scored higher than ML students in ELA SBA by 9%.

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

- Students who receive ML/ELL services show 20% proficiency in the ELA SBA for the last three years compared to the overall student score of about 60% proficiency.
- Students who receive Special Education services show 30% proficiency in the ELA SBA for the last three years compared to the overall student score of about 60% proficiency.

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

- The possible root cause of the ML students need is because there are several newcomer students who are still learning the English language. In general, 4<sup>th</sup> and 5<sup>th</sup> grade students exit ML services at Maple and are no longer counted in the ML scores.

- The possible root causes of students who receive Special Education services not meeting standard are following:
  - Students getting pull-out services during Tier 1 instruction to receive Specially Designed Instruction (SDI).
  - Students are not able to access Tier 1 instruction without support.
  - Teachers are prioritizing learning and implementing Universally Designed Learning (UDL) strategies in support of differentiated instruction.

## **School Staff**

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

- SPS Climate Survey questions about inclusionary practices overall increase from 89% responded favorably Fall 2023 to 93% Responded favorably Fall 2024.
- SPS Climate Survey questions about inclusionary practices broken down by student groups. In Fall of 2023 88% responded favorably to having choice in learning new things while 91% responded favorably to having choice in learning new things Fall 2024.

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

- For the last two years, staff have engaged in UDL professional development by the UW Haring Center. In addition, about 8 people were trained in GLAD strategies for multilingual learners.
- SPS Climate Survey questions about inclusionary practices broken down by student groups. In Fall of 2023 88% responded favorably to having choice in learning new things while 91% responded favorably to having choice in learning new things Fall 2024.
- 94% of staff reported they feel supported in achieving their professional goals, down 6% from the previous year 2023.
- 84% of staff reported that there are leadership opportunities and support (1 point up from the previous year).

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

#### **Continued Action Steps:**

Professional learning that needs to be strengthened or continued:

- Inclusionary practices in support of student choice, student voice (self-assessment), and differentiated learning opportunities through Universal Design for Learning.
- Continue to strengthen our Professional Learning Communities (PLC) in support of collaborative instructional practices and data informed practices/analysis.
- Continue antiracism teaching practices.

#### **New Action Steps:**

- GLAD strategies (Number Heads Together and Team Points) to increase student discourse in ELA.
- Professional learning with curricula tools such as i-Ready to differentiate ELA instruction for struggling and advanced learners.
- Professional learning to provide Tier 1 and Tier 2 strategies for Social Emotional Learning (SEL).

## **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:**

- Family Engagement and creating a strong home-school partnership are essential components to student learning. At Maple, families, volunteers, and community partners are welcome to be

supporters, advocates, decision makers and collaborators in the learning of our students. Our families are welcome to volunteer in our lunchroom, classrooms, chaperone fieldtrips, teach/share their cultures, and join our school wide decision-making committees- Building Leadership Team, Family Engagement Action Team, and Parent Teacher Student Association.

- We will engage our families of African American males and children of color furthest from educational justice connecting them to student learning through student growth goal setting, progress monitoring during teacher parent conferences, curriculum night, and frequent email/phone calls utilizing families preferred method of communication, such as phone, text, email, and Talking Points. Specifically, supporting families requiring translated communication through the Talking Points software.
- In support of our focus on relationship-building with our African American families, we will create a school-wide two-way communication system. Consistent and frequent two-way communication will facilitate a strong home-school partnership. To progress monitor towards our family engagement goal, we will collect data from school-wide communication system, monitor how many of our African-American families participate in our events, committees and listening sessions.

**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:**

School staff activities during the school day:

- Rainbow Club (addresses SEL and student identity)
- Black Excellence at Maple (BEAM)
- Art from the Heart
- Big Science Day
- Family Engagement Action Team (FEAT)
- Seattle Teacher Residency (STR) (growing educators and establishing relationships with students and families)
- Atlantic Street (meets counseling needs for students)
- Cleveland High School Tutoring Partnership (CHS students supporting Maple students in reading)

After school programs:

- ReWA (STEM learning)
- Partnership with CISC (after school Chinese tutoring)
- PTSA enrichment programs
- Girls on the Run (addresses SEL learning)
- SCORES Program (addresses SEL learning)

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

### **Measures and Targets**

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

Students will have a positive mathematics experience, as measured by Student Climate Survey data, improving from an overall average of 76% for math on the 2023 student survey to an overall average of 90% on the 2026 student survey.

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

Students will have a positive mathematics experience, as measured by student survey data, improving from 83% on the 2024 student survey to 90% on the 2025 student survey.

## Action Plan

### 2024-25 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)
- Discipline/Suspensions
- Missed Instruction Log
- School Attendance Dashboard on Atlas

### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

### Process Data Measures:

- Walk-through/Observational Data
- School-based Survey (staff or students)

### Timeframe for Reviewing Process Data Measures:

Quarterly

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

All Staff

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## Priority Area: Classroom Instruction and Academic Success

### Measures and Targets

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

The percentage of Students of Color FFEJ who achieve English Language Arts proficiency or higher on the 3rd grade Smarter Balanced Assessment will increase from 41.4% in June 2023, to 53.2% in June 2026.

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

The percentage of Students of Color FFEJ who achieve English Language Arts proficiency or higher on the 3rd grade Smarter Balanced Assessment will increase from 41.4% in June 2024, to 46.4% in June 2025

## Action Plan

### 2024-25 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)
- Smarter Balanced Assessment (SBA)

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

Quarterly

**Process Data Measures:**

- Walk-through/Observational Data
- Teacher Observational Data
- Lesson Exit Tickets

**Timeframe for Reviewing Process Data Measures:**

Quarterly

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

All Staff

**2024-25 Evidence-based Practice 2:**

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)

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

Every six weeks

**Process Data Measures:**

- Walk-through/Observational Data
- Teacher Observational Data

**Timeframe for Reviewing Process Data Measures:**

6-week cycles

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

All Staff

**Advanced Learning and Highly Capable Services:**

Maple has created systems and structures that allow us to differentiate and meet the needs of all our students. Our master schedule includes two daily 30-minute blocks at the end of Tier 1 instruction in ELA and Math called Monarch migration. During those 30 minutes, students receive instruction at their level in the form of enrichment and intervention in small groups or working independently. Students engage in differentiated work at their level with their homeroom teacher and/or support teacher. Groupings are flexible because we expect growth from all our students. Support staff also uses this time to provide extra support to our Multilingual Learners (ML) students, SPED students, Highly Capable (HC) and SFJEJ students. Our HC students receive support from both classified and certificated staff. When they are working with the staff in small groups, HC

students engage in higher level thinking and/or diving deeper into the curriculum. In the classroom, HC students work independently on small projects like engaging in a book study or Pick a Project from Envision. Success Maker is also utilized to support HC students in their math at a higher level.

### **Expanded Learning:**

- After school tutoring with Rewa and CISC
- Team Read tutoring twice per week online targeting students of color furthest from educational justice who are below grade level in reading.
- Girls on the Run
- Launch After school programing/childcare
- Summer enrichment hosted at Maple

### **Homework Policy:**

Our Building Leadership Team (BLT) is in the process of updating the Homework Policy.

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

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

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

African American Family engagement at conferences will increase from 65% in fall 2023 to 95% in fall of 2026 as measured by fall conference attendance sheets.

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

African American Family engagement at conferences will increase from 83% to 90% by fall 2025 as measured by fall conference attendance sheets.

### **Action Plan**

#### **2024-25 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.

#### **Student Outcome Data Measures:**

Family Survey

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

End of Year

#### **Process Data Measures:**

- Participation/Attendance (e.g., Events, Membership)
- Talking Points Messages

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

Quarterly

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

All Staff

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# 2024-25 Budget Allocations to Support Continuous Improvement

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

## Basic Education

- **Intent and Purpose:**
- **Dollar Amount:**
- **Activities Implemented:**

## Equity Dollars

- **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:** \$2,074
- **Activities Implemented:**
  - Hired .5 Counselor/Behavior Interventionist to support students who do not qualify for 504s and need Tier 2 behavior support.
  - Both positions prioritize SOFFEJ.

## 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:** \$51,744
- **Activities Implemented:**
  - Hired a .5 Academic Interventionist in support of the third grade reading goal and fifth grade math goal.

## Title 1

- **Intent and Purpose:** Extra time pays for collaboration focused on analyzing student data, planning Tier 1 instruction, and planning supports for all students.
- **Dollar Amount:** \$6,000
  - **Activities Implemented:** Summer collaboration

## Title 1

- **Intent and Purpose:** Release Days collaboration focused on analyzing student data, planning Tier 1 instruction, and planning supports for all students.
- **Dollar Amount:** \$10,731
- **Activities Implemented:**
  - Provide a half-day for teams to meet
  - Required an agenda and notes to be submitted to admin

## Title 1

- **Intent and Purpose:** Professional Learning in GLAD strategies
- **Dollar Amount:** \$9,000
- **Activities Implemented:** Professional Learning

## Title 1

- **Intent and Purpose:** i-Ready
- **Dollar Amount:** \$20,000
- **Activities Implemented:**
  - Student licenses
  - Professional Learning on data analysis

## Title 1

- **Intent and Purpose:** Team Read
- **Dollar Amount:** \$8,080
- **Activities Implemented:** Tutoring



### **Title 1**

- **Intent and Purpose:** Jump Start
- **Dollar Amount:** \$4,351
- **Activities Implemented:**
  - Family connection
  - Weeklong program to support families and students with the transition of kindergarten

### **Title 1**

- **Intent and Purpose:** Summer Family Connections
- **Dollar Amount:** \$5,744
- **Activities Implemented:** Outreach to new families

### **Title 1**

- **Intent and Purpose:** Guided Reading Sets for Tier 2 lower-level books
- **Dollar Amount:** \$15,000
- **Activities Implemented:**
  - Differentiated text sets to support student development of reading skills in 4th and 5th grade

### **Title 1**

- **Intent and Purpose:** Extended Learning in ELA
- **Dollar Amount:** \$26,794\*
- **Activities Implemented:**
  - Target students who do not have access to i-Ready during school to participate in tutoring
  - Prioritize SOFFEJ