



2024-25 CSIP Review and Updates McGilvra 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: McGilvra Elementary

Principal: Jolene Anderson

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Kristin Drake (K-1), Meng Li Helm-MacLeod (2-3), Stacy Mitchell (4-5), Julia Finch (SAEOPS), Elise Wright (Specialists), and Jennifer Carr (Specialists)

[2023-26 CSIP McGilvra](#)

[McGilvra Elementary School Report](#)

[McGilvra Elementary School Climate Survey](#)

Summary of Risks and Desired Outcomes

Priority Practices identified in the 2023-26 CSIP implemented during the 23/24 school year are:

- Learning Environments- Joyful, safe, anti-racist
- Classroom instruction and Academic Success- 3rd Grade Language Arts
- Family and Community Engagement
- Culturally Responsive Workforce

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?

Currently our AAM are experiencing the greatest impact as they have the most discrepant test scores. This would indicate that they are experiencing an inequitable learning experience. An element of this could be feelings of being different and not that their culture is valued at the school.

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

Short-term: Students feel as though their cultural background is recognized and celebrated as an integral part of who they are and what they bring to the learning community.

Long-term: Students will feel equally important and valued, increasing marginalized communities' joyful engagement in learning and being fully considered and incorporated into learning communities.

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:

In our previous baseline (2nd grade met % on MAP ELA) from 22/23, 75.3% of all students met or exceeded standard with SOCFEJ performing at 30.0%. The projected Spring '24 MAP reading met% is at 70.6% for all students and 18.2% for SOCFEJ.

Summary of student strengths supported by data:

Student climate surveys since Fall of 2021 indicate high levels of affirmative responses to the following questions:

- Equity and Antiracism (96%-95% affirmative)
- Identity and Culturally Responsive Teaching (85%-81% affirmative)
- Inclusionary Practices (94%-91%)
- Literacy (87%-92%)
- Positive Behavior and Safety (88-93%)
- Social Emotional Learning (88%-92%)
- Student Voice and Leadership (82%-85%)

McGilvra's Spring 2024 SBA test results vary each year by grade level, but the majority of student (65.6%-80.6%) meet or exceed standard in ELA and Reading.

2024 WCAS Science assessment data show 84.6% meeting or exceeding standard.

For the 23/24 school year, McGilvra had only one suspension.

Identify and prioritize student needs supported by data:

Out of 16 SOCFEJ Male students, 3 did not meet annual expected growth. Of the 16 students tested, 4 are not projected to meet or exceed SBA Level 3 in Spring of 2025. Of those projected to not meet standard, 1 is projected to perform at a level 1 and 3 are projected to perform at a Level 2.

Summary of possible root causes of the priority student need:

The students who are projected to not meet standard are all served by or are in the process of being qualified for Special Education.

School Staff

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

For the 23/24 school year, 100% of school staff engaged in professional development those chose in the areas of: Culturally Responsive Teaching, Since Time Immemorial, and Beyond Black Lives Matter.

This year's focus is implementation of the Beyond Black Lives Matter. For the 24/25 school year, the whole staff are implementing the work of the Beyond Black Lives Matter team, who took the 13 pillars of Black Lives Matter, assigned each grade level 2-3 concepts, and provided materials, links, and resources to support daily implementation in the classroom.

The 13 pillars are restorative justice, empathy, loving engagement, diversity, globalism, queer affirming, trans affirming, collective value, intergenerational, black families, black villages, unapologetically black, and black women.

The concepts at the core of these practices (empathy, diversity, loving engagement) are the focus of kindergarten and first grade with all others building on this foundation with their grade level themes.

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

As the 23/24 school year was the year of gaining knowledge and strategies, there was limited implementation of new learning.

While our target for Belonging and Identity was by Spring of 2024, McGilvra Elementary will increase student response percentages for Belonging and Relationships from 81% to 95% (89% actual), and Identity and Culturally Responsive Teaching from 85% to 90% (actual 81%), our hypothesis is staff were still in the learning stage and had not shifted to the implementation stage. In the 24/25 school year, each green day is reserved for implementation and deliberate action in service of the learning for our SOCFEJ.

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

Our focus as a building this year is regular formative assessment to measure student understanding and providing regular interventions within the classroom. In baseline data from Walkthroughs performed by the principal, teachers are consistently calling on students who volunteer and not calling on students who don't raise their hand. While this practice was based on previous learning which placed an emphasis on students feeling anxious or called out when they did not know the answer, it results in students being able to hide their misunderstandings and potential missed learnings.

As a result, McGilvra staff will be participating in Learning Walks focused on observing practices we would like to emulate. Specifically, our first Learning Walk will be to Madrona Elementary to observe their practice of "on demand" questioning and how to support learners in engaging with class discussions more confidently and regularly. This will help identify those who understand and can develop their understanding further or identify those who need more help in developing their understanding of content. This shift in professional learning and practice has great potential in impacting student 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:

The use of Talking Points as a communication device between teachers and families has a higher response rate than email. It is also convenient as it allows teachers to message families when they are able, and families can respond when they are able. One of the expected interventions by teachers is connecting with the parent once they determine there is a concern. Before a higher-level response (S.I.T. meeting for example) is called, teachers must connect with the family to share what they have been doing for intervention and explain the next step.

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:

McGilvra is using building funds and support from the PTA to secure tutors from TIPS (Tutors in Public Schools). The tutors are being implemented to support interventions in early literacy K-2, reading and math supports in 3rd-5th grade, and direct supports for those SOCFEJ students most impacted by adverse life experiences. As the target students of these interventions are currently in the 3rd grade, this directly aligns to our goal of 85% of 3rd grade students at McGilvra will meet or exceed standard as measured by the spring SBA for ELA.

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

Measures and Targets

2023-26 Three-year Goal:

By the end of the next three-year period, McGilvra Elementary will increase student response percentages for Belonging & Relationships from 81% to 95% and Identity and Culturally Responsive Teaching from 85%-95%.

2024-25 One-Year Goal:

By the Spring 2025 Student Climate Survey, McGilvra Elementary will increase student response percentages for Belonging and Relationships from 88% to 93% and Identity and Culturally Responsive Teaching from 82% to 87%.

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.

2024-25 Evidence-based Practice 1:

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas

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)
- Care Coordination Plans

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Jolene Anderson
- Principal

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

By the end of 25/26 school year, at least 90% of 3rd grade students at McGilvra will meet or exceed standard as measured by Spring SBA for ELA. **ONE YEAR GOAL** By the end of the 23/24 school year, at least 85% of 3rd grade students at McGilvra will meet or exceed standard as measured by Spring SBA ELA.

2024-25 One-Year Goal:

By Spring of 2025, 28.2% of 2nd grade SOCFEJ will meet or exceed annual growth as measured by MAP ELA testing.

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.

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:

- Curriculum-Embedded Assessments (CEAs)
- MAP
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

End of Year

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

End of Year

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

Teachers of ELA

Advanced Learning and Highly Capable Services:

Throughout our classroom practice at McGilvra, we provide differentiated learning opportunities for all including challenge options for students who want to extend their thinking; opportunities to show learning in different ways; and a school wide weekly challenge which encourages students to work

together to arrive at a solution. These “Wildcat Challenges” are varied and include multiple modes of learning including visual spatial, patterns and permutations, and creative solutions.

Expanded Learning:

McGilvra School Social Worker is part of the MTSS team and collaborates with teachers and families to provide opportunities for Expanded Learning. This could include (but is not limited to) afterschool enrichment, summer learning, afterschool tutoring, etc.

Homework Policy:

At McGilvra, we strive to ensure that the amount of homework assigned—and the time required to complete it—is reasonable and manageable for students and their families. The primary purpose is to enable students to practice content learned during the school day while enhancing development of important skills including time management and work ethic. Homework is also important in connecting school and home, providing families with insight as to what their student(s) experience in the classrooms each day.

In general, McGilvra has the following homework per grade level:

Kindergarten: 15-20 minutes per night

First grade: 15-20 minutes of reading each night plus one section of weekly practice (sent home Monday to be returned on Friday).

Second grade: 20 minutes of reading each night and 15 minutes of math (sent home Monday to be returned on Friday). This includes enrichment/challenge options that support in class learning.

Third grade: 20-30 minutes of reading per night with 20 minutes of math (with additional challenge options for each math assignment).

Fourth grade: 20 minutes of required reading and up to 30 minutes of math (with additional challenge options).

Fifth grade: 20 minutes of required reading and 20 minutes of math practice up to 60 minutes per night for students wanting a challenge.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By the end of the 25/26 school year, family input survey results will reflect an increase in satisfaction to academic offerings. Specifically they will show improved satisfaction with academics: ability to help their student(s) with homework, availability of extension/challenging work for their student, and STEM opportunities in the school.

2024-25 One-Year Goal:

By the end of the 2024-25 school year, at least 50% of our families will have completed the newly implemented Family Input 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.

2024-25 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:

Elementary Progress Reports

Timeframe for Reviewing Outcome Data Measures:

Each trimester

Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership);School-based Family Survey
- Homework Completion

Timeframe for Reviewing Process Data Measures:

End of Year

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

Staff of McGilvra Elementary School

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:** \$2,152,463
- **Activities Implemented to Meet Intent and Purpose:**
 - Per Pupil allocation, Principal’s office, K-3 teachers to assure quality instruction and oversee programming and supports for students identified through DIBELS and MAP as needing intervention.
 - Staff in the Main Office, specialists and classroom teachers throughout are responsible for establishing and maintaining a warm and welcoming environment and one which families feel welcomed by.

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:** \$31,759
- **Activities Implemented to Meet Intent and Purpose:**
 - Translation and Interpretation

- Bilingual Textual Materials

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:**
 - This pays for .4 of an Academic Interventionist.
 - Part of the work of this full-time interventionist (made whole by PTA monies) is focused on supporting early literacy including managing volunteers who support Sound Reading Partners supports.

Other Funding Source (PTA Funding)

- **Intent and Purpose:** McGilvra's PTA provides .6 Academic Intervention and three TIPS tutors for October through May.
- **Dollar Amount:** \$193,000
- **Activities Implemented to Meet Intent and Purpose:**
 - TIPS tutors have a specific emphasis on supporting K-2 literacy through Sound Partners work.
 - This year in particular, students who are in the 3rd grade and not projected to Meet or Exceed standard on SBA ELA are being supported by TIPS tutoring as well.