



2024-25 CSIP Review and Updates Montlake 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: Montlake Elementary

Principal: Julia Pearson

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Lori Yorde (K-2 Rep), Margaret Johnson (3-5 Rep), Paula Wittmann (Specialist Rep), Michelle Stryker (SpEd Rep), Anna Faraday (Classified Rep), Marin Gestsdottir and Annika Berman (PTA Reps).

[2023-26 CSIP Montlake](#)

[Montlake Elementary School Report](#)

[Montlake 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.

Last year the Montlake staff continued our strong SEL instruction with the implementation of Second Step in every classroom, and teachers continued implementing classroom meetings on a weekly basis. Peace Tables throughout our classrooms and hallways have allowed students to self-manage “Bugs and Wishes” conversations, and cross-grade level Wolfpacks participated in a lesson related to social justice and/or racial equity theme once a month. During our monthly assemblies, one student from every classroom was recognized for being Prepared, Advocates, Welcoming and Safe.

In addition, we began honoring students for demonstrating a monthly character trait on a “Shout Out” wall outside the main office and kept track of nominations so that every student within our community was recognized. Staff learned about the 10 principles of Universal Design for Learning from the Novak Group and received feedback from a site visit which identified areas of strength and growth. All students were introduced to three of the concepts from the Social Thinking curriculum

(The Group Plan, Body in the Group, and Think with Your Eyes), and staff began using these concepts in their classrooms.

We added a "Night Market" to our Family Engagement calendar, in which every student became an entrepreneur and created their own product. The seeds of this event started as a Pick a Project from the enrichment section of our math curriculum and was so successful we decided to continue it again next year.

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?

Last year we focused on connecting with and supporting our Special Education families and our families of Students Furthest from Educational Justice. We feel that continuing and solidifying these actions will allow us to be in a position to be better able to mitigate the possible risks of an expanded community when we move back into a new building in the Montlake neighborhood.

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

In the short term, the desired outcomes for students, families and staff are all focused on strong sense of belonging and academic engagement in our school community; in the long term this will lead to a richly diverse and thriving educational environment in which every student reads at least a 3rd grade level and is encouraged to work to their abilities.

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:

Our three-year academic goal in support of third grade reading is to increase the percentage of 3rd grade Students of Color Furthest from Educational Justice (SoCFFEJ) projected proficient or above in ELA on the SBA from a baseline of 60% in the spring of 2022-23 to a target goal of 70% by 2025-26.

Data from the spring of 2024 showed that 50% of our SoCFFEJ scored proficient or above in ELA on the SBA, representing a 10% decrease overall. (The district average for 3rd grade Students of Color FFEJ in the spring of 2024 was 41.7%.)

Summary of student strengths supported by data:

Classroom-based and curriculum embedded assessments from within our literacy curricula (i.e., Being a Reader mastery tests and SIPPS mastery tests) show these same 3rd grade SoCFFEJ students performing at or near standard, demonstrating that the SBA is perhaps not the most culturally responsive measure of their learning. When we examined the data from "All Students" in the 3rd grade, we noticed that 80.6% of all third-grade students scored proficient or above in ELA on the SBA on this same assessment, representing a 10.9% increase overall from the prior year.

Identify and prioritize student needs supported by data:

Students may benefit from having more time to practice with the SBA if this is being considered as the primary measure of their abilities.

The Montlake BLT has agreed to use the Racial Equity Toolkit as lens to look at more choices and in many different decision-making arenas.

Summary of possible root causes of the priority student need:

Using a measure such as the SBA is problematic in that it may not accurately represent the full measure of a student's learning and growth. This year we may want to change our overall goal to include MAP as well as SBA and consider adding in classroom-based assessments such as the Being a Reader mastery tests within the CCC curriculum which is what we track internally through our MTSS system. Another problem we've noticed is that examining 3rd grade ELA SBA data from year to year does not show growth within one cohort, and instead measures disparate cohorts from year to year. Ultimately the scores of any one year will allow for reflection on teaching in grades 3rd grade and below, but also gives valuable insight on which students continue to need additional supports as they move through 4th and 5th grade.

School Staff

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

Our three-year goal in the area of improving our culturally responsive practices is to increase our "Identity and Culturally Responsive Teaching" favorability responses from 76% to 88% overall on our spring Student Climate Survey, and for students who identify as multi racial to increase from 81% favorable to 91% favorable responses from the spring of 2023 to the spring of 2026.

An examination of the data from the spring of 2024 shows that students believe we have increased by 2 percentage points in the area of "Identity and Culturally Responsive Teaching," and that 78% of students responded favorably to this question.

Student response to the question "I feel safe and welcomed at my school" was 84% favorable, which is unfortunately down 7 percentage points from the spring of 2023.

Notably, areas of strength on this year's student survey include Belonging and Relationships (up 3 points at 83%), Math up for the 2nd year in a row (now at 71% favorable), and Literacy (up 4 points at 92%). During our Professional Development (TRI) days this year the staff celebrated that 98% of Montlake students report that they "love reading".

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

Our focus on Universal Design for Learning has given our students multiple ways to attain, practice and demonstrate skills across all grade levels and content areas, and our work with the Novak Group as an "Early Adopter School" is helping us understand how we can design lessons that meet the needs of all learners.

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

Rather than focusing on all 10 of the Novak Group's "UDL Look-fors," (which was the emphasis of our first year of learning and Professional Development with the Novak Group last year), this year's UDL work will emphasize the creation of Flexible and Formative Assessments, where we plan to remove barriers by offering students the same firm goals but with flexible means and adequate support as they express their learning. Teachers will also be providing opportunities for Student Self-reflection and Feedback, with the belief that all students can build learner agency if we help them reflect on their own learning and understand their strengths and areas of growth so they can attain mastery. A school developed UDL walk-through tool has been useful in encouraging teachers to be thoughtful and intentional about stretching their practice.

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:

Without a family survey distributed by SPS we do not currently have a dependable measure to determine whether our efforts are working in this area. The Montlake BLT has made the development of a family survey a priority area this year, and as a staff and parent community we very much want to set up buddy programs, hold open houses, and create a welcoming and inclusive environment for any families who join us after our move back to our newly remodeled building in the fall of 2025. Teachers have been trained in the use of Talking Points, and after having been located in the Greenlake area for two years [due to construction], our hope is to focus on rebuilding opportunities for our families to volunteer in classrooms and attend community events.

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:

We are currently partnering with Salmon in the Schools as well as the Montlake PTA, who coordinates an After School Enrichment program. Both of these partnerships are already very strong and will continue to be prioritized as we move back into the new building in the fall of 2025.

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

Measures and Targets

2023-26 Three-year Goal:

By June 2026, we will increase our "Identity and Culturally Responsive Teaching" favorability responses from 78% to 88% and for our students who identify as multi racial from 81% favorable to 91% favorable responses as recorded by our Student Climate Survey.

2024-25 One-Year Goal:

By June 2025, we will increase our overall "Inclusionary Practices" favorability responses from 84% to 90%, paying special attention to the question "My teacher gives me choices in how I learn new things at school and how I share what I know," increasing from 79% favorable to 85% favorable.

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)
- School Attendance Dashboard on Atlas
- Discipline/Suspensions

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Professional Development Attendance and Exit Tickets

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

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

- All Classroom Teachers
- Principal
- Elementary Assistant/Attendance Secretary

Evidence-based Practice 2:

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:

- Beginning of Year
- End of Year

Process Data Measures:

- Walk-through/Observational Data
- Professional Development Attendance and Exit Tickets

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

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

- Principal
- Building Leadership Team
- Teacher Leader Cadre

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percentage of 3rd grade Students of Color Furthest from Educational Justice (SOCFFEJ) projected proficient or above in ELA on the SBA will increase from a baseline of 60% in the spring of 2023 to a target goal of 70% by 2025-26. (Note: The District average for 3rd grade SOCFFEJ in the spring of 2024 was 41.7%)

2024-25 One-Year Goal:

The percentage of 2nd grade SOCFFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 37.5% in spring of 2023 to a target goal of 50% by the spring of 2024.

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:

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

Timeframe for Reviewing Student Outcome Data Measures:

- 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:

Monthly

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

- Classroom Teachers
- Principal

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)
- Elementary Progress Reports (EPR)
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

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

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Monthly

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

- Classroom Teachers
- Principal
- Teacher Leader Cadre

Advanced Learning and Highly Capable Services:

- Classroom Differentiation. At Montlake Elementary, we have high expectations for all students, and we know that each will be challenged by the rigor and depth of our curriculum. To that end, Montlake follows an inclusion model in which teachers differentiate instruction for all students. [Current research](#) shows that inclusion is generally best educational practice for all learners, including advanced learners, especially in math. An inclusion model is also consistent with the [Seattle Public Schools' Strategic Plan](#) focus on “undoing legacies of racism in public education.” The following are various strategies we use to meet the needs of all learners, including those identified as advanced either by their teachers or district testing.
- AL/HC Math Strategies. Montlake utilizes the [enVision Math 2020](#) curriculum, which builds conceptual understanding through a combination of problem-based and visual learning strategies. Teachers implement differentiated instruction in varied groups: whole class, small group, partners, and individual. Listed below are instructional strategies used at Montlake (note that not every strategy will be used in every classroom):
 - Parallel Tasks. All students work on the same core content with tasks of different complexity.
 - Curriculum Compacting. Use assessment to determine student skill level in a core content area. Then eliminate or enhance parts of the curriculum based on instructional need.
 - Flexible Groups. Students are grouped by interest, achievement, activity preference, or specific instructional needs.
 - Math Centers and Games. Activities in small groups based on student choice or teacher designation.
 - Small Group Instruction. Teacher works with a small group of students on a targeted learning goal.
 - Tiered Assignments. Adjusted degrees of difficulty of a question, task or product to match student's current readiness level.
 - Open Questions. A question framed in such a way that a variety of responses/approaches are possible.
 - Targeted Questioning. Teacher is intentional about depth of questions asked. All students are asked questions that require critical thinking at a level that is challenging for them, and all students benefit from hearing their peers' thinking.

AL/HC Reading Strategies. The strategies listed above are also adapted for use in reading instruction. We use a wide variety of reading materials from our classroom and school libraries, *Junior Great Books*, teacher read-alouds, and content area reading. Classroom groupings include:

- Flexible Leveled Reading Groups (K-3). Utilizing the [Collaborative Classroom](#) curriculum, students are placed in groups by current reading level to ensure appropriate instruction and reading materials. Groups can change as students' reading skills develop.
- Literature Groups (3-5). A group of students read the same book. They ask peer questions, discuss major themes, study vocabulary, and analyze author's purpose and style.

- Independent Reading. Each student will have an opportunity for self-selected reading during the school day to develop reading fluency and get in the habit of reading.
- Support for Students in Selecting Appropriate Books. Teacher will guide students in choosing just-right books for independent reading. (Criteria include instructional level, high-interest reading, and student choice.)

Teachers may also use the following differentiated approaches to support the AL Reading Strategies above:

- Reading Logs. Students keep a reading record to allow both student & teacher to monitor choices.
- Independent Book Study Projects. Opportunities for students to explore a topic of interest to them.
- Book Reports (2-5). Depth of student analysis and comprehension is appropriate to student reading level.
- Response to Literature. Opportunities for students to demonstrate understanding by using text to make connections and support thinking. Projects could include art, drama, writing, reports or other presentations.
- Extension Menus. Developed in conjunction with members of a grade level team, students choose an option from a predetermined “menu” of options (or propose an alternate option) that allows them to demonstrate and extend their learning.
- Genius Hour. Students choose a topic of their choice, research it, and create an innovative project and presentation using the Genius Hour model. Past topics have included video games, learning sign-language, designing buildings, starting businesses, and changing the world.

Expanded Learning

- Referral to SPS Summer Learning programs
- Evening events and performances that connect families to the instruction and engage families in student learning.
- Curriculum Night
- PTA funded after-school enrichment activities (Note: The Montlake PTA has established a robust After School Enrichment program which is accessible to all students and offers scholarships for any student who needs them. All students qualify for an Activity Bus, and Special Education students who qualify for Transportation Services are receiving transportation home at the end of each session. As a result, more students with IEP's are taking the classes than ever before.)

Homework Policy

We believe that all children K-5 benefit from a rich reading life at home. We encourage at least 20 minutes of daily reading, which can be a combination of looking at picture books, reading with an adult, reading independently, or other reading activities.

Brain research also shows that repeated exposure to math concepts is beneficial. As a result, we want students to do some math work at home as well. That can be something the teacher sends home that matches the day's lesson, or it can be something that a family chooses--playing go fish, counting coins, working on math facts, playing chess, talking about time, etc. You can find additional ideas for supporting your mathematician at home by visiting SPS's [elementary math family support page](#) online. Rich resources especially designed for elementary mathematicians and their families are also available [online at the SPS website](#).

Special Projects--Sometimes a teacher will assign special projects at school that require a little prep work at home. Examples include interviewing a family member, thinking of ideas for a science project, practicing lines for a play, etc.

How long should homework take? Homework will only be given for Monday through Thursday, but it can be done anytime. We know children today have many activities, and some nights are busier than others.

- 20 minutes of reading plus 10 minutes of math for K-1
- 20 minutes of reading plus 15 minutes of math for 2-3
- 20 minutes of reading plus 20 minutes or math for 4-5

What is the process if I have questions about my child's homework? Homework is encouraged at Montlake but not required. Students will not lose recess or class points or have other consequences for incomplete homework; however, it is a missed learning opportunity. For example, students will certainly read and do math at school, but the extra time reading at home, either alone or with a family member, is lost time if it isn't done. Homework can also be informative and can help families understand how their child is doing at school.

Teachers at Montlake want to work with families so that children and parents are enjoying learning at home, and we are open to alternate assignments. Please talk to your child's teacher if you have questions.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

85% of families that respond will respond favorably in SPS-administered surveys related to the Four Pillars of Family Engagement. Information will be aggregated according to demographics and shared with the Montlake PTA.

2024-25 One-Year Goal:

75% of families that respond will respond favorably to a school-created community survey in the spring of 2025. The survey will strive to include proportional rates of feedback and participation from our diverse community, including SOCFEJ, special education, multilingual, and low-income students. The survey will be given in the spring of each year culminating in the spring of 2026. Because there is not currently an SPS-administered family survey, the Montlake BLT will work on developing such a survey with the Montlake PTA.

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:

Connecting learning at home and school: Work together with families to create positive attitudes to education, develop shared understandings of how children learn and learning programs and build on families' capacity to support learning at home.

Outcome Data Measures:

- Elementary Progress Reports
- Student Grade Reports
- Conferences

Timeframe for Reviewing Outcome Data Measures:

- Beginning of Year

- End of Year

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey

Timeframe for Reviewing Process Data Measures:

Beginning of Year;End of Year;

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

- School Culture and Family Engagement Committee
- Principal
- Classroom Teachers

Evidence-based Practice 2:

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
- Student Grade Reports

Timeframe for Reviewing Outcome Data Measures:

- Beginning of Year
- End of Year

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- Volunteer Count
- Engagement Event Exit Tickets

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

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

- Building Leadership Team
- Principal
- School Culture and Family Engagement Committee

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:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$1,772,461

- **Activities Implemented to Meet Intent and Purpose:** We used baseline resources to ensure we had limited splits and reasonable class sizes, as well as maintaining a 0.5 Academic Interventionist.

Multilingual Learners (Title III)

- **Intent and Purpose:** Certificated Teacher to design instruction that meets the needs of students learning the English language.
- **Dollar Amount:** \$31,874
- **Activities Implemented to Meet Intent and Purpose:**
 - Our MLL teacher is here one day a week and does both push-in and pull-out instruction.
 - She also administers the WIDA on an annual basis.

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:** Our Academic Interventionist is paid for with these funds.

Other Funding Source (PTA Funding)

- **PTA Funding**
 - **Dollar Amount:** \$231,000
 - **Activities Implemented to Meet Intent and Purpose:**
 - 0.5 Art and Intervention
 - 0.5 PE and Intervention
 - 0.1 Academic Intervention
 - 0.3 Elementary Assistant