



2024-25 CSIP Review and Updates North Beach 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: North Beach Elementary School

Principal: Kristine McLane

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Sarah Bradley, Schuyler Jones, Julie Keegan, Sasha Varnado, Kristine McLane, Jenny Hansen, Frank Willis, Jackie Osborn, Alicia Likkel, Izabela Gabrielson, and Bronte King

[2023-26 CSIP North Beach](#)

[North Beach Elementary School Report](#)

[North Beach 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.

Utilizing climate survey data and staff feedback to guide professional development and implement changes to schoolwide expectations, monthly MTSS meetings, PD for implementing UDL strategies, ongoing PLC work to analyze student work and monitor growth.

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?

Not meeting short- and long-term goals. Students at risk are those who have not made adequate academic growth and their families.

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

Meeting short-and long-term goals of the CSIP. We've identified gaps in student climate data as students move from 3rd grade to 4th/5th grades. We held focus groups with 4th grade students to

identify areas staff can target to improve students' learning environment and academic growth. Continued growth in family engagement is an ongoing desired outcome.

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:

Spring Climate Survey data for 3rd-5th grade students exceeded the one-year goal of increasing positive responses to the statement, "After conflicts occur, we work to fix our relationships" to at least 78% for students receiving Special Education services. Staff focused on implementing classroom circles schoolwide daily and participated in a staff book study on positive behavior classroom strategies.

Summary of student strengths supported by data:

One year goal for 2023-24 was 78% of students receiving Special Education services would respond positively to the question "After conflicts occur, we work to fix our relationships"; data reflected the three-year goal of an 86% positive response rate was almost met (positive responses from students: 85%).

Identify and prioritize student needs supported by data:

Students are struggling with social situations and climate survey data indicates this as an ongoing need to focus on. For the 2024-25 school year, we will focus more PD and support on student social interactions. Additionally, we've determined that chronic absenteeism has increased.

Summary of possible root causes of the priority student need:

Need for additional student SEL support, direct instruction, deeper implementation of restorative practices.

School Staff

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

All classrooms have implemented classroom community circles as a Tier 1 strategy after ongoing schoolwide PD on restorative practices.

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

The focus on restorative practices has been reflected in student climate survey responses; our learning environment goal has been modified because our three-year goal was almost met after one year.

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

Ongoing focus on supporting small group/differentiated instruction in math. Continued implementation of UDL strategies – this is the second year we will be focusing on UDL, so there is continued work to be done in this area.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices at various levels:

In partnership with PTA, parent survey data collected to obtain feedback on improving communication and parent education support.

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:

Ongoing partnership with Boys/Girls Club, providing afterschool care for families. Program alignment meetings and check-ins with school staff held several times per school year.

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

Measures and Targets

2023-26 Three-year Goal:

Continuing our partnership with SPS Behavior Health Coach for ongoing consultation, we will increase positive responses to the statement, "At school I learn how to make good friendships" on the 3-5 District Climate Survey to at least 84% for students receiving Special Education services by the end of school year 2025-26.

2024-25 One-Year Goal:

Continuing our partnership with SPS Behavior Health Coach for ongoing consultation, we will increase positive responses to the statement, "At school I learn how to make good friendships" on the 3-5 District Climate Survey to at least 76% for students receiving Special Education services by the end of school year 2024-25.

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)
- School Attendance Dashboard on Atlas
- Missed Instruction Log

Timeframe for Reviewing Student Outcome Data Measures:

Monthly/trimesters

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
 - Grade Level Teams
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Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percentage of 3rd Grade Students with IEPs proficient or above in ELA on the SBA will increase from a baseline of 26.1% to a target goal of 56% by 2025-26.

2024-25 One-Year Goal:

The percent of 2nd Grade Students proficient or above in ELA on MAP will increase from a baseline of 74% in June 2024 to 80% by June 2025.

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:

Trimesters

Process Data Measures:

- Walk-through/Observational Data
- Teacher 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
- Grade Level Teams

Advanced Learning and Highly Capable Services:

North Beach provides reading/writing, English language arts, and math lessons within the existing curriculum that offer more in-depth opportunities to expand knowledge. This type of “differentiated instruction” is offered to Advanced Learners, Highly Capable students, and any student who demonstrates a need for deeper learning. Differentiated instruction is when students are provided with instruction tailored to their specific abilities.

Homework Policy:

What does homework look like at North Beach Elementary?

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

Brain research also shows that repeated exposure to math concepts is beneficial. As a result, we want students to complete math homework in grades 2-5. In addition, feel free to supplement this with family activities like playing go fish, counting coins, working on math facts, playing chess, talking about time, etc.

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.

Homework should not involve new learning but should be a review of what students learn during the school day (or to keep up with past skills). If your child is regularly unable to complete homework within the given time please communicate with your child’s teacher so that accommodations can be made. While homework is an expectation and participation in homework is strongly encouraged, there are no consequences imposed on a student who does not complete homework. Families may choose to modify assignments by adding to or decreasing the amount of homework assigned.

How long should homework take?

Homework will only be given for Monday through Thursday, but it can be done anytime. Here are rough time guidelines:

Kindergarten – First Grade: 20 minutes of reading daily.

Second – Third Grade: 20 minutes of reading plus 15 minutes of other subjects.

Fourth – Fifth Grade: 20 minutes of reading plus 20 minutes of other subjects.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

In partnership with our PTA Special Education Liaison and Parent Diversity, Inclusion and Equity Committee, North Beach will support increased involvement families of multilingual learners, students receiving special education services, and students of color furthest from educational justice. At the end of June 2026, 80% of families of students receiving multilanguage learner services will participate in at least one evening/family event.

In partnership with our PTA and community partners, North Beach staff will support reduced chronic attendance rates. At the end of June 2026, fewer than 10% of students receiving Special Education services will have attendance rates that reflect chronic absences for the 2025-26 school year.

2024-25 One-Year Goal:

In partnership with our PTA Special Education Liaison and Parent Diversity, Inclusion and Equity Committee, North Beach will support increased involvement families of multilingual learners, students receiving special education services, and students of color furthest from educational justice. At the end of June 2025, 50% of families of students receiving multilanguage learner services will participate in at least one evening/family event.

In partnership with our PTA and community partners, North Beach staff will support reduced chronic attendance rates. At the end of June 2025, fewer than 15% of students receiving Special Education services will have attendance rates that reflect chronic absences for the 2024-25 school year.

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:

- Student Attendance
- Missed Instruction Log
- Elementary Progress Reports

Timeframe for Reviewing Outcome Data Measures:

Trimesters

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Monthly

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

- MTSS
- Grade Level Teams

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:** \$3,103,492

- **Activities Implemented:** Standards aligned instruction is provided to all students.

Multilingual Learners (Title III)

- **Intent and Purpose:** Provide support for students eligible for Multilingual services
- **Dollar Amount:** \$63,863
- **Activities Implemented:** Funds utilized for part-time Multilingual Learner teacher, bilingual instructional supplies, and translation support.

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:** Funds combined with Equity allotted funding and per-pupil spending to support a part-time academic interventionist.

Discretionary

- **Intent and Purpose:** Update library collection
- **Dollar Amount:** \$2,943
- **Activities Implemented to Meet Intent and Purpose:** Library materials – funds will be used to update and enhance the library collection and acquire more diverse materials.

Equity

- **Dollar Amount:** \$3,728
- **Activities Implemented:**
 - Funds combined with LAP funding to support a part-time academic interventionist.