



## 2024-25 CSIP Review and Updates Pathfinder K-8 School

### School Data and Building Leadership Team Members

**School Name:** Pathfinder K-8 School

**Principal:** Daxa Thomas

**Members of the Building Leadership Team, Racial Equity Team, and Parent/Guardian/Community**

**Partners:** Daxa Thomas, Jen Everman, Andy Darring, Trissa Hodapp, Timmesha Watson, Chelsea Bogrow, Jas Anthony, Sarah Bock, Baylee Frost, Steve Patton, Amanda Williams, Rita Garton, Anna Lynch, & Lisa Stencil

**Community Partners (Community Based Organizations):** Blazing Trails Childcare, Pathfinder K-8 PTSA, WA-BLOC, New Beginnings, Reading with Rover, Therapeutic Health Services, Speak with Purpose, and Cowlitz Indian Tribe.

[2023-26 CSIP Pathfinder](#)

[Pathfinder K-8 School Report](#)

[Pathfinder 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.**

- The priority practices that were implemented in the 2023-2024 school year include:
- MTSS (CARE team) to track social/emotional and academic progress as well as concerns
- SIPPS Intervention
- UDL strategies
- Yearlong professional development journey to calibrate rubrics each month
- Restorative practice professional development with RET partnership

**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?**

26.5% of Pathfinder's student population receive special education services. We are looking to show SBA growth with all of our students, including our special education population students by implementing strong tier 1 instructional practices and UDL strategies.

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

We are committed to fostering an inclusive and equitable learning environment so every student can thrive academically, socially, and emotionally. With the staff commitment towards equity and implementation of high-leverage instructional practices, we will create a culture of continuous improvement and high expectations for all. We will intertwine the following key components: effective Tier 1 practices, MTSS, formative assessments, SEL, PLC's and curriculum-embedded

assessments and create a cohesive instructional framework that supports each student's growth. These outcomes include strong family engagement and partnership with consistent and predictable communication.

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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:

Learning Environments—Joyful, Safe, Anti-racist: When asked about positive behavior and safety, students in third-eighth grades, 69% of students in grades 3, 4, and 5 responded positively and 42% of students in grades 6, 7 and 8 responded positively.

Classroom Instruction and Student Academic Success: 47% of all sixth-grade students met standard on the 2024 Spring MAP Math Assessment, which is an upward trend of 2% compared to 45% of all sixth-grade students who met standard on the 2023 Spring MAP Math Assessment.

The percentage of students of color furthest from educational justice who were in sixth grade during the 2023-24 school year did not meet standard on the 2024 Spring MAP Math Assessment at the same rate as their nonstudent of color furthest from educational justice peers.

Pathfinder's CBO's who have contributed to progress towards these goals include Blazing Trails, Pathfinder K-8 PTSA, and WA-BLOC. As we have embarked on a new school year, we have established a strong and collaborative partnership with Blazing Trails to create a cohesive learning environment for all students, where there are clear and consistent expectations. We also have continued support from WA-BLOC who will meet monthly with students FFEJ within a "Just Be You" committee.

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

We see a positive trajectory within our sixth-grade band with a 2% increase on MAP math scores from Spring 2023 to Spring 2024.

We see a positive trend with our third fifth grade students within the spring 2024 climate survey data in the following areas: Identity and Culturally Responsive Teaching and Literacy.

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

Schoolwide student needs based on the third eighth grade climate survey data (positive behavior and safety) include:

- Implementation of intentional SEL and PBIS systems and structures to reinforce positive behavior and safety for all students. (Input from staff regarding ideas of support for 2024-2025: Whole school assemblies – consider doing it in small groups, more routine student feedback, discussions in SEL/homeroom, getting feedback from buddies, more qualitative feedback around what is going well, implement work from Safe and Welcoming Committee, and ASB).

- School-wide MAP math data shows that students would benefit from an increase in foundational math skills to support students with more complex math concepts:
  - All K-6 Students who have a red/yellow composite score on the reading MAP will receive tier II reading SIPPS intervention.
  - All third fifth grade Students who have a red/yellow composite score on the math MAP will receive tier II math support.

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

- New math curriculum adoption/implementation.
- Need for school-wide data tracking system for curriculum-embedded assessments to track unit/topic assessments.

**School Staff**

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

When looking at the climate survey data from spring 2024, 77% of third fifth grade students responded favorably to the Identity and Culturally Responsive Teaching section which is up from 2023. Specifically, 85% of 3<sup>rd</sup>-5<sup>th</sup> grade students responded favorably regarding the question, “My racial or ethnic group is an important part of who I am,” which is up 7% points from 2023; and, 95% of 3<sup>rd</sup>-5<sup>th</sup> grade students responded favorably to the question, “My teacher believes I can do great things.”

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

When looking at the student climate survey data from spring 2024, 88% of third fifth grade students responded favorably to the literacy section with an increase of five percentage points. Specifically highlighting the following questions and responses:

Ninety-one percent of third fifth grade students responded favorably to the question, “I enjoy reading.”

Seventy-eight percent of third fifth grade students responded favorably to the question, “I see myself reflected in the books I read at school,” which is an increase of ten percentage points from 2023.

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

Professional Learning that needs to be strengthened for continued positive student outcomes includes research-based instructional strategies, implementation of school-wide SEL and PBIS, implement formative assessments and a data tracking system for curriculum embedded assessments and provide high-quality tier I instruction.

**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:**

Pathfinder has strong community and family engagement. This year, we are implementing new goals around family conference attendance data to ensure we are connecting with all families. The goal is to have 100% attendance at November conferences.

**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:**

At Pathfinder, we have a strong partnership with our PTSA which include multiple community events throughout the year and partnership within our building leadership team make informed and

collaborative decisions around budget, school-wide goals and climate to encourage family engagement.

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

### **Measures and Targets**

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

By Spring 2026, when asked about positive behavior and safety, students in third-eighth grades on average will report 91% favorability as measured by the Student Climate Survey.

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

By Spring 2025, when asked about positive behavior and safety, students in third-eighth grades on average will report 81% favorable as measured by the Student Climate Survey.

### **Action Plan**

#### **2024-25 Evidence-based Practice 1:**

Schoolwide PBIS and discipline referral & data collection system system

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

- SPS Climate Survey (staff or students)
- Discipline/Suspensions

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

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

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

- Building determine Schedule of MTSS Meetings
- Discipline Data

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

Quarterly

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

- MTSS Team
  - Admin
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## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

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

By Spring 2026, 90% of all students in third grade will meet reading standards as measured by ELA SBA/WA-AIM.

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

By Spring 2025, 72% of all students in second grade will meet reading standards as measured by MAP.

## **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
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)
- DIBELS

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

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

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

- Walk-through/Observational Data
- Teacher collected CEAs data

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

Quarterly

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

- PLCs
- TLCs
- Admin

## **Advanced Learning and Highly Capable Services:**

To support the academic success of our Advanced Learners and Highly Capable scholars Pathfinder offers:

- Flexible cluster grouping: Students will be grouped with other classmates to develop an identified skill or skills.
- Differentiation: Teachers adjust their lessons to provide students with the support they need to grow their strengths and work at more complex levels. This includes more challenges within classes, assignments, and activities to help push learning further.
- Independent projects: Students work alone or in a small group on projects that excite their interests and provide in-depth learning.

## **Expanded Learning:**

- PTSA organized afterschool programming
- Referral to SPS Summer of Learning Programs
- Monthly community building events.
- Parent learning nights each trimester

## Homework Policy:

It is the policy of the Seattle School Board to recognize that homework can be a constructive tool in the teaching and learning process when it is geared to the needs and abilities of students.

Purposeful homework assignments not only enhance student achievement but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned, organized, and connected to the learning objectives of the lesson.

The purposes of homework assignments, the basis for evaluating the work performed and the guidelines and/or rules should be made clear to the student at the time of the assignment. Assigned homework should be able to be completed independently by the student.

At Pathfinder students in elementary school do not have mandatory homework assignments. Teachers may offer optional homework or collaborate with students and families to identify appropriate skill practice activities on a case-by-case basis. Any homework that students or families opt into in elementary will not be graded.

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## Priority Area: Classroom Instruction and Academic Success

### Measures and Targets

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

By Spring 2026 92.2% of all students in seventh grade will meet math standards as measured by MATH SBA.

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

By Spring 2025, 56.9% of all students in seventh grade will meet math standards as measured by MAP.

### Action Plan

#### 2024-25 Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement tasks that promote reasoning and problem solving and facilitate meaningful mathematical discourse.

#### Student Outcome Data Measures:

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

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

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

#### Process Data Measures:

- Walk-through/Observational Data
- Teacher collected CEAs

#### Timeframe for Reviewing Process Data Measures:

- Walk-through/Observational Data
- Teacher collected CEAs

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

- PLCs
- Admin
- TLCs

**Advanced Learning and Highly Capable Services:**

To support the academic success of our Advanced Learners and Highly Capable scholars Pathfinder offers:

- Flexible cluster grouping: Students will be grouped with other classmates to develop an identified skill or skills.
- Differentiation: Teachers adjust their lessons to provide students with the support they need to grow their strengths and work at more complex levels. This includes more challenges within classes, assignments, and activities to help push learning further.
- Independent projects: Students work alone or in a small group on projects that excite their interests and provide in-depth learning.

**Homework Policy:**

It is the policy of the Seattle School Board to recognize that homework can be a constructive tool in the teaching and learning process when it is geared to the needs and abilities of students. Purposeful homework assignments not only enhance student achievement but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned, organized, and connected to the learning objectives of the lesson.

The purposes of homework assignments, the basis for evaluating the work performed and the guidelines and/or rules should be made clear to the student at the time of the assignment. Assigned homework should be able to be completed independently by the student.

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**Priority Area: Family and Community Engagement**

**Measures and Targets**

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

By Spring 2026, families furthest from educational justice will have 100% attendance at fall conferences.

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

By Spring 2025, families furthest from educational justice will have 100% attendance at fall conferences.

**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:**

- Fall Conference Attendance Data
- Discipline/Suspensions

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

- Quarterly
- November Conferences

### **Process Data Measures:**

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

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

- End of Year
- Beginning of Year

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

- BLT
  - Admin
  - Office 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:** To provide all students with instruction aligned to grade level-specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amounts:** \$4,349,016
- **Activities Implemented to Meet Intent and Purpose:** Stipends for staff, purchase of supplies, and funding for library resources.

### **Multilingual Learners (Title III)**

- **Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$63,518
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional support and translation/interpretations services for students who qualify for multilingual 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 to Meet Intent and Purpose:** Funding for an Academic Interventionist to support students.

### **Other Funding Source (PTA Funding):**

- **Intent and Purpose:** PTSA grant support.
- **Dollar Amounts:**



- \$18,000: Garden Coordinator at \$23.15/hr. for a total of 630 hours.
- \$20,000: Two hourly Recess Supervisors at \$19.97/hr.
- **Activities Implemented to Meet Intent and Purpose:**
  - Garden Coordinator to support school garden programs.
  - Two Recess Supervisors to enhance student safety and supervision during recess.