



2024-25 CSIP Review and Updates Salmon Bay K-8 School

School Data and Building Leadership Team Members

School Name: Salmon Bay K-8

Principal: Barbara Dixon

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Barbara Dixon, Evie Taylor, Tejara Mortensen, Rachel Street, Christina DeCarufel, Rita Parmelee, Joel Maier, Karly Muller, Tina Helmecke, Charles Wenzel, Carol Carlson, Shannon Gately, Parents- Casey Rukeyser, and Sarah Parker.

[2023-26 CSIP Salmon Bay](#)

[Salmon Bay K-8 School Report](#)

[Salmon Bay K-8 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.

- Learning environments K-8 Priority practices: Restorative practices, UDL, PLC, MTSS.
- Classroom instruction 3rd grade ELA Priority practices: restorative practices, BOY, EOY MAP, Spring MAP ELA, Fall MAP ELA, UDL, PLC's MTSS, UFLI intervention.
- Classroom instruction 7th grade Math Priority practices: restorative practices, spring SBA, Fall MAP, UDL, MTSS, End of unity assessments, EOU student conferences, assessment retakes.
- Family engagement Priority practices: restorative practice parent night, community charter, family/student handbook, weekly assemblies, develop middle school homeroom and Elementary class partnerships.

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?

The risk with the continued implementation of the 2023-26 CSIP is inconsistent with implementation. The students and staff groups most vulnerable to those risks are students who are approaching grade level, but are experiencing barriers, and our students furthest from educational justice, coupled with the strength of PLC's and the MTSS process.

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

Short term desired outcomes are that students make a year's growth and long term that they meet the goals in the CSIP by 2026. For parents, our short-term goal is to get input and feedback for our community charter and long-term goal that we complete our goal of having a community charter. The short-term goal for staff is that they get the PD and coaching they need to be consistent in the delivery of our short- and long-term goals.

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:

With a large focus on Restorative practices and UDL strategies used in classrooms, the student's survey showed for the question "I enjoy reading" students responded favorably at 87% down from fall at 93%. All ratings for the 4 questions are between 91% to 57%.

For the question "I see myself in the books I read at school," only 57% of students answered favorably in the spring. This is the area that we will need to focus on, so that students see themselves in the books they read at school.

On the spring SBA 71% of 3rd grade students met the goal, which is down 10% from the year before. However, the 3rd graders for the fall MAP 2024 only 57% of student met the goal, compared to when they were 2nd graders for spring 2024 65% met the goal. This could be attributed to the summer slide. For SOCFEJ in the spring SBA 80% of students met the goal, down 20% from 3rd graders the year before.

On the Fall 2024 Map SOCFEJ 3rd graders 40 % met the goal compared to their 2nd grade spring score of 54% of students meeting the goal, which is down 14%, this fall and could also be contributed to the summer slide.

For our 7th graders the data shows that only 53% of students met the goal. Through observations and conversations our learning environments are becoming more joyful. However, we will need to utilize restorative practices, UDL strategies, PLC's and our MTSS process to brainstorm ways to make math more joyful. On the student survey only 69% of students at Salmon Bay find math enjoyable.

Summary of student strengths supported by data:

3rd grade Student strengths supported by the student survey data indicate that student students enjoy reading outside of school and believe that reading is easy for them.

For math on the student survey, we went up one point from 68% of students who found math favorable to 69%. Our spring SBA data for 6th graders now 7th graders indicates that 71% of students met standard up 9% from 2023 spring SBA.

Identify and prioritize student needs supported by data:

The specific needs we will need to prioritize for our 3rd graders include analyzing our classroom libraries to include books that represent students at our school so that they see themselves in the books that they read at school.

For our 8th graders, we will need to prioritize UDL strategies, restorative practices, and consistently use PLC time to prioritize student needs to bring up the percentage of 7th grade students that meet the goal in spring 2025.

Summary of possible root causes of the priority student need:

A possible cause of the priority student needs is that Staff will need to consistently provide UDL strategies for ELA including making sure that class libraries are inclusive to the students we serve.

The possible root cause of the priority student need for 7th graders could be the need to utilize UDL strategies, engage in 1:1 conference with student, and to reteach skills that students are lacking in small groups.

School Staff

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

Key takeaways from the 3rd grade data analyzed would be that teachers need to be intentional about the books they share and have in their library's. In addition to scaffolding lessons, paying particular attention to the needs of SOCFEJ to support 3rd grade students meeting the goal in our CSIP of 75% of 3rd grade students meeting standards or higher on the ELA MAP, based on their RIT score.

For 7th graders key take away from the 7th grade data analysis would be that teachers need to find ways build confidence in students around math skills. Create learning environments that are UDL centered and recognize the different learning styles students have.

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

For 3rd and 7th grade, CSIP goals PD development around restorative practices, UDL practices, thriving PLC's and MTSS processes are proving effective in supporting student outcomes based on student Responses in the student survey indicating that 87% of our students enjoy reading and 91% of students read outside of school.

The SBA data indicates that 71% of our students met the goal on SBA which is 4% away from our goal of 75%. With continued consistency in these areas, we can meet the needs of students.

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

We are working on strengthening our PLC work aligned with our MTSS process to stay focused on student need, making course corrections throughout the year

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 voices are being centered and by including families in our learning by having similar evening PD for families around restorative practices. Along with weekly newsletters that teachers send home outlining curriculum being taught and how families can support at home.

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:

FOSB (PTO) Partnership between staff and parents in supporting students.

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

Measures and Targets

2023-26 Three-year Goal:

Student response on our climate survey indicates that only 63% of students enjoy math. Our climate survey also indicates that only 51% of students enjoy science. To increase both percentages we will

examine our learning environment practices, along with teaching and learning practices by focusing PD on restorative practices, UDL, building relationships and use PLC's and MTSS to provide effective interventions that inform teaching and learning.

We will move from 63% to 80% - 85% of students who enjoy math and from 51% to 80% -85% of students who enjoy Science by June of 2026.

2024-25 One-Year Goal:

For the 2024-2025 school year we will examine why our learning environment practices do not foster enjoyment in math and Science.

Using UDL, restorative practices, PLC's, continue to build relationships collect and use data analysis at MTSS meetings with the goal of increasing the enjoyment of math from 69% to 75%-80% and the enjoyment of science will increase from 49% to 70% -75% of students who respond favorably to science, by June 2025. Make it fun!

Action Plan

2024-25 Evidence-based Practice 1:

Student Re-engagement: MTSS Teams in school buildings will build out Attendance Workshops to address chronic absenteeism, which fulfill state and district mandates on Community Engagement Boards (CEB) and help to track students needing school re-engagement support through care coordination/case management.

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Twice a month for attendance data and missed instruction log data

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- School-based Survey (staff or students)
- Care Coordination Plans
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)

Timeframe for Reviewing Process Data Measures:

- Monthly
- Twice a month for attendance data and missed instruction log data

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

- MTSS teams
- Teacher
- Admin
- Specialists

Additional context about your school's implementation of chosen evidence-based practice:

Our Umbrella Team meet weekly to discuss students of concern and focus twice monthly reviewing student attendance, missed instruction and care plans as needed. This team is made up of principal, counselor, social worker, nurse. The attendance assistant joins when needed.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

For the next three school years (2023/2024-2025/2026), We will support our K-3 grade students by providing Jumpstart for our incoming kindergarteners, with PTO support. We will target K-2nd students scoring below benchmark on the dibbles to receive additional small group support from our reading specialist. With the goal of at least 75% of 3rd grade students whose Fall DIBELS scores are below benchmark and students of color furthest from educational justice will meet standards or higher on the ELA MAP, based on their RIT score.

2024-25 One-Year Goal:

For next school year, at least 75% of 3rd grade students whose Fall DIBELS scores are below benchmark and students of color furthest from educational justice will meet standards or higher on the ELA MAP, based on their RIT score.

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

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

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

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

- MTSS
- Teachers

- Admin
- TLC
- Specialist

Advanced Learning and Highly Capable Services:

At Salmon Bay K-8, we will provide advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student. Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Students who are achieving well above grade level standards are targeted under MTSS for Tier 2 interventions. Basic Tier 2 curriculum supports in Reading and Math are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

By the 2024-25 school year, the MTSS Tier 3 process will be in place for students with complex needs that can't be addressed in Tier 1 and Tier 2 supports. The Tier 3, MTSS process will result in an individual student plan, in collaboration with the AL Department.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC. Similarly, student growth is reviewed at various points throughout the school year in PLCs and educators plan for the needs of all students in their classrooms.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

Expanded Learning:

Kindergarten Summer Program

Homework Policy:

Our homework policy for K-3 students is 20 minutes of independent reading daily. For 4-5 grade it is 20 minutes independent reading daily and then another 10- 15minutes of math practice, mostly multiplication practice. For 6-8the grade students are not assigned extra homework on top of classwork to be completed as "homework". However, when larger projects are happening there is some work to complete at home.

Most of the work students would be completing as homework is mastery of distinction work-going above the standard. An example is: if the work was to write a procedure for an experiment. If students conducted the experiment at home and collected data, then they would attain mastery of distinction work. However, most students can complete the mastery of distinction work at school, and it does not have to be completed at home. If students have homework, it is typically work they did not complete during class time. In Math they will have homework around the end of a unit and/or before tests/quizzes.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

For the next 3 years (2023-2026) growth on the SBA summary by attributes for 7th graders will show that 85% - 90% of all students will meet standard on the assessment.

2024-25 One-Year Goal:

For the 2023-2024 school year student growth on the SBA summary by attribute will increase growth from 72% - 75% to 80% - 85% by June of 2025.

Action Plan

2024-25 Evidence-based Practice 1:

Common Curriculum: Educators will implement enVision curriculum and use SPS scope and sequence.

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

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

Process Data Measures:

- Walk-through/Observational Data
- School-based Survey (staff or students)
- Professional Development Exit Tickets
- Teacher collected data in Unified Insights

Timeframe for Reviewing Process Data Measures:

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

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

- MTSS
- Teachers
- Admin
- Specialist
- Counselor

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Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

Completion of the community charter that we developed with BLT, staff, students, and families. Continued learning about restorative practices through parent meetings supported by our PTO (FOSB).

2024-25 One-Year Goal:

For the school year of 2024-2025 we plan to have a parent night about restorative practices and culture and climate. This will provide equity and voice as we ask for parents to join us in a commitment to align our values as a community. (Similar to a class charter it will be a community charter)

Action Plan

2024-25 Evidence-based Practice 1:

Recognizing the role of the family: Recognize and build on the capacity of families to assist and encourage their children's learning in and out of school and support school goals and directions through school policies, practices, and programs.

Student Outcome Data Measures:

- Student Attendance
- Missed Instruction Log

Timeframe for Reviewing Student Outcome Data Measures:

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

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- Volunteer Count

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- BLT
- Admin
- Teachers
- Specialist

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:** \$6,207,206
- **Activities Implemented to Meet Intent and Purpose:** Funds support improvement of student learning by providing SB staffing FTE for the middle school ELA teacher, along with educational field trips.

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:** \$31,989
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for multilingual services as well as provide translation and interpretation 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:** LAP Provide instructional supports to students who qualify for LAP funded interventions.