



2024-25 CSIP Review and Updates South Shore PK-8 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: South Shore K-8 School

Principal: Jershon Foyston

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: TBD

[2023-26 CSIP South Shore PK-8](#)

[South Shore PreK-8 School Report](#)

[South Shore PreK-8 School Climate Survey](#)

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:

Upon analyzing South Shore's student school climate data, one area that demonstrated notable improvement from Fall to Spring was "Belong and Relationships," reflecting aspects of joy, safety, and anti-racism. This category saw a 2% increase, reaching 80%. Additionally, all other areas within this learning environment category experienced an increase of 1% or more.

New Data: Spring 2024 Survey Data: 83 percent ES/MS: 77 percent

Summary of student strengths supported by data:

The average attendance rate for African American male students is 93.5%, which is higher than the overall school attendance rate of 90.9%.

Identify and prioritize student needs supported by data:

Data indicates that 23.6 percent of students receiving multilingual services met standard in SBA ELA and 14.6 percent in math. Data indicates that 14 percent of students receiving special ed services met standard in SBA ELA and 10.4 percent in math. 27.1% of South Shore's 3rd graders met ELA SBA standards compared with 62.3 percent of 3rd graders within the district. South Shore needs to focus on this area of instruction to support this group of students.

School Staff

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

We have provided professional development on GLAD (Guided Language Acquisition Design) classroom practices, which emphasize student engagement and amplifying student voices in the classroom. Additionally, all staff have participated in walk-through days to support the implementation of this professional development.

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

There is a need for staff to further develop their practices in the area of Professional Learning Communities (PLC).

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:

Data indicates that sharing power and responsibility with families is reflected in IEP and MTSS student support meeting notes. Additionally, we facilitate principal chats once a month and have hosted community outreach groups within our building to engage with our community. Beyond these initiatives, the majority of family engagements have occurred during social events and through the recruitment of volunteers.

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:

African Community Housing and Development supports our school and community through various initiatives, including community circles, after-school tutoring, community events and cafes, resources for families, and assistance during Ramadan.

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

Measures and Targets

2023-26 Three-year Goal:

By spring 2026, 90% of students will respond favorably to the statement: "I get to learn about my culture at school." This will reflect growth from spring 2023 (72% favorable response).

2024-25 One-Year Goal:

By spring 2025, 75% of students will respond favorably to the statement: "I get to learn about my culture at school." This will reflect growth from spring 2023 (56% favorable response)

Action Plan

2024-25 Evidence-based Practice 1:

Student Outcome Data Measures:

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.

Timeframe for Reviewing Student Outcome Data Measures:

School Attendance Dashboard on Atlas

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Student Attendance Agreement Plan
- Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

Biweekly

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

Student Support Team

- Nurse
- Student and Family Advocate
- School Counselor
- Attendance Specialist
- Student Support Assistant
- Administration

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

3rd grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 43.9% to a target of 72.9% by 2025-26.

2024-25 One-Year Goal:

By June of 2024, in the student climate survey, there will be an improvement by seven percentage points in the category: My teacher gives me choices in how I learn new things at school and how I share what I know. It will improve from 85 percent to 92 percent/MS: 84-91 percent.

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:

- Elementary Progress Report (EPR)
- DIBELS
- MAP

Timeframe for Reviewing Student Outcome Data Measures:

Biweekly

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Biweekly

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

- Interventionist
- Counselors
- Admin team
- Student Support Team
- MLL Team
- SPED Team

Advanced Learning and Highly Capable Services:

South Shore students engage in daily small group reading instruction tailored to their individual ability levels. In collaboration with community partners, our school offers enriching opportunities that extend beyond regular hours, focusing on enhancing both mathematical proficiency and auditory writing skills. These partnerships aim to create a holistic educational experience, fostering well-rounded development among our students.

Expanded Learning:

- Robotics 4-5
- Team Read K-3
- STEM TAC Afterschool Math Club
- Saturday Math Academy with STEMT AC
- Bikeworks: 6-8
- Seattle Theater Group Disney Musical: 3-5
- Creator's Club: K-3
- Jazz Ed: 4-8
- Before school tutoring: 2-3
- Middle school art club: 6-8

Homework Policy:

We encourage students to read every day with the following recommendations:

- Kindergarten: 20 minutes of reading
- 1st-2nd: 20 minutes of reading
- 3rd-5th: 30-45 minutes of reading
- Middle School: 60 minutes of homework a night 3x a week

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percentage of 7th Grade Students of Color FFEJ proficient or above in math on the SBA will increase from a baseline of 20% to a target of 62.4% by 2025-26.

2024-25 One-Year Goal:

The percentage of 2nd grade Students of Color FFEJ projected proficient or above in the ELA based on MAP will increase from a baseline of 7.5% to a target goal of 17.5% by 2023-24.

The percent of 3rd grade Students of Color FFEJ projected proficient or above in the ELA based on MAP will increase from a baseline of 42% to a target goal of 52.4% by 2023-24.

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)
- Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

Biweekly

Process Data Measures:

- Lesson Exit Tickets
- Teacher Observational Data
- Teacher collected data in Unified Insights

Timeframe for Reviewing Process Data Measures:

Biweekly

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

- Interventionist
- Admin Team
- Math Team

Advance Learning and Highly Capable Services:

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Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By the end of 2025-2026, we will increase the number of caregiver/family members that participate in school-based committee work from 0 to at least 1 per committee.

2024-25 One-Year Goal:

By the end of the 2024-2025 school year, we aim to have at least one parent representative on the Building Leadership Team (BLT).

Action Plan

2024-25 Evidence-based Practice 1:

Collaborating with Community: Develop and strengthen relationships with government and non-government agencies, community groups, businesses, and other educational providers to enhance learning opportunities and outcomes for students and families.

Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Student Support Team
 - Counselors
 - Admin
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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 Amount:** \$5,429,818
- **Activities Implemented:**
 - Standards aligned instruction for all students
 - School counselor services
 - Office and administrator services
 - Library services

Title 1

- **Intent and Purpose:** To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.
- **Dollar Amount:** \$292,060
- **Activities Implemented:** Interventionist

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds are designed to support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$543,057
- **Activities Implemented:**
 - Small groups
 - Instructional assistants
 - Classroom instructors
 - Classroom supports

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:** \$83,570
- **Activities Implemented:** Team Read

High Poverty 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:** \$178,237
- **Activities Implemented:** Academic interventionist

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** TBD
- **Activities Implemented:**
 - Student and family advocate
 - Instructional assistant

Other Funding Source (League of Educated Voters - LEV)

- **Intent and Purpose:** Supports early learning education.
- **Dollar Amount:** TBD
- **Activities Implemented:**
 - Assistant principal
 - Middle school counselor
 - Youth services assistant
 - Nurse
 - Elementary teacher
 - Academic interventionist
 - Instructional assistant