



## 2024-25 CSIP Review and Updates

### TOPS K-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:** TOPS K8.

**Principal:** Amy Schwentor.

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** Bea Kenter, Marlies VanBergeijk, Katie Waters, Bo Cao, Amanda Rengli, Milica Milovanovic, Bri’Anna Smith, Kathy Hanson, Anna Bracilano, Laura Gramer, Gabe Gorelik, Kaylee Tuan, Lily Quinn, Dominic Muren, and Rob Dolin.

[2023-26 CSIP TOPS](#)

[TOPS K-8 School Report](#)

[TOPS K-8 School Climate Survey](#)

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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:**

When analyzing TOPS ' student data in the fall of 2024, we had an increase of 5% to 90% of our students in grades 3-5 who stated “This school is a safe and welcoming place for people of all

cultures and backgrounds.” In addition, students in this grade band also had an increase of 3% to 87% stating that “I feel safe and welcomed at my school.”

When analyzing TOPS ' student data in the fall of 2024, we had an increase of 10% to 88% of our students in the fall in grades 6-8 who stated “This school is a safe and welcoming place for people of all cultures and backgrounds.” In addition, students in this grade band also had an increase of 7% to 87% stating that “I feel safe and welcomed at my school.”

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

Our TOPS 7<sup>th</sup> grade students achieved a median score on the winter MAP math assessment that was over the 80<sup>th</sup> percentile. Our students in grades 7<sup>th</sup> and 8<sup>th</sup> grade math continue to outperform their peers both nationally (MAP) and locally (SBA).

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

Our lowest data is in 3<sup>rd</sup> grade ELA and math Smarter Balanced Assessments. 59.6% of our students in 3<sup>rd</sup> grade achieved standard on the ELA SBA. This is 3.7% lower than the district average. 59.6% of our students in 3<sup>rd</sup> grade achieved standard on the math SBA. This is 4.6% lower than the district average.

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

When analyzing the data it is important to note the influx of new students to TOPS in 3<sup>rd</sup> grade. 10 out of our 43 students in 3<sup>rd</sup> grade (23%) were new to our school. For context, our SOCFEJ scored 17.4% higher than the district average on the ELA and 7.7% higher on math. Our male students outperformed our students identifying as female by 13% on the ELA SBA and 38% on the math SBA. Many of the new students did not have access to either our reading intervention or math intervention in previous years because they were not TOPS students.

## **School Staff**

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

TOPS staff in 2023-24 worked closely to implement at least 2 units from the district K-5 ethnic studies program. All teachers in the fall of 2024 were trained on Since Time Immemorial. Last year our staff PD also included community circles to improve our school culture and understanding and professional development on Educational Equity days with Kimberlee Williams, “Engaging Across Difference: Diversity.” Staff also engaged in Professional Development around LGBTQ + support and how to address homophobia and heteronormativity.

While our student data did increase from last spring to this fall, (data from above) we always see a dip in the spring and it’s important to analyze WHY this is happening to ensure that our students continue to feel supported throughout the year.

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

We continue to need to address racialized as well as homophobic/heteronormative comments. The data that supports this is our SOCFEJ not identifying TOPS at over 80% as a safe place for all cultures and backgrounds. We need to continue to provide staff with both the tools and language to have direct, restorative and supportive conversations with our students.

## **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:**

We continue to conduct affinity group feedback sessions and survey families/caregivers to gather input and partner with them to create change. Our RET hosted three affinity group family sessions

this fall. Our FEAST (Family Engagement Action Support Team) continues to host community events at places that serve our SOCFEJ (international district as well as Yesler terrace).

Through both our MTSS, 504 and IEP meetings parents/caregivers are involved consistently. We have a robust and active parent group called Site Council/Friends of TOPS. This group meets once a month and has active elections and recruitment for membership to represent the various grade bands. We have expanded our BLT membership to include at least two parents as well as a voting member from our Associated Student Body. This data can be collected from our BLT Bylaws.

We continue to survey our families/caregivers to get feedback on our conference schedules as well as input into the budgeting process.

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

### **Measures and Targets**

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

By June 2026, 95% of students overall and 95% of students of color furthest from educational justice in grades 3-5 will respond favorably on the Seattle Public Schools Student Climate Survey prompt "The school is a safe and welcoming place for people of all cultures and backgrounds". Currently, 90% of students overall and 81% of students of color furthest from educational justice respond favorably on the Spring 2023 survey.

By June 2026, 95% of students in grades 6-8 overall and 95% of students of color furthest from educational justice will respond favorably on the Seattle Public Schools Student Climate Survey prompt "The school is a safe and welcoming place for people of all cultures and backgrounds". Currently, 78% of students overall and 75% of students of color furthest from educational justice respond favorably on the Spring 2023 survey.

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

By June of 2025, 90% of students in grades 3-5 overall and 80% of students of color furthest from educational justice (SOCFFEJ) will respond favorably on the Seattle Public Schools Student Climate Survey prompt "The school is a safe and welcoming place for people of all cultures and backgrounds." Currently, 85% of students overall and 73% of SOCFEJ responded favorably in the spring of 2024.

By June of 2025, 85% of students in grades 6-8 overall and 70% of students of color furthest from educational justice (SOCFFEJ) will respond favorably on the Seattle Public Schools Student Climate Survey prompt "The school is a safe and welcoming place for people of all cultures and backgrounds." Currently, 78% of students overall and 61% of SOCFEJ responded favorably in the spring of 2024.

### **Action Plan**

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

Tier 2 Restorative Practices: Educators will implement non punitive conflict resolution and repair strategies/practices for students and staff.

Affinity groups for students in grades 4-8 to talk with an adult and meet in a space to build strong relationships.

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

- Discipline/Suspensions
- Missed Instruction Log

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

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

**Process Data Measures:**

- School-based Survey (staff or students)
- Tracking restorative practice through meetings and agreements made

**Timeframe for Reviewing Process Data Measures:**

Quarterly

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

- Administrative Team
  - Social Emotional Learning Team
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## Priority Area: Classroom Instruction and Academic Success

### Measures and Targets

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

The percentage of TOPS 3rd grade students of color FFEJ projected proficient on or above standard on the ELA portion on the SBA will increase from a baseline of 54.5% to 84.5% by 2025-26 school year.

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

The percentage of 2nd Grade Students of Color FFEJ projected meeting growth on their MAP will increase from a baseline of 71.4% to 81.4% for the 2024-2025 school year.

### Action Plan

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

Research-based Reading Instruction: Educators utilize intentional, research-based reading instruction, using increasingly complex texts and reading and writing tasks to build comprehension, knowledge, and strategic reading.

**Student Outcome Data Measures:**

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)

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

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

**Process Data Measures:**

- Teacher Observational Data
- PLC notes/observations

**Timeframe for Reviewing Process Data Measures:**

Monthly

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

- Building Administrative TEAM
- K-3 PLC
- MTSS

**Advanced Learning and Highly Capable Services:**

At TOPS K8, 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:**

- Referral to SPS Summer Learning programs.
- Evening events and performances that connect families to the instruction and engage families in student learning.
- Back to School Night

**Homework Policy:**

Homework is assigned to reinforce and/or practice skills learned or taught throughout the school day, or to complete task and/or projects begun in class. Homework can also be used to build background knowledge and introduce a skill/concept to be used in future lessons. Homework is often a perfect opportunity to differentiate to usher in success for all. Teachers work closely with students and families to ensure that late work is submitted and assessed based on the quality of the work aligned with a rubric.

The weekday guidelines for homework are based on grade level:

- Kindergarten: 15 – 20 minutes (with books)
- 1<sup>st</sup> Grade: 15 – 25 minutes (Reading with books)
- 2<sup>nd</sup> Grade: 20 – 30 minutes
- 3<sup>rd</sup> Grade: 30 – 40 minutes
- 4<sup>th</sup> Grade: 40 – 50 minutes
- 5<sup>th</sup> Grade: 40 – 50 minutes
- 6<sup>th</sup> Grade: 60 – 90 minutes
- 7<sup>th</sup> Grade: 60 – 90 minutes
- 8<sup>th</sup> Grade: 60 – 90 minutes

Additional time would be expected of high school level courses and music classes. If a student is absent more than three days homework can be provided for the student.

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## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

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

The percent of TOPS 7th grade students furthest from educational justice projected proficient on or above standard on the mathematics SBA will increase from a baseline of 48.9% to 89.9% by the spring of 2025-26.

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

The percent of TOPS 7<sup>th</sup> grade students furthest from educational justice projected proficient on or above typical growth on the MAP will increase from a baseline of 69.2% to 79.2% by the spring of 2025.

### **Action Plan**

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

Professional Learning Communities: Educators will 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
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)
- Student Grade Reports

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

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

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

- Walk-through/Observational Data
- Professional Learning community notes
- Conversations

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

Monthly

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

- Building Admin Team
- Grade 4-8 PLC members
- MTSS Team

**Advanced Learning and Highly Capable Services:**

At TOPS K8, 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.

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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:**

- Referral to SPS Summer of Learning programs
- LEEP Summer Program referrals for students.
- Math Agency program for current 4<sup>th</sup> graders & 5<sup>th</sup> graders.
- Evening events and performances that connect families to the instruction and engage families in student learning
- Back to School Night

**Homework Policy:**

Homework is assigned to reinforce and/or practice skills learned or taught throughout the school day, or to complete task and/or projects begun in class. Homework can also be used to build background knowledge and introduce a skill/concept to be used in future lessons. Homework is often a perfect opportunity to differentiate to usher in success for all. Teachers work closely with

students and families to ensure that late work is submitted and assessed based on the quality of the work aligned with a rubric.

The weekday guidelines for homework are based on grade level.

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- 6<sup>th</sup> Grade: 60 – 90 minutes
- 7<sup>th</sup> Grade: 60 – 90 minutes
- 8<sup>th</sup> Grade: 60 – 90 minutes

Additional time would be expected of high school level courses and music classes. If a student is absent more than three days homework can be provided for the student.

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## **Priority Area: Family and Community Engagement**

### **Measures and Targets**

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

By Spring 2026, we aim to achieve a positive response from 90% of family survey participants on a school-based questionnaire addressing DEI, leadership opportunities, and overall trust within our school.

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

By Spring 2025, we will have conducted at least three family affinity group feedback sessions facilitated by people of color from the community and staff. We will have at least 5 family/caregivers on the FEAST Team. The school-based team will continue to meet twice a month with at least 3-4 meetings with the whole team at a community location.

### **Action Plan**

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

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.

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

Student Grade Reports

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

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

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

- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey
- Feedback from parent listening sessions

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



- Quarterly
- End of Year

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

- Admin Team
- Family Engagement and Action Support Team

## 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:** \$4,413,651
- **Activities Implemented to Meet Intent and Purpose:**
  - Library Services
  - Supplies and Textual Materials
  - Classroom instruction
  - Office support
  - Administration support
  - Counselor Services

### Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds are designed to support the district language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$128,210
- **Activities Implemented to Meet Intent and Purpose:**
  - Grade level support for all multilingual learners
  - Both push-in and pull-out services to provide students with access and scaffolded supports
  - Implementation of UDL strategies

### 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:**
  - Math Agency to support 4th-5th graders in achieving standard on SBA and accelerating student learning to meet grade level expectations
  - Additional American Sign Language support for identified students in the Deaf and Hard of Hearing program (K-3)

### Other Funding Source (Friends of TOPS grants)

- **Intent and Purpose:** Support for K-3 art, K-3 music, and 4-8 band programs.

- **Dollar Amount:** \$120,000
- **Activities Implemented to Meet Intent and Purpose:**
  - Support for K-8 Arts and K-8 music programs
  - All 4th-5th graders enrolled in Elementary Instrumental Music (twice-weekly classes)
  - Funding enables all students to participate, regardless of socioeconomic status