2024 CSIP Review and Updates
Wedgwood 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: Wedgwood Elementary School

Principal: Christy Smith

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

2023-26 CSIP Wedgwood

Wedgwood Elementary School Report

Wedgwood 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.

The greatest risk is that existing gaps in academic outcomes for historically marginalized student groups—including African American males, ML-served students, and students with IEPs—may persist or widen if interventions do not fully address their needs. Continued reliance on traditional assessment tools and instructional strategies could inadvertently reinforce systemic inequities if these approaches are not paired with culturally responsive, anti-racist practices.

Families of underrepresented groups may feel disengaged if two-way communication efforts do not evolve to meaningfully incorporate their voices in decision-making processes. Similarly, staff capacity to implement UDL and equity-centered practices may stagnate without sustained professional learning and embedded coaching. Without strategic monitoring and adjustments to implementation, our efforts risk reinforcing inequitable outcomes, particularly in literacy, where gaps are pronounced for ML and Sped-served students. The success of our CSIP goals hinges on prioritizing these groups and ensuring they receive differentiated, robust supports in both academics and social-emotional development.

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?

Increased percentage of students meeting grade-level benchmarks in literacy and math, particularly African American males, ML-served, and Sped-served students. Improved engagement and participation from families in historically marginalized communities through more inclusive and accessible communication strategies. Increased teacher confidence and efficacy in implementing UDL, equity-centered practices, and differentiated supports.

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

Elimination of opportunity gaps, ensuring all students achieve at or above grade-level proficiency in literacy and math. Joyful, inclusive, and anti-racist learning environments where students feel safe, valued, and represented in the curriculum. Strong, trusting partnerships with families that reflect shared responsibility for student success. A school culture where staff continuously learn and refine practices to meet the diverse needs of students, fostering sustainable growth and equity for future cohorts.

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:

Analysis of MAP and DIBELS data indicates progress for many students but highlights persistent opportunity gaps. MAP data shows that 83.5% of all students met proficiency, but proficiency rates were lower for African American males (75%), ML-served students (41.7%), and SpEd students (74%). DIBELS data similarly reflects an 81.6% proficiency rate overall, with significant disparities for ML-served students (50%) and SpEd students (42.9%). Key takeaways include the need to prioritize early literacy for MLs and SpEd students and to address barriers to proficiency for African American males through culturally responsive practices and expanded interventions.

Summary of student strengths supported by data:

Strengths include high overall proficiency rates on MAP (83.5%) and DIBELS (81.6%), as well as evidence of strong Tier 1 instruction in many classrooms. Staff have effectively used professional development time to align instructional strategies with UDL principles, creating a foundation for equitable access to the curriculum.

Identify and prioritize student needs supported by data:

Priority needs include increasing literacy intervention supports for MLs and SpEd students, ensuring culturally responsive pedagogy reaches all classrooms, and expanding family engagement to address systemic barriers for historically underserved families.

School Staff

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

Recent data demonstrates a positive shift in staff's culturally responsive professional practices. This improvement is reflected in increased student performance, particularly in Smarter Balanced ELA and Mathematics assessments across grades 3-5. For example, in Grade 5 ELA, the school achieved 95.1% of students meeting the standard, outperforming the district by 28.7%. Similarly, in Mathematics, Grade 5 students met the standard at 78.7%, showing a 20.4% higher rate than the district. These outcomes indicate that culturally responsive practices may be contributing to overall student success. However, disproportionality is still present. Notably, African American male students continue to experience lower performance compared to their peers, with 50% of these students meeting the standard in ELA and Mathematics assessments, signaling a need for focused support in this subgroup. The school's continued professional development efforts focused on culturally responsive teaching and addressing implicit biases seem to be moving the needle, but a more targeted approach is needed to address the gaps for students of color.

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

Professional learning efforts are proving to be effective in improving student outcomes, as reflected in the positive trends in both qualitative and quantitative data. For example, the school's Grade 4 and 5 Smarter Balanced ELA scores have consistently outperformed district averages, with Grade 5 students achieving 95.1% meeting standard, surpassing the district by 28.7%. Additionally, in mathematics, Grade 5 students saw 78.7% meeting the standard, 20.4% above the district average. These improvements suggest that recent professional learning focused on Tier 1 instruction, UDL, and culturally responsive practices is supporting student achievement. However, despite overall success, disproportionality remains a concern, particularly among African American male students, with only 50% meeting the standard in both subjects. This highlights that while professional learning is driving overall success, specific interventions for historically underperforming groups are still necessary.

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

While general professional learning initiatives around UDL, culturally responsive practices, and Tier 1 instruction have shown positive results, several areas require further development to enhance student outcomes. Specifically, professional learning should strengthen whole staff alignment with Tier I data to ensure that all educators are utilizing data consistently to inform instruction and meet students' needs. Systematizing the collection and analysis of Tier II and Tier III data is also critical for identifying students who require additional support and for monitoring their progress effectively. Ensuring that this data is collected consistently across all grade levels will help create a more cohesive and responsive support system.

Additionally, vertical alignment across grade levels is essential to ensure that students are receiving coherent and progressive instruction throughout their academic journey. This includes creating shared expectations for content, skills, and assessment practices across grades. Professional learning initiatives focused on neurodivergence in the classroom are also needed to support a more inclusive learning environment. With the increasing recognition of the diverse needs of students, including those with ADHD, autism, and other neurodivergent traits, teachers would benefit from training that helps them differentiate instruction and create inclusive spaces where all students can thrive.

Although professional learning focused on culturally responsive teaching and data-driven instruction is making a positive impact, more targeted professional development in these areas will ensure that all students, including those in historically underperforming groups, receive the support they need for continued growth. This should include a more tailored approach for supporting students of color, particularly African American male students, who are still facing significant achievement gaps.

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:

Recent data indicates that sharing power and responsibility with families is enhancing their engagement and support of student learning. The shift towards a flexible curriculum night format, driven by input from families and staff, is an example of how family voices are being incorporated into school practices. By offering multiple time slots and eliminating childcare barriers, families were able to engage with the school community and understand their children's learning experiences. Additionally, regular weekly updates sent by teachers, detailing learning targets and content, empower families to track their child's progress and foster more meaningful conversations about learning at home. Family participation in events such as Big Blue Friday and the Move-a-Thon further demonstrates the school's commitment to creating opportunities for families to engage in their children's educational experience. The school is consistently soliciting feedback and incorporating it into decisions, which has contributed to stronger partnerships with families. For instance, a recent survey on school communication methods highlighted the effectiveness of two-way communication channels, allowing families to express concerns, ask questions, and provide suggestions, ultimately influencing school practices.

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:

An example of continuity of supports involves the collaboration between the school staff and a local community-based organization that provides after-school tutoring services. This partnership ensures that students who need additional academic support, especially those identified through Tier II and III data, receive consistent help both during the school day and after hours. The after-school tutoring is aligned with classroom learning objectives and tailored to meet the specific needs of students, including those in historically underrepresented groups such as African American males and English learners. To strengthen this support, the partnership will be expanded by increasing staff involvement in coordinating tutoring efforts and incorporating regular check-ins between the classroom teachers and after-school tutors to monitor progress and adjust interventions as needed. This integrated approach ensures that students receive ongoing support and a cohesive learning experience across both in-school and out-of-school settings.

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

Measures and Targets

2023-26 Three-year Goal:

Three-Year Goal: By June 2026, we will increase our identity and culturally responsive teaching responses from 71% to 81% and for our students who identify as multi-racial from 78% favorable to 83% favorable responses as recorded by our Students Climate Survey.

2024-25 One-year Goal:

By June 2024, we will increase our Belonging and Relationship favorability responses from 82% to 90% and for our students who identify as multi-racial from 85% favorable to 90% favorable responses as recorded by our Students Climate Survey.

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:

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.

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Missed Instruction
- Log 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
- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- School-based Survey (staff or students)
- Professional Development
- Attendance and Exit Tickets
- Student Attendance Agreement Plan
- Health Room Log
- Care Coordination Plans

Timeframe for Reviewing Process Data Measures:

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

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

- Principal
- Teacher Leaders
- Building Leadership Team
- MTSS Team
- PBIS Team
- Racial Equity Team

Evidence-based Practice 2:

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

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Missed Instruction Log
- Discipline (Suspensions)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year

- End of Year
- Daily

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Care Coordination Plans
- RP Cards

Timeframe for Reviewing Process Data Measures:

Weekly

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

PBIS

Whole Staff

Principal

Social Worker

Priority Area: Classroom Instruction and Academic Success

3rd Grade Reading Measures and Targets

2023-26 Three-year Goal:

For the 2023-34 to 2025-26 school years, at least 87% of 3rd grade students, specifically students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

2024-25 One-Year Goal:

By the end of the 2024-25 school year, Wedgwood Elementary will increase the percentage of 3rd grade students meeting or exceeding grade-level standards in reading by 4% overall, with a specific focus on reducing the achievement gap for African American males and English Learners. This will be measured through SBA, MAP, and DIBELS assessments.

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:

- 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:

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

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

- Principal
- PLC's
- MTSS Team
- Teacher Leaders

Evidence-based Practice 2:

Tier 1 and Tier 2 Foundational Skills Instruction: Educators provide strategic and targeted instruction in foundational skills to all students according to assessed needs, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Teacher Observational Data
- School-based Survey (staff or students)
- Teacher collected data in Unified Insights

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- MTSS Team
- Teacher Leaders
- PLC's
- Grade Level Teams
- Intervention Team

Advanced Learning and Highly Capable Services:

At Wedgwood Elementary, 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 opportunities for students through afterschool or summer programs:

Wedgwood Elementary partners with our PTA, who provides after school enrichment programming such as:
- Theater
- Chess club
- Basketball
- Girls on the Run
- Athletics

Wedgwood partners with a community childcare provider that offers on-site care.

Wedgwood hosts a variety of family events after school hours that include:

- Fall dance
- Cultural festival
- School BBQ
- STEAM Night
- Guest speakers

All events are free of charge and enrichment programming also offers full and partial scholarships.

Homework Policy:

Wedgwood Elementary recognizes that purposeful homework that is an extension of the classroom learning objectives, can be a constructive tool in the teaching and learning process to enhance student achievement and develop strong study/organizational habits. Homework is meant to review and reinforce the learning done in class, not introduce new material or learning.

Wedgwood Elementary School follows Seattle Schools guidelines for assigned homework on a given night or week. Wedgwood teachers may assign about ten minutes of homework times their student's number of years in school but should not exceed 30 minutes. For example, a kindergarten

student may have 10 minutes of homework, a first-grade student may have 20 minutes of homework, and a 3rd through 5th grade student may have 30 minutes of homework. If a student needs additional time past the grade level time to complete a homework assignment, we ask that caregivers stop at the time, make a note on the assignment, and return it to the teacher as usual. Students receiving MTSS services in grades 1-3 will have about 10 minutes of reading homework 3-4 times a week.

Wedgwood Elementary School understands and values the unique learning needs of every student. If caregivers find that their child is spending longer on individual assignments, or the maximum homework time allotted, we ask that you communicate with your child's classroom teacher so additional modifications can be made. For students with individual needs or support plans, any accommodations or modifications determined necessary by team will be followed.

In addition to the assigned homework from your child's class, he teaching staff at Wedgwood Elementary School recommends that all students read between 20-30-minutes per night - independently, reading aloud or listening to audiobooks.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

Given a set of students and families for the 2023-2026 school years, Wedgwood Staff and PTA will partner together to increase opportunities for partnership, authentic engagement, and two-way communication. Wedgwood will specifically target the creation of opportunities to engage with families and students who have traditionally been underserved, felt disempowered, and/or who have not historically had the strongest voice.

2024-25 One-Year Goal:

By the end of the 2024-25 school year, Wedgwood Elementary will increase family engagement by 10% as measured by participation in school events, volunteer hours, and feedback surveys.

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:

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.

Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions
- Missed Instruction Log

Timeframe for Reviewing Outcome Data Measures:

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

Process Data Measures:

- School-based Family Survey
- Participation/Attendance (e.g., Events, Membership)
- Engagement Event Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

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

Principal

Building Leadership Team

Evidence-based Practice 2:

Shared Decision making: Provide opportunities for families play meaningful roles in the school decision-making processes through parent-representative bodies, committees, and other forums.

Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions
- Missed Instruction Log
- Elementary Progress Reports

Timeframe for Reviewing Outcome Data Measures:

- Beginning of Year
- End of Year

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

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

- Building Leadership Team
- PTA
- Principal

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**: $3,178.499

- **Activities Implemented**:

  o Universal Tier I Instruction: All students will receive core instruction aligned with state standards in literacy, mathematics, and other subjects, using research-based strategies.

- Differentiation Strategies: Teachers will differentiate instruction through flexible grouping, mini-lessons, and formative assessments to meet diverse learning needs.
- Small Group Interventions: Students requiring additional support will receive small group interventions through MTSS, targeting specific skill gaps in literacy and math, with progress monitoring.
- Enrichment Opportunities: Above-grade-level students will engage in enrichment activities, including extension projects, advanced tasks, and differentiated assignments to deepen their learning.
- Ongoing Monitoring: Student progress will be continuously monitored to ensure all students are making growth toward grade-level standards and receiving the appropriate level of support.

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:** $95,945

- **Activities Implemented**: The Multilingual Learner (ML) Teacher provides targeted language support to students acquiring English:
  - Designs and delivers lessons focused on language development across listening, speaking, reading, and writing
  - Collaborates with classroom teachers to integrate language goals with academic content, ensuring lessons are accessible and culturally responsive
  - Assesses student progress, adapts instruction based on individual needs, and runs small-group interventions
  - Supports family engagement by providing resources and strategies to help students at home
  - Aims to ensure multilingual learners succeed academically while developing proficiency in English

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**: An **MTSS Interventionist** provides targeted support for students in literacy, math, and social-emotional skills through Tier II and Tier III interventions:
  - Collects and monitors student data, adjusts interventions based on progress, and collaborates with teachers to align interventions with classroom instruction
  - Runs Student Intervention Team (SIT) meetings to develop and review intervention plans
  - Supports reading and math instruction, and offers guidance on differentiation
  - Engages with families to communicate progress and provide strategies for home support
  - Ensures fidelity in intervention implementation and supports students' academic and social-emotional growth

Other Funding Source (PTA Grant)

- **Dollar Amount**: $28,000
- **Activities Implemented**:
  - Hourly Tutors: Provide targeted academic support to students in both Tier I and Tier II interventions, focusing on reading, math, or other subjects based on individual needs. They work with students in small groups or one-on-one, reinforcing concepts, improving skills, and helping students meet grade-level expectations.
  - Supervision Tutors: Assist in monitoring students during non-instructional times such as lunch, recess, or transitions. They help maintain a safe, orderly environment, promoting positive behavior and conflict resolution.
  - Behavior Interventionist IA: Provides Tier I and Tier II behavioral intervention supports by implementing individualized behavior plans for students. Works with students to develop positive coping strategies and reinforces behavioral expectations. This role involves providing direct support in the classroom and collaborating with teachers and specialists to address specific behavioral needs.