



2024-25 CSIP Review and Updates West Seattle 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: West Seattle Elementary School

Principal: Pamela McCowan-Conyers and Ritchie Garcia

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Kyle Tunstall, Rhiannon Wolfe-Jones, Kathleen Mills, Meagan Bail, Colleen Farrell, Peter Royce, Damien Joseph, Ibrahim Hussein, Hannah Walker, Akim Finch, Tracie Thompson, Laura Stowell, and Ritchie Garcia

[2023-26 CSIP West Seattle Elementary](#)

[West Seattle Elementary School Report](#)

[West Seattle 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.

Our priority practices implemented in the 23-24 school year included:

- ELA Intervention Blocks to meet students at their specific area of need
- Strong Tier 1 instruction that is differentiated so that all students can get access Inclusion of all students and all programs – teachers push in to all programs and students are not removed or separated from the gen ed groups.
- TIPS ELA & TIPS Math tutors push in to classrooms to support students.
- Summer School to reduce the amount of learning loss during the summer
- NeighborCare & Atlantic Street Counseling to provide tier 1, 2 and 3 SEL services for students
- Team Read & Microsoft Tutors to provide after school support for students

- Husky Clubs Enrichment provided to all students during the school day so that everyone has access, Check & Connect- for students with attendance issues
- SPIN – Afterschool YMCA enrichment

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?

Continued implementation of the 2023-26 CSIP has several risk factors. The first risk factor is that the plan requires continuous professional development and training of school staff. Some of our staff, especially new staff do not have experience working with ML, SpEd and a diverse population of students. The groups most vulnerable are our ML and SpEd students as we try to implement a UDL model of learning. Staff are being trained to learn UDL strategies to better meet student needs.

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

The short-term outcomes for the 2023-26 CSIP are increased capability (collective efficacy) and increased satisfaction among staff.

- For students, short-term outcomes are increased academic performance on DIBELS assessments and increase engagement during learning.
- For families, short-term outcomes are increased family attendance for school events at the beginning of the year.

Long-term outcomes for staff are that all staff are implementing UDL strategies and all PLC's are analyzing student data to make instructional decisions.

Long-term outcomes for students are increased performance on state assessments and increased student ownership of learning. Long-term outcome for families is an increase in family participation in student learning.

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:

We have several enrichment programs that joyful, safe and anti-racist. Our first program is an in-house Husky Club enrichment program that is based on student interests. Every student gets to participate in Husky clubs. Our enrichment model works with all levels of learners and ensures that all students have access.

We also have programs provided by CBO's. Two of our programs are Team Read and HEART/SPIN. One of the programs provides a safe space for struggling learners to receive tutoring from teen peers. The other program provides STEM enrichment to us at or above grade level FFEJ students that normally do not have opportunities to participate in STEM programs.

Students participating in those programs have shown an increase in academic performance. Our discipline data has improved for students participating in our in-house husky clubs.

Summary of student strengths supported by data:

Our students' strengths are that they come from rich cultural backgrounds with a strong sense of student identity. The data to support the students' strengths is the number of student leadership groups in the building. We have student leadership groups that lead our school assemblies, school newsletter, Kings of excellence, Queens of excellence, photography and journalism.

Identify and prioritize student needs supported by data:

Student needs as supported by data is for students to be able to have multiple means of demonstrating their intelligence. We have over 70 students with IEP's at our school building. Many of them struggle to demonstrate their learning through traditional means of expression. This is shown by their lower performance on state standardized exams as compared to portfolio-based assessments.

Summary of possible root causes of the priority student need:

The possible root cause of the student need may be due to the lack of UDL strategies used during a student's learning experiences. If students are not given multiple means of content delivery, multiple means of engagement of learning and multiple means of expression of understanding then we are limiting a student's ability to demonstrate their learning.

School Staff

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

According to the Staff Climate Survey, there has been a dramatic decrease in the staff's feelings around "Relationships and Belonging". As we analyzed the data, we noticed that few staff members completed the survey.

Our goal for this year (24-25) is to have 90% of staff complete the survey in order to have more accurate information to work with our BLT to address these concerns. This will be done through consistent communication and allowing staff time to complete the survey.

Additionally, at the start of the year we held retreats for our BLT, TLC, RET and other leaders to discuss school culture, climate survey information and set staff support structures for the upcoming year. A result of this work is to implement regular equity trainings from our school's social worker, Tracie Thompson. These have been calendared out and are on our schoolwide yearly calendar.

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

Staff at West Seattle Elementary engage in professional learning throughout the entire school year. Professional learning dates and opportunities are on our yearly school calendar and are normal practices for staff.

Developing a culturally responsive workforce is done through: Collaboration Days, ML Learning Labs, TRI Days, Equity members on school committees, Culturally Responsive Book Study, and Plan for Collab Day (Clock Hours).

Last year, our series of collaboration days and professional development was around implementing ML and UDL strategies during science instruction in k-5 classrooms. The data to support the effectiveness of our professional learning was an increase of students' outcomes on the 5th grade science assessment from 21% to 38%.

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

One area we are strengthening and making a normal part of our school-wide practice is regular equity trainings from our school social worker, Tracie Thompson. Tracie leads monthly school-wide equity trainings, as well as supports in regular grade-level PLCs and Collaboration Days. These days are calendared out for the year, and something we believe will have more impact on student outcomes than equity members on school committees.

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 have begun hosting monthly donuts for grown-ups' sessions in the mornings with our families. We also started a father's breakfast sessions. In both meetings we would get parent feedback and address parent concerns. In those meetings we learned about safety issues in the neighborhood, and we were able to empower our families to advocate for themselves with the transportation department to put in crosswalks and speed bumps. In addition, we were also able to help parents with the volunteer process and now have a higher number of parents volunteering with our programs at the school.

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:

We work with a CBO called SPIN that provides STEM opportunities for our students. The program has 30 students enrolled in this enrichment program. This year SPIN partnered with our schoolteachers to provide STEM lab days for every class in our building. SPIN created a teacher survey and feedback form to design the program. Teachers chose weekly slots to bring their students to participate in the program. This program continuously looks for news ways to provide STEM opportunities for students furthest from educational justice.

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

Measures and Targets

2023-26 Three-year Goal:

Based on our school's Student Climate Survey, our three-year goal is to increase student's self-esteem and self-perceptions in science to 90%.

Additionally, we want to increase student's knowledge of different jobs that are interesting to them to 90%.

Finally, our goal is to increase student joy in learning to 90%.

This will be done by the 25-26 school year through continual implementation of the Amplify Science curriculum, our ML learning lab focus on science, and our STEAM focused Talent Development Blocks.

2024-25 One-Year Goal:

Based on our school's Student Climate Survey, our one-year goal is to increase student's self-esteem and self-perceptions by 5% in science.

Additionally, we want to increase student's knowledge of different jobs that are interesting by 5%. Finally, our goal is to increase student joy in learning by 5%.

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 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-engagemen

Student Outcome Data Measures:

School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Weekly

Process Data Measures:

Building determine Schedule of MTSS Meetings

Timeframe for Reviewing Process Data Measures:

Weekly

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

- Admin
- Head Teacher
- Team Leads
- Nurse
- Social Worker
- Counselor

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

Looking at several data points and not just attendance. academics, home life, behavior, etc. This goal will be achieved by the end of the 24-25 school year through continual implementation of the Amplify Science curriculum, our ML learning lab focus on science, and our STEAM focused Talent Development Blocks.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

At West Seattle Elementary, in 3 years, 75% of our students will be reading at grade-level by the end of 3rd grade, especially those furthest away from educational justice.

2024-25 One-Year Goal:

At West Seattle Elementary, in 1 year, 65% of our students will be reading at grade-level by the end of 3rd grade, especially those furthest away from educational justice.

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:

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

Timeframe for Reviewing Student Outcome Data Measures:

Monthly

Process Data Measures:

- Teacher Observational Data
- Professional Development Exit Tickets
- Lesson Exit Tickets
- Walk-through/Observational Data
- Class based assessments

Timeframe for Reviewing Process Data Measures:

Weekly

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

All grade level teams

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

This goal will be achieved through strong tier 1 instruction, the implementation of Intervention Blocks, our new focus on Advanced Learning students, and meeting the needs of ALL students, ALL the time.

Advanced Learning and Highly Capable Services:

Advanced Learning at WSE consists of a team of instructional coaches, and teachers coming up with a pathway to meet the needs of our Advanced and Highly capable learners. The team will look at student data to drive instructional decisions. We look at all aspects and areas of a child's education. The team will meet with parents to discuss implementation, progress and monitoring of a student's plan and goals. The team will look at the student portfolio of work.

Expanded Learning:

- Aftercare (w/ homework support)
- After School Tutoring
- After School Enrichment
- SPIN
- YMCA
- TIPS
- Team Read
- Language Class – Rashid Noor
- Continually sharing community resources and happenings!

Homework Policy:

WSE's homework policy is to provide work that all students can complete independently and that reinforces the learning from that school day. All students have independent reading time for the allotted time that is appropriate per grade level.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

Our three-year Family and Community goal is to grow our parent volunteer list to 20, with parents who represent all cultures within our school and community. This will be done by the 2025-2026 school year by consistent family outreach through our PTO and social worker, as described in our Parent Involvement Plan.

Another three-year Family and Community goal is to train and have 75% of our parent population utilizing The Source. The district communicates all student information via The Source. At WSE, we have found this not to be equitable for our families due to language barriers, technology barriers, and lack of training. The reason for this goal is to help our families navigate the American school system to support their child.

Our final three-year goal is to have 100% representation of our school community in our WSE preschool program. Historically there have been barriers for our families to attend our preschool due to the convoluted application process. Therefore, our preschool program has had affluent students who have moved on to attend their own community schools. Our families are not given the opportunity to participate in a preschool program with certificated teachers.

2024-25 One-Year Goal:

Our one-year Family and Community goal is to grow our parent volunteer list from 5 to 10 with parents who represent all cultures within our school. This will be done by the end of the 2023-2024 school year by hosting monthly parent events which will take place in the mornings, after drop-off. We will create a welcome environment for all parents.

Another one-year goal is to have 75% representation of our school community in our WSE preschool program. This will be done by the 2024-2025 school year by community outreach in various languages and providing a point-person of contact for the community.

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:

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.

Outcome Data Measures:

Missed Instruction Log

Timeframe for Reviewing Outcome Data Measures:

Weekly

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Weekly

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

All staff

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

West Seattle Elementary has an emergent parent group called The Friends of West Seattle. WSE also has established partnerships with parents and the community through our Parent Involvement Plan, student-led Open House, and parent volunteers that support academic enrichment.

WSE holds yearly Parent-Teacher Conferences (in November and April), Curriculum Night (November), Math Night, and a wonderful Literacy Night where teachers share home resources for families to support our Strategic Plan at home.

WSE also sends out a weekly Family School Newsletters which includes the school calendar, updates, highlights, celebrations, pictures, volunteer opportunities, and more!

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:** \$6,026,108
- **Activities Implemented:** Provide standards-aligned instruction to all students.

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:** \$237,753
- **Activities Implemented:** Provide instructional supports to students who qualify for Title-funded interventions.

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:** \$351,697
- **Activities Implemented:**
 - Provide instructional support to students who qualify for multilingual services.
 - 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:** \$125,354
- **Activities Implemented:** Provide instructional supports to students who qualify for LAP-funded interventions.

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:** \$103,827
- **Activities Implemented:** Provide instructional supports to students who qualify for Title-funded interventions.

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$460,000
- **Activities Implemented:**
 - Crisis counselors
 - Supplemental programs
 - Interventionist teachers
 - Tutoring and academic supports