



2023-26 Continuous School Improvement Plan (C-SIP)

Catharine Blaine K-8

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Catharine Blaine K-8

Principal: Patrick Gray

Members of the Building Leadership Team and Parent/Guardian Partners: Julie Keller, Tre Birkhauser, Samantha Bonoff, Trina Pickens, Carolyn Dunn, Patrick Gray, Adele Banasik, Kirsten Jewett

Community Partners (Community Based Organizations): Our community partners include Boeing (coach for our Robotics Team), Magnolia Community Center, Windermere Real Estate (Magnolia Office), Magnolia Village Fire Department, UW (Bothell, Seattle and Tacoma campuses anticipating to partner in STEAM initiative.) Seattle University (Student Teachers), Ballard Food Bank.



[Catharine Blaine K-8 School Report](#)

[Catharine Blaine K-8 School Climate Survey](#)

School Overview

Catharine Blaine K-8 is located in the heart of Magnolia. The school primarily serves students who live in Magnolia along with some students from the Queen Anne and Ballard neighborhoods. The school has a dual-enrollment model, with students in K-5 enrolled based on home address, and students in 6-8 enrolled through the School Choice option. The school's enrollment from 2021 to 2023 was 450 students, with roughly 2/3 in elementary and 1/3 in middle.

Although the middle school program is relatively small, the school staff, in partnership with the school PTA, prioritizes funding a range of optional courses for our older students, including band/orchestra, visual arts, robotics, year-long PE, leadership, journalism, coding, study skills, and more. As a school, we dedicate additional resources for supporting reading development in kindergarten through 3rd grade, academic intervention supports in middle school, increased counselor services, dedicated student supervision, overnight camps for 5th and 8th grade, an elementary art docent program, a school musical, and many community events.

Instruction is differentiated in all subjects and all grade levels, including small-group guided reading and literature-based reading instruction, hands-on math and science lessons, and real-world connections and applications in social studies. Teachers have high expectations for all students and strive to tailor instruction for each student's individual needs.

Catharine Blaine is an anti-racist organization, with staff who are committed to countering the impacts of institutional racism, incorporating the diverse cultures and experiences of our student body into lessons and instruction, and implementing regular social-emotional instruction at all grades.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe.*

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three Year Goal:

By June 2026 85% of students overall and 85% of students of color, furthest from educational justice will respond favorably on the Seattle Public Schools Student Climate Survey prompt, “I get to learn about my culture at school”.

Identity and Culturally Responsive Teaching - Spring 2023: 71% favorable

One Year Goal:

By June 2024: 80% of students overall and 82% of students furthest from educational justice will respond favorably on the Seattle Public Schools Student Climate Survey prompt. “I will get to learn about my culture at school”.

Spring 2023 – 71% Favorable

Student Outcomes focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

Evidence of alignment to student outcome focused governance:

The Catharine Blaine TIGERS vision is: Students follow the T.I.G.E.R.S. vision:

Teamwork, Integrity, Grit, Empathy, Responsibility, and Safety, and with these values practiced daily they will go on to be community minded, critical thinkers who collaborate to practice reflection, compassion and cooperation to create a more just, anti-racist, identity affirming and inclusive society.

This supports our vision by ensuring that we have a strong foundation of culturally responsive behavioral and social/emotional supports for our students. Our counseling plan, professional development, and school wide focus on being T.I.G.E.R.S. align and support our staff’s continued work in partnership with families toward improving our skills and responses in this area.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Behavior Flow Chart
- Reflection Tracker
- Community circles and social emotional lesson and activities that cultivate healthy relationships
- Multi-tiered systems of support (MTSS) with an equity lens
- PBIS - Positive Behavior Intervention and Supports
- UDL- Universal Design for Learning

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

- TLC work with faculty in a book club format
- Time dedicated to exploring STEAM for all students at Blaine K8
- Bringing in PD from outside the building to discuss UDL strategies
- Ongoing work with the faculty on restorative practices--how to help each student learn and grow at Blaine
- Bringing in District expertise on Advanced Learning and Highly Capable programs to help us help our parents understand and support the efforts to bring HC-qualified students back to neighborhood schools

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

Our elementary program holds weekly MTSS meetings with a single grade level each week, completing five rotations for each grade level over the course of the year. Supplemental MTSS meetings are held as needed in response to grade level, teacher, or student concerns. These meetings are coordinated and led by our Resource teacher.

Our middle school program holds weekly MTSS meetings for a single grade level each week for the first half of the year and then transitions to less frequent meetings as we have generally identified and worked on finding solutions for students who are not fully accessing the instructional program and social/emotional development. These meetings are coordinated and led by our middle school Resource teacher.

MTSS teams include classroom teachers, specialists and interventionists, school counselor, and school principal.

MTSS interventions and actions can include:

- Referral to school SIT team
- Initiating or revising classroom-based interventions and accommodations
- Initiating or revising non-classroom interventions (e.g. modified recess expectations, lunchroom seating, schoolwide behavior charts and reward systems, etc.)
- Referral to or exit from reading intervention support at school
- Referral to school counselor for coaching and support (with parent permission), which can include individual sessions or ongoing small group work
- Consultation with families
- Consultation with Multilingual Specialist

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

Interventions described above include social-emotional and behavioral supports.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students’ academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

By Spring 2026, 3rd grade ELA SBA scores will increase from 68.9% meeting standard in Spring 2023 to 75% meeting standard.

One-year Goal:

By Spring 2024, 3rd grade ELA SBA scores will increase from 68.9% of students meeting standard in Spring 2023 to 70% meeting standard.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

Teachers will rely on a combination of SIPPS and F&P assessments to determine reading levels of each student in Fall 2023. Teachers will work collaboratively with our academic interventionist to identify small group structures for in-class instruction and intervention instruction. Specific students will be identified for additional assessment to determine if further interventions or supports are needed or to determine if expected growth is occurring.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Our Teacher Leader Cadre will support classroom teachers in ensuring that all teachers have access to and have completed high-quality training provided by Seattle Public Schools for early literacy development. Teachers will be supported in participating in learning walks to observe classroom instruction and learning intervention programs.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

Teachers will collaborate and share strategies they have used with the students at Catharine Blaine K-8 to be culturally responsive to their needs. This process will involve sharing strategies across grades K-8 as many of the teachers will be able to enlighten others to use the strategies and skills they have learned work with individuals and groups in this unusually stable population.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

Alignment with professional learning for all teachers to support multilingual learners. This will be based on district initiatives and professional development plans for the upcoming school year. We met with a district leader in multilingual instruction to discuss our current practices and ideas to move ahead. We were pleased with the impact our Multilingual Specialist is having on our students.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

We use primarily a push in system for support for multilingual learners. We offer before-school and after-school Spanish instruction from PTA-coordinated enrichment program. Our goal is to build a middle school population that is large enough to reinstate the language program we lost due to shifting enrollment in Seattle middle schools.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

We have developed a tracker system that supports our students work to better keep data on which students need extra support for progress toward goals. The resource teachers at elementary and middle level coordinate and facilitate with grade level teams each month, or as needed, to lead conversations and share strategies that work for student success.

Advanced Learning and Highly Capable Services:

Advanced Learning: Teachers accommodate their students who are qualified for AL with adapted extension learning that is designed for the most advanced level of their enrolled grade level. The work is developed for the subjects where the students qualify for AL. Some 8th grade students complete Algebra 1 while at Catharine Blaine K-8.

Highly Capable: Teachers will provide their students who qualify for HC with adapted extension learning in the subjects where they are qualified. The adapted work will be at a grade level one or two years beyond their enrolled grade, depending on the unique needs of the student.

Expanded Learning opportunities for students through afterschool or summer programs:

Catharine Blaine K-8 does not have district-provided afterschool or summer programs. Teachers make yearly referrals to extended learning through summer programs for specific students through the school district's annual process.

The Catharine Blaine K-8 PTA provides before-school and after-school enrichment classes, but these do not generally align with academic programs. The exception has been a middle school intensive Spanish class offered Winter-Spring of 2024.

Homework Policy:

Catharine Blaine K-8 follows research-based recommendations of the National Education Association to assign homework. Study skills and self-discipline are integral and indispensable elements of a quality education process. Homework supports helping K-8 students to develop these important skills. Homework is valuable as it provides students with an opportunity to practice and internalize information presented during class lessons. Homework is typically started in class and if not completed in class should be completed at home, in addition to required reading time. Homework gives parents and caregivers an opportunity to see what their student is learning and to better understand their students' unique study skills.

We generally follow the 10 minute/year rule recommended by the National Education Association. Students begin with 10 minutes of homework/reading time in kindergarten and add 10 minutes for each subsequent grade level. Based on this premise, second graders will usually finish homework

and reading in about 20 minutes, and a sixth grader should be able to complete homework in about one hour. Teachers differentiate homework assignments in collaboration with specialists and parents, when needed, to meet specific accommodations.

Priority Area: Classroom Instruction and Academic Success—7th Grade Mathematics

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students’ academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

School Three-year Goal:

By the Spring of 2026, 80% of 7th grade students will be proficient in mathematics as measured by the Smarter Balanced Assessment, improving from 74.1% in Spring 2023.

School One-year Goal:

By the Spring of 2024, 76% of 7th grade students will be proficient in mathematics as measured by the Smarter Balanced Assessment, improving from 74.1% in Spring 2023.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

Teachers will use class assessments, including unit tests and quizzes, and the MAP test, to determine which students would benefit from interventions and additional instruction in mathematics and/or study/organization skills.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Vision: To create a collaborative, caring and inclusive community rooted in anti-racist practice. We strive to empower students to become compassionate, caring and an inclusive community rooted in anti-racist practice.

Evidence of alignment to student outcome focused governance:

As a school community, we recognize the fact that our students have different needs and that disciplinary actions alone are not effective in addressing the underlying issues that lead to behavioral changes. Our focus is on providing supports that are unique to the individual needs of the student, considering their cultural backgrounds and ensuring equitable access to resources

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

Teachers will collaborate and share strategies they have used with the students at Blaine K-8 to be culturally responsive to their needs. This process will involve sharing strategies from K-8th grade as many of the teachers will be able to enlighten others to use the strategies and skills they have learned work with individuals and groups in this unusually stable population.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

Alignment with professional learning for all teachers to support multilingual learners. This will be based on district initiatives and PD plans for the coming school year. We met with a district leader in multilingual instruction to discuss our current practices and ideas to move ahead. We were pleased with the impact our Multilingual Specialist is having on our students.

Multiple Tiered System of Support (MTSS) reflect Inclusive Practices that create the conditions for students who receive student support services to be successful in the general education setting:

Our MTSS Teams incorporate Seattle Public Schools' [Racial Equity Analysis Tool](#) to ensure decisions and actions take into account each student's specific background and cultural contexts. We review data multiple times each year to understand how, when, and if there is a disproportionate number of students furthest from educational justice who have been identified for interventions of any kind.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

We have developed a tracker system that supports our students work to better keep data on which students need extra support for progress toward goals. The resource teachers at elementary and middle level coordinate and facilitate with grade level teams each month, or as needed, to lead conversations and share strategies that work for student success.

Advanced Learning and Highly Capable Services:

Advanced Learning: Teachers accommodate their students who are qualified for AL with adapted extension learning that is designed for the most advanced level of their enrolled grade level. The work is developed for the subjects where the students qualify for AL. Some 8th grade students complete Algebra 1 while at Catharine Blaine K-8.

Highly Capable: Teachers will provide their students who qualify for HC with adapted extension learning in the subjects where they are qualified. The adapted work will be at a grade level one or two years beyond their enrolled grade, depending on the unique needs of the student.

Expanded Learning opportunities for students through afterschool or summer programs:

Robotics Club in collaboration with Boeing

Homework Policy:

Catharine Blaine K-8 follows research-based recommendations of the National Education Association to assign homework. Study skills and self-discipline are integral and indispensable elements of a quality education process. Homework supports helping K-8 students to develop these important skills. Homework is valuable as it provides students with an opportunity to practice and

internalize information presented during class lessons. Homework is typically started in class and if not completed in class should be completed at home, in addition to required reading time. Homework gives parents and caregivers an opportunity to see what their student is learning and to better understand their students' unique study skills.

We generally follow the 10 minute/year rule recommended by the National Education Association. Students begin with 10 minutes of homework/reading time in kindergarten and add 10 minutes for each subsequent grade level. Based on this premise, second graders will usually finish homework and reading in about 20 minutes, and a sixth grader should be able to complete homework in about one hour. Teachers differentiate homework assignments in collaboration with specialists and parents, when needed, to meet specific accommodations.

Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

Three-year Goal:

Engagement from families of color will increase as measured by attendance at school events and functions (i.e.: Parent/teacher Conferences; Ready, Set, School; Multicultural Night; Open House; Curriculum Night; PTA meetings).

Goal: 80% of families of color will regularly participate in school-wide events and activities as listed above.

One-year Goal:

Engagement from families of color will increase as measured by attendance at school events and functions (i.e.: Parent/teacher Conferences; Ready, Set, School; Multicultural Night; Open House; Curriculum Night; PTA meetings).

Goal: 50% of families of color will regularly participate in school-wide events and activities as listed above.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthest from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

The Catharine Blaine K-8 TIGERS vision is: Students follow the T.I.G.E.R.S. vision:

Teamwork, Integrity, Grit, Empathy, Responsibility, and Safety and with these values practiced daily they will go on to be community minded, critical thinkers who collaborate to practice reflection, compassion and cooperation to create a more just, anti-racist, identity affirming and inclusive society.

This supports our vision by ensuring that we have a strong foundation of culturally responsive behavioral and social/emotional supports for our students. Our counseling plan, professional development, and school wide focus on being T.I.G.E.R.S. align and support our staff's continued work in partnership with families toward improving our skills and responses in this area.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

- Annual book studies led by Teacher Leader Cadre have focused on equity practices in education, including family engagement strategies
- Family messages are sent in all home languages
- In-person Spanish-language meetings are scheduled multiple times per year with a range of topics including literacy strategies and school connections
- Multicultural Night ("Families and Cultures Night") annually to showcase and celebrate the global backgrounds of school families, students, and staff

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels.

We meet regularly with our parent leaders and parent volunteers. This community has a strong, dependable robust parent volunteer force in classrooms, supervision and community building events.

We continue to encourage family voice by responding to our newsletters and making time to meet with school leaders. Every staff member is in contact with parents daily as we are a walking school and have only one bus with approximately 18 students.

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Our teachers continue to experience professional development focused on anti-racism in schools. The conversations at each faculty meeting include discussion of anti-racism and how best to support each and every student appropriately.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Weekly staff meetings with 'shout-outs' of great work from staff members
- Frequent principal check-ins and class visits
- Social gatherings facilitated by Social Committee
- Regularly scheduled time for staff collaboration and grade level planning
- Cross-grade-level buddy classes, most pairing middle school classes/teachers with elementary classes/teachers.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- School-specific racial incident reporting tool
- Yearly book-studies have included texts focused on anti-racist teaching and teaching for equity.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

- Building Leadership Team
- MTSS teacher leaders
- Instructional technology lead
- TPEP lead
- Safety committee
- Staff-developed supervision schedules
- Collaborative master schedule development

Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: LAP and PTA

Amount: \$58,000

How will funds improve student learning? Hiring a 0.5 reading interventionist to support emerging readers in grades K-2 (and 3 if possible).

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: Discretionary and PTA

Amount: \$78,000

How will funds improve student learning? Employing a 0.5 Elementary office assistant to support school operations, including student supervision and field trips.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: PTA

Amount: \$20,000

How will funds improve student learning? Increasing the school counselor by 0.1 FTE to provide three days/week of student counseling support.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: PTA

Amount: \$88,000

How will funds improve student learning? Funding a 0.8 music teacher to provide state-mandated arts instruction for middle school students and music instruction for elementary students.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: PTA

Amount: \$44,000

How will funds improve student learning? Increasing the middle school staffing position from 0.5 FTE to 0.6 FTE to provide three hours of math instruction each day.

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: "In poverty" and PTA

Amount: \$12,000

How will funds improve student learning? Providing daily recess and lunchroom supervision for student safety and security.