



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

Pathfinder 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: Pathfinder K-8

Principal: Dr. Britney D. Holmes

Members of the Building Leadership Team and Parent/Guardian Partners: Jami Hanulik, Lisa Stencil, Ellen Want, Syd Bridges, Diana Bridges, Leanna Heritage, Clarissa Resendez, Scott Rose, Lisa DeBurle, Kassandra Sandoval, Genya Scharks, Amanda Steinhauser, Karen Stone, Daniel Webb

Community Partners (Community Based Organizations): Blazing Trails, Pathfinder K-8 PTSA, WaBLOC, Speak with Purpose, MODE, New Beginnings, Cowlitz Indian Tribe.



[Pathfinder K-8 School Report](#)

[Pathfinder Elementary School Climate Survey](#)

School Overview

Pathfinder was founded by a group of co-op preschool parents in 1992 to create an alternative learning environment within Seattle Public Schools. It has transformed into a small learning community that is now a choice school. It has been defined by its strong student-teacher relationships, K-5 grade looping (students stay with the same teacher for two years) and a small middle school with an emphasis on learning to be leaders for the school (and for the K-5 students) and developing character, personal responsibility, and global and environmental stewardship.

The cornerstone of Pathfinder school in the past has been expeditionary learning which helps students become long term intellectual investigators by bringing them out into the world and bringing the world into the classroom. Often these investigations provide students with an opportunity to serve the wider community. The learning expedition is marked by equal attention to goals and performance and academic content mastery as well as character and community development. As a school district we have adopted a few different curricula and we are working to integrate these curricula into the expeditionary learning model.

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 Spring 2026, when asked about positive behavior and safety, students in 3rd-8th grades on average will report 91% favorability as measured by the Student Climate Survey.

One-year Goal:

By Spring 2024, when asked about positive behavior and safety, students in 3rd-8th grades on average will report 81% favorable as measured by the Student Climate Survey

Student Outcome 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:

- Looping - building relationships with students and families
- Clear expectations for students in all spaces
- What does restorative justice look like in the classroom?
- Equitable distribution of resources - physical materials and bodies

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:

- Students at Pathfinder loop in grades K-5 with teachers and cohort for 2 years at a time. This helps create welcoming environments that respond to students' social and emotional needs. Looping also allows for deeper relationships with families and a stronger connection between school and home. This model is similar to our departmentalized 7th and 8th Grades where students will partner with a core teacher for two years.
- Pathfinder Safe and Welcoming Committee, in partnership with the Associated Student Body, have created schoolwide values (PATH) and will develop expectations with all students and post those expectations for students and for adults in all common spaces.
- Pathfinder is developing restorative justice practices in all classrooms and across the school. These practices include circles and restorative processes to address community and peer to peer harm. Restorative practices are foundational to safe and welcoming environments, particularly in combatting racist, sexist and ableist hierarchical systems. When thinking about safety, we are thinking about physical safety just as much as we are thinking about identity safety.
- Lunch and Recess Supervision – supervisors will be trained in school-wide expectations and de-escalation strategies. Supervisors will be introduced to students in classrooms or whole-school meeting.
- We will use the Master Schedule and budgeting processes to equitably distribute resources including personnel and money. We will use an equity lens versus defaulting to an equal distribution of resources. For example, our special education classrooms receive more classroom funds than general education classrooms, since the needs and equipment are often more extensive and more expensive. Another example of this is using the Master Schedule to push adults into learning spaces, centering the needs of students with disabilities first.

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

- UDL Year Round with co-created rubrics
- Instructional Coach-Ins
- Individual Instructional Partnerships with every staff member

- Teacher Leaders supporting new teachers

These opportunities are a few of the many that will disrupt and dismantle systemic inequities and be powerful and effective for student outcomes by creating predictable systems and structures that force all folx to check their bias and push for a more holistic support for all students namely our students of color furthest from educational justice and students eligible for special education services.

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:

- Universal (Tier 1) SEL classroom instruction
- Data-driven MTSS structure

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

- CARE Team
- REACH Team
- Progressive system of behavioral response
- RULER Framework (including Class Charters)
- Universal (Tier 1) SEL classroom instruction Data-driven MTSS structure

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, 90% of all students in 3rd grade will meet reading standards as measured by ELA SBA/WA-AIM.

One-year Goal:

By Spring 2024, 84.5% of all students in 2nd grade will meet reading standards as measured by MAP.

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

During the 23-24 academic year, Pathfinder embarked on a yearlong professional development journey which includes a calibration with staff on rubrics each month. These opportunities will generate data on common practices and how they are affecting students. We then will use this information to continue strengthen our practices and most effectively supporting Pathfinder scholars.

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:

Guardrail 3 supports the vision of Pathfinder by ensuring alignment of adults throughout our schoolhouse. We push on each other, calling folx out and calling them in, to support in adult learning and capitalizing on learning opportunities that institutionalize justice.

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:

- SIPPS Intervention
- Intervention provided for reading comprehension in grades 3 – 8
- Flexible, small group instruction for math
- Paid/unpaid volunteers to do math and reading small groups
 - In absence of this, Teachers will run small groups in class
- Use of data and progress monitoring
- UDL strategies
- Restorative practices that support scholars in building skills as well as responsive for repairing and healing situations

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

- Professional Development on UDL
- Embedding time to use data that informs instruction.
- Instructional Coach Ins

These strategies will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes because it ensures that all students, namely our students of color furthest from educational justice and students eligible for special education services, receive the supports they need to make progress.

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:

- MTSS Documents that include all students in each classroom
- Scheduling regular CARE meetings to discuss and track trends
- Partnering with family members as essential contributing members during support meetings

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

- REACH meetings for students as needed conducting three 8-week cycle meetings to discuss students of concern that are not making academic progress and developing plans of support within the targeted growth goals.

- Partnering with experts within our building early to support in the development of a plan to support growth.

Advanced Learning and Highly Capable Services:

To support the academic success of our Advanced Learners and Highly Capable scholars Pathfinder offers:

- Flexible cluster grouping: Students will be grouped with other classmates to develop an identified skill or skills.
- Differentiation: Teachers adjust their lessons to provide students with the support they need to grow their strengths and work at more complex levels. This includes more challenges within classes, assignments, and activities to help push learning further.
- Independent projects: Students work alone or in a small group on projects that excite their interests and provide in-depth learning.

Expanded Learning opportunities for students through afterschool or summer programs:

- PTSA organized afterschool programming
- Referral to SPS Summer of Learning Programs
- Monthly community building events
- Parent learning nights each trimester

Homework Policy:

It is the policy of the Seattle School Board to recognize that homework can be a constructive tool in the teaching and learning process when it is geared to the needs and abilities of students. Purposeful homework assignments not only enhance student achievement but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned, organized, and connected to the learning objectives of the lesson.

The purposes of homework assignments, the basis for evaluating the work performed and the guidelines and/or rules should be made clear to the student at the time of the assignment. Assigned homework should be able to be completed independently by the student.

At Pathfinder students in elementary school do not have mandatory homework assignments. Teachers may offer optional homework or collaborate with students and families to identify appropriate skill practice activities on a case-by-case basis. Any homework that students or families opt into in elementary will not be graded.

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

Three-year Goal:

By Spring 2026 92.2% of all students in 7th grade will meet math standards as measured by MATH SBA.

One-year Goal:

By Spring 2024 55% of all students in 6th grade will meet math standards as measured by MATH SBA.

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

During the 23-24 academic year, Pathfinder embarked on a yearlong professional development journey which includes a calibration with staff on rubrics each month. These opportunities will generate data on common practices and how they are affecting students. We then will use this information to continue strengthen our practices and most effectively supporting Pathfinder scholars.

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:

Guardrail 3 supports the vision of Pathfinder by ensuring alignment of adults throughout our schoolhouse. We push on each other, calling folx out and calling them in, to support in adult learning and capitalizing on learning opportunities that institutionalize justice.

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:

- SIPPS Intervention
- Intervention provided for reading comprehension in grades 3 – 8
- Flexible, small group instruction for math
- Paid/unpaid volunteers to do math and reading small groups
 - In absence of this, Teachers will run small groups in class
- Use of data and progress monitoring
- UDL strategies
- Restorative practices that support scholars in building skills as well as responsive for repairing and healing situations

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

- Professional Development on UDL
- Embedding time to use data that informs instruction.
- Instructional Coach Ins

These strategies will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes because it ensures that all students, namely our students of color furthest from educational justice and students eligible for special education services, receive the supports they need to make progress.

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:

MTSS Documents that include all students in each classroom:

- Scheduling regular CARE meetings to discuss and track trends
- Partnering with family members as essential contributing members during support meetings

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

- REACH meetings for students as needed conducting three 8-week cycle meetings to discuss students of concern that are not making academic progress and developing plans of support within the targeted growth goals.
- Partnering with experts within our building early to support in the development of a plan to support growth.

Advanced Learning and Highly Capable Services:

To support the academic success of our Advanced Learners and Highly Capable scholars Pathfinder offers:

- Flexible cluster grouping: Students will be grouped with other classmates to develop an identified skill or skills.
- Differentiation: Teachers adjust their lessons to provide students with the support they need to grow their strengths and work at more complex levels. This includes more challenges within classes, assignments, and activities to help push learning further.
- Independent projects: Students work alone or in a small group on projects that excite their interests and provide in-depth learning.

Homework Policy:

It is the policy of the Seattle School Board to recognize that homework can be a constructive tool in the teaching and learning process when it is geared to the needs and abilities of students. Purposeful homework assignments not only enhance student achievement but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned, organized, and connected to the learning objectives of the lesson.

The purposes of homework assignments, the basis for evaluating the work performed and the guidelines and/or rules should be made clear to the student at the time of the assignment. Assigned homework should be able to be completed independently by the student.

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:

By Spring 2026, when asked about experiencing, witnessing and committing micro and macro aggressions, the Pathfinder family community will report a decrease of 20% using the REC Questionnaire as a measurement tool.

One-year Goal:

By Spring 2024, when asked about experiencing, witnessing, and committing micro and macro aggressions, the Pathfinder family community will report a decrease of 7% using the REC Questionnaire as a measurement tool.

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 furthers 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 Guardrail supports the values of Pathfinder because we seek to create conditions where students are free to be. At every space in our schoolhouse, we seek to see our children and celebrate every intersection of their identity! We ensure each child is known by name, can identify their strengths as well as their needs. Artifacts that support alignment include our weekly Care Team meetings, frequent community building events, and leveraging what we know about students outside of the classroom as strengths to bring inside.

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 through:

- Consistent and predictable communication and partnership with families
- Schoolwide norms for elementary progress report comments
- Schoolwide norms for family connections efforts.

Professional learning has mitigated, disrupted, or dismantled systemic inequities through a deeper understanding of how we are socialized and the impact that has within our schoolhouse. Our professional learning is arming us with the tools to support meaningful relationships with all of the adults that support Pathfinder scholars.

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 including:

- PTSA Executive Board Meetings
- Safe and Welcoming Committee Meetings
- Family Based Racial Equity Committee
- Parent volunteers within our classrooms
- Partnership with Wa-BLOC.

Shared power has mitigated, disrupted, or dismantled systemic inequities through listening to, learning from, and acting on the voices that rarely drive decisions. Through the creation of systems with those most frequently marginalized we can best support our community as a whole.

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: This **Guardrail** supports the vision of Pathfinder as we too seek to institutionalize racial justice. This is evidenced through our learning, targeted conversations, and tracked through our partnership with REC who administers an annual questionnaire tracking and informing our work each year.

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:

- Beginning each day with SEL in every classroom
- ASB is representative of student body
- Instructional Coach Ins for teachers to visit other classrooms using a UDL tool aligned to the Danielson framework.
- Administration frequently visiting classrooms and providing meaningful feedback and partnership with teachers
- Buddy classrooms the work together including reading, play, and field trips!

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

- Actively encouraging a representative interview team
- 1:1 Check Ins to support growth and reflection
- Instructional Coach Ins
- Administrator feedback linked to UDL focus area and Danielson Framework
- Professional development around how to have hard conversations, including a small group brainstorm.
- Weekly staff meetings to discuss business and ensure we are aligned.

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

- Recruitment and onboarding of diverse staff
 - Removing the barriers that disempower staff of marginalized identities.
 - Range of leadership teams that support the functioning of Pathfinder.
 - School Newspaper
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Budget Allocations to Support Continuous Improvement

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

Academic Year: 23-24

Funding Type: In Progress

Funding Source: LAP Funds

Amount: \$60,674

How will funds improve student learning? Providing intervention support for scholars below grade level standards, particularly in reading.

Academic Year: 23-24

Funding Type: In Progress

Funding Source: PTSA Funds

Amount: \$45,500

How will funds improve student learning? Offering a wide range of supports, including materials used inside the classroom, tutoring for scholars identified by the classroom teacher (WeApp), and organizing community-building events to support meaningful relationships.

Academic Year: 23-24

Funding Type: In Progress

Funding Source: Discretionary Funds

Amount: \$69,729

How will funds improve student learning? Providing recess support and ensuring the building reflects the desired culture at Pathfinder (e.g., All Gender Restrooms, WaBloc, MODE, etc.).

Academic Year: 23-24

Funding Type: In Progress

Funding Source: TLCs

Amount: \$2300

How will funds improve student learning? TLCs (Teacher Leadership Cadre) will partner with new teachers, introducing them to the school and taking the lead in embedding Universal Design for Learning (UDL) into everyone's work at Pathfinder.