



2024-25 CSIP Review and Updates

Bailey Gatzert 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: Bailey Gatzert Elementary

Principal: Ronnie Belle

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Ronnie Belle, Alex Red, Joanne Griesemer, Michelle Heiser, Said Ahmed, Cat Koehn, Sarah Kim, and Enrique Black.

[2023-2026 CSIP Bailey Gatzert](#)

[Bailey Gatzert School Report](#)

[Bailey Gatzert 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.

- Interacting with families and students with positive, strength-based, culturally responsive practices through daily/weekly or family check-ins.
- Ensuring the presence of language translators at Family Community events and invitations to events will be posted in multiple languages. Encourage staff self-reflection.
- Staff preparation to teach effectively.
- Provide teachers with anti-racist resources.
- Gatzert school soliciting support to build an anti-racist school community. Promote a safe and welcoming classroom and school community where individual differences are valued, embraced, and evident.
- Implementing practices where all students, regardless of cognitive or academic level, have opportunities to be included in the general education classroom, participating in standards-based curriculum.

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?

- Lack of a clear vision-the plan may not have a clear narrative or rationale.
- Misalignment. Systems such as the curriculum-assessments-professional development may not be aligned.
- Communication. The school community stakeholders may not be adequately communicated with in a timely manner.

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

Short-term desired outcomes:

- Changes in teaching practices
- school policy changes
- Changes in school climate
- Re-direction of resources

Long-Term desired outcomes:

- Improves student well-being
- Improved academic achievement
- improved school climate

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 are proud to report that the third grade reading achievement has increased by a significant 13%, from 23-24 to 51%. This is a testament to our collective efforts and the potential for further growth.

Summary of student strengths supported by data:

Achievement in reading and on the annual survey focused on culturally responsive teaching, equity, and relationships/belonging have all increased in 23-24. Our students in grades 3-5 have given us a reason to be proud, with an average of 82% in the learning environment.

Identify and prioritize student needs supported by data:

Primary focus on students' academic needs will be on Level 1 and Level 2 students, who make up about 25% of the student body. This is a significant portion that requires our immediate attention.

Another focus area will be on student survey data (student voice and leadership 76% and positive behavior and safety 75%) to better meet students' needs to promote a welcoming learning environment.

Summary of possible root causes of the priority student need:

- Chronic Absenteeism
- Mental health
- Economic issues

- Lack of social emotional stability

School Staff

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

Culturally responsive teaching at 80% and Inclusionary practices at 83%, demonstrating our substantial progress. Strategies included:

- Tapping into student's cultural capital.
- Communicate consistently high expectations.
- Address our own biases.
- Implement an inclusive curriculum.
- Account for language differences.
- Facilitate student empowerment.

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

On average, 91% of staff implement best practices from professional development in their classrooms. Strategies included:

- Encourage staff self-reflection.
- Staff preparation to teach effectively.
- Provide teachers with anti-racist resources.
- Gatzert school soliciting support to build an anti-racist school community.

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

Professional learning that needs to be strengthened is focusing on Universal Design for Learning (UDL). Universal Design for Learning (UDL) training promotes inclusive educational practices throughout our school community. With an intentional student-centered focus, we aim to encourage flexibility, differentiated instruction, and student voice/choice through instructional strategies to engage and motivate all learners.

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:

At Gatzert, we champion the 'Big Three -Home-School-Community. Our current parent engagement rate is 71%, suggesting an opportunity for improvement. Our goal is to increase this rate to 81% by June 2025. We are unwavering in our commitment to fostering strong, effective partnerships with families, rooted in positive, continuous, and goal-oriented relationships.

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:

Seattle University (the "University") has an affiliation with Bailey Gatzert Elementary School (BGE) that is an essential component of the Seattle University Youth Initiative ("SUJI"), a long-term campus community effort to create a pathway of academic support for underserved youth living in 100 square block neighborhood of Central Seattle.

The University will work with BGE to provide before and after school programming for a cohort of elementary school students selected by BGE during each academic year. The programs will provide high quality academic instruction and enrichment activities aligned with the Bailey Gatzert Continuous School Improvement Plan (CSIP).

Each quarter over 100 University students support the learning environment during the school day and in the after-school programs. The type of academic services provided varies from one-to-one

tutoring, to helping small groups, to leading academic and enrichment activities after school. The University employs a full-time Bailey Gatzert Elementary Site Manager (BGESM) to oversee all SUYI engagement efforts at BGE. The BGESM receives support from 1 Seattle University Graduate Assistant to work 20 hours per week, 20-25 University student employees.

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

Measures and Targets

2023-26 Three-year Goal:

By June 2026, Bailey Gatzert staff will promote a welcoming learning environment focused on engaging and educating students through high-quality instruction and learning experiences that accelerate growth for all students in their core subjects, student voice, and leadership through a culturally responsive lens with a focus on students of color who are furthest from educational justice, and with an intentional focus on African American males to meet grade-level standards on the Smarter Balance Assessment and increase 10% on school climate surveys.

2024-25 One-Year Goal:

By June 2025, Bailey Gatzert's staff will actively concentrate on inclusionary practices, implementing Universal Design for Learning (UDL) strategies to increase ALL student achievement by 10% in math and ELA on the Smarter Balance Assessment.

Action Plan

The following action plan highlights evidence-based practices (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.

2024-25 Evidence-based Practice 1:

Tier 2 Targeted Instruction: Educators provide strategic and targeted instruction to all students according to assessed needs, including students with IEPs, multilingual learners, and advanced learners.

Outcome Data Measures:

Software Embedded Assessments

Timeframe for Reviewing Outcome Data Measures:

- Monthly
- Each Trimester

Process Data Measures:

Classroom Assessments

Timeframe for Reviewing Process Data Measures:

- Monthly
- Each Trimester

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

- Grade Level Teams
- School Counselor
- Academic Intervention Specialist (AIS)

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

Resources that will be used to implement this practice are AIS coordination, IXL software, targeted intervention curriculum materials (Heggerty & UFLI), and PLCs.

2024-25 Evidence-based Practice 2:

- Universal Design for Learning (UDL)
- Professional Development

Outcome Data Measures:

- Curriculum-Embedded Assessments (CEAs)
- WIDA assessments

Timeframe for Reviewing Outcome Data Measures:

- Monthly
- Each Trimester

Process Data Measures:

Common formative assessments

Timeframe for Reviewing Process Data Measures:

- Monthly
- Each Trimester

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

- Grade Level Teams
- School Counselor
- Academic Intervention Specialist (AIS)

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

Resources that will be used to implement this practice are professional development, extended time for training, and coaching cycles.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

By 2026, 70% of 3rd-grade students will meet standards or higher on the ELA Smarter Balanced Assessment. To meet this goal, classroom teachers will promote a welcoming learning environment focused on engagement and educating students through targeted high-quality instruction and learning experiences that accelerate growth for all students in their core subjects.

2024-25 One-Year Goal:

By 2025, 60% of 3rd grade students will meet standards or higher on the MAP Assessment which will be a 10% increase from 2024.

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.

2024-25 Evidence-based Practice 1:

Learning Walks

Outcome Data Measures:

MAP

Timeframe for Reviewing Outcome Data Measures:

According to the SPS Assessment Calendar

Process Data Measures:

- Common Assessments
- Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

Throughout the school year.

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

- Grade-level teams
- Teacher leader cadre (TLC) leads
- Administration

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

Resources that will be used to implement this practice are professional development, grade-level PLCs, and coaching cycles.

2024-25 Evidence-based Practice 2:

Tier 2 Reading Instruction

Outcome Data Measures:

Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Outcome Data Measures:

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

Process Data Measures:

Common Assessments

Timeframe for Reviewing Process Data Measures:

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

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

- Grade-level teams
- Academic Intervention Specialist

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

Resources that will be used to implement this practice are professional development, extended time for training, and targeted intervention curriculum.

Advanced Learning and Highly Capable Services:

At Bailey Gatzert Elementary, the following process will be used to refer, identify, screen, assess, and match students to and meet their needs with Highly Capable and Advanced Learner (AL) support. Bailey Gatzert Elementary School uses multiple measures to identify students who perform or show potential for performing at significantly advanced academic levels compared to others of their age, experiences, and/or environments.

Student data for this school year includes district-required in-class literacy, math, and cognition assessments. Following assessments, the Multi-Tiered System of Support (MTSS) thoughtfully reviews student data. The MTSS team includes classroom teachers, a building principal, and a school psychologist.

We aim to identify academically highly capable students who would most benefit from a continuum of Highly Capable services at Gatzert. As we review student data, there is no single score or threshold a student must meet. We look at trends over time, focusing on student growth while considering the demographics of underrepresented student populations to ensure equity and remove barriers for low-income students, as state law requires.

Following the team's decisions, families receive communication via email or letter regarding a student's qualification for services, with the option to appeal the committee's decision if desired.

Expanded Learning:

Afterschool programs are an extension of the school day. The programs provide social, academic, and physical plans in a safe, supportive environment.

At Gatzert, the same academic approach is implemented after school. All afterschool programs are equipped with students' individualized educational plans to target the support students' needs better.

In addition, the same structure is enforced in our afterschool programs. The rigor, high expectations, and routines help students and families feel more confident and comfortable with the program. Also, students continue with learning interpersonal skills and good character traits as well as teamwork.

Homework Policy:

District policy requires that homework be assigned to all elementary students. Homework serves many important purposes - it reinforces academic skills, teaches research skills, and helps students learn to develop ideas and become life-long learners.

- Homework is the student's responsibility; students must develop regular study habits and do most of the work independently. At times, long-term assignments may require the assistance of the parent.

Bailey Gatzert's homework plan has been developed after extensive research: Home projects that apply common core standards may be assigned throughout the year at all grade levels.

- Grade K-2: 5 – 10 minutes/day or 20 – 40 minutes/week
- Grade 3-4: 10 – 20 minutes/day or 40 – 80 minutes/week
- Grade 5: 20 – 40 minutes/day or 80 – 160 minutes/week

Gatzert's homework policy and practices align with the SPS Board Homework Policy. Based on evidence-based research, the purpose of homework is:

- To practice skills or reinforce knowledge that has been learned in the classroom to help students master a specific skill.

- To reflect on what was learned in the classroom.
- To be used as a way for students to prepare for future classroom activities.
- To transfer knowledge and extend skills learned in one content or subject area to another situation.
- Homework will not be used as a disciplinary measure.

Late Work:

Students will not be penalized for turning in homework late. If your child consistently requires much longer than the time indicated above to complete their homework, please get in touch with your child's teacher. Some modification to the homework load may be needed for your child, and/or a homework "contract" should be designed to support your child's best efforts.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

The percentage of families who engage in school volunteer programs to support school-wide, classroom, and parent involvement activities based on the Gatzert Family survey will grow from 71% in June 2023 to 91% by June 2026.

2024-25 One-Year Goal:

By June 2025, parent and family engagement will increase to build strong and effective partnerships with families that can help children and families thrive by 10% to 81%. These partnerships will be grounded in positive, ongoing, and goal-oriented relationships with families.

Action Plan

The following action plan highlights evidence-based practices (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.

2024-25 Evidence-based Practice #1:

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

Outcome Data Measures:

SPS climate survey

Timeframe for Reviewing Outcome Data Measures:

- Beginning of Year
- End of Year

Process Data Measures:

School-based Family Surveys

Timeframe for Reviewing Process Data Measures:

- Monthly
- Each Trimester

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

- Grade Level Teams

- Academic Intervention Specialist
- School Counselor
- Family Connector
- ML Team

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

Resources that will be used to implement this practice are volunteer coordination, community engagement and organization.

2024-25 Evidence-based Practice #2:

Collaborating with Community: Develop and strengthen relationships with government and non-government agencies, community groups, businesses, and other educational providers to enhance learning opportunities and outcomes for students and families.

Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Outcome Data Measures:

- Monthly
- Each Trimester

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

- Monthly
- Each Trimester

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

- Grade Level Teams
- Academic Intervention Specialist
- School Counselor
- Family Connector
- ML Team

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

Resources that will be used to implement this practice are professional development, family resource materials, and CBO contracts.

2024-25 Budget Allocations to Support Continuous Improvement

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

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade-level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$4,323,881
- **Activities Implemented:** Provide standards-based aligned instruction to all students.

Title 1-Instruction

- **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:** \$235,944
- **Activities Implemented:**
 - Title 1 funds are used to support students directly.
 - The funds pay for salaries (interventionists/coaches) to provide targeted support to students and teachers.
 - The interventionists and coaches support small group instruction and ongoing professional development for teachers.

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable for services provided to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$108,000
- **Activities Implemented:**
 - LAP dollars provide supplemental support to students who need to meet their academic benchmarks.
 - The support is provided through the Multi-Tiered System of Support (MTSS), targeting students and accelerating learning by meeting students where they are academically.

Title – Professional Development

- **Intent and Purpose:** The funds may be used to promote focused initiatives and help meet strategic academic goals and objectives.
- **Dollar Amount:** \$26,216
- **Activities Implemented:** Title 1 professional development dollars are used to provide staff with targeted, job-embedded ongoing training that is relevant and focused on student data, staff surveys, new district initiatives, and walkthrough/eVal information.

Title Parent

- **Intent and Purpose:** Funds are used to engage the school community and encourage involvement.
- **Dollar Amount:** \$6,587
- **Activities Implemented:**
 - Funds support engagement through meetings, professional development for families, and a family coordinator.
 - The engagement and activities support and promote higher academics, improve student behavior, and enhance social skills.
 - The approach fosters a safe, welcoming environment and shows families the importance of the community.

OSSI Grant

- **Dollar Amount:** \$10,000
- **Activities Implemented:** Instructional professional development and coaching.

OSSI Grant

- **Dollar Amount:** \$11,000

- **Activities Implemented:** Targeted intervention materials for reading and writing (Haggerty & UFLI).

OSSI Grant

- **Dollar Amount:** \$10,000
- **Activities Implemented:** Instructional software – IXL annual subscription for K-5.