2025-26 Annual CSIP
Catharine Blaine K-8 School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

2025-26 School Information and Leadership Team Members

School Name: Catherine Blaine K-8 School

Principal: Patrick Gray

Instructional Vision: If the school leader is focused on building high quality Tier 1 instructional practices, analyzing student data to inform decision making, and cultivating an inclusive school community, then educators will have a higher capacity to provide culturally responsive, universally designed, and differentiated support for students, leading to improved academic and social outcomes for all students, particularly those furthest from educational justice.

Members of the Building Leadership Team: Tre Birkhauser, Samantha Bonoff, Carolyn Dunn, Kristy Fammartino, Taylor VanDuser, Nick Villarreal, Kim Johanson, Kate Huber, Patrick Gray.

2023-26 CSIP Catharine Blaine

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 442

Special Education Percentage: 24.4%

Multilingual Learning Percentage: 2%

Highly Capable Percentage: 5.9%

Free and Reduced Lunch Percentage: 6.8%

Washington School Improvement Framework Status: Foundational

Catharine Blaine OSPI School Report

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Elementary Progress Reports (EPR)
- Student Grade Reports
- Missed Instruction Log
- Walkthrough/Observational Data
- Course Enrollment
- School-based Student Surveys
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- Healthy Youth Survey
- SPS Climate Survey (staff or students)
- Professional Development Attendance and Exit Tickets
- Family Participation/Attendance (e.g., Events, Team Membership)
- Volunteer Count
- Meeting Agendas and Minutes (e.g., Grade-level, Content Area, MTSS, RET, BLT, etc.)

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

- Math and ELA achievement as measured by Spring SBA.
- Achievement in student attendance.
- Academic growth for students in one or more racial or ethnic groups.
- Academic growth for low-income students.

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

Student climate survey indicates a need for more consistent application of rules and behavior expectations.

Disproportionalities: What disproportionalities exist among student groups?

Discipline rates for male students and students of color are higher than for female students and white students.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

Root causes have not been identified.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

- Development of behavior expectations across all nine grades. This work has largely been completed during summer 2025.
- Implementation of schoolwide positive behavior reward system began in September 2025.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

Students have access to 1:1 devices at all grades. Students in middle school have opportunities to take coding and robotics courses. Students in middle school have opportunities to create digital media through journalism class.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

Teacher leaders provide ongoing professional development on technology tools and best practices.

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

Measures and Targets

2023-26 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”.

2025-26 Goal:

By June 2026, 80% of middle school students will respond favorably on the Seattle Public Schools Student Climate Survey prompt, “I have adults at school that can teach me about my culture(s) and history.”

Action Plan

Evidence-based Practice 1:

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships.

Implementation Activity:

Staff will engage in ongoing use of SEL instructional materials like Second Step and Ruler to create classroom charters and to coach students on developing interpersonal skills. Two teachers, the school counselor, and the principal are scheduled to attend the CASEL SEL Exchange conference in November. We are also implementing a schoolwide positive behavior recognition program for students who are demonstrating Tiger Traits.

Process Data Measures:

- Comprehensive School Counseling Program School Plan
- Building determine Schedule of MTSS Meetings
- School-based Survey (staff or students)
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School based surveys

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

MTSS teams for elementary and middle school are by grade band. Elementary grades meet on a rotating basis over a six week period.

Middle school grades meet on a rotating basis over a three week period. MTSS teams include special education teachers, counselor, specialists, principal, and classroom teachers.

Building Leadership Team (BLT) provides oversight for schedule development and Professional Development (PD) calendar.

Teacher Leader Cadre (TLC) has primary responsibility for developing and leading year-long PD sessions.

A Behavior Expectations team comprised of teachers at various grades, including middle school, the school counselor, and principal met over the summer to work on schoolwide behavior expectations and positive behavior recognition systems.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

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

2025-26 Goal:

The percent of 2nd Grade students projected proficient or above in ELA based on MAP will increase from a baseline of 56.1% to a target goal of 58.1% by Spring 2026.

School Based 2025-26 Goal:

By Spring 2026, 89.5% of 2nd grade students will show reading proficiency as measured by the Spring MAP test.

2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy:

As school staff transitions from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

Teachers in elementary grades will build on last year's professional development on the Science of Reading to continue to implement phonics instruction for all students, with support from our school's reading specialist for Tier 2 instruction for students needed additional instruction.

Action Plan

Evidence-based Practice 1:

Research-based Reading Instruction: Educators utilize intentional, research-based reading instruction, using increasingly complex texts and reading and writing tasks to build comprehension, knowledge, and strategic reading.

Implementation Activity:

Teachers will engage in ongoing PD for phonics-based reading instruction, while using adopted curriculum with appropriate supplementation to reflect the cultures and experiences of each student.

Process Data Measures:

Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

- Middle of Year
- End of Year

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- End of Year

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

Teachers in elementary grades will build on last year's professional development on the Science of Reading to continue to implement phonics instruction for all students, with support from our school's reading specialist for Tier 2 instruction for students needed additional instruction.

Evidence-based Practice 2:

Common Curriculum: Educators will implement enVision curriculum and use SPS scope and sequence.

Implementation Activity:

Implementation will be a shared responsibility of classroom teachers and members of our Teacher Leader Cadre, with meeting time approved by the BLT. Release time is also provided as needed for learning walks and increased collaboration within and across grade levels.

Process Data Measures:

Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

- Middle of Year
- End of Year

Student Outcome Data Measures:

- MAP
- Curriculum-Embedded Assessments (CEAs)

- Smarter Balanced Assessment (SBA)
- Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Middle of Year
- End of Year

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

Teachers will continue to collaborate on lesson planning and assessment, reviewing student progress at least twice per month and adjusting instruction as needed in response to student learning. Opportunities for re-assessment will be provided in alignment with district practices.

Highly Capable Services

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- Supplemental Materials: Classroom teachers have access to supplemental materials to support math instruction and independent learning for any students who have a demonstrated capacity for growth beyond grade level curriculum. All students in 7th grade in 2025-2026 are learning with the enVision compacted 7/8 curriculum, with the intention that all students will enroll in Algebra in 8th grade.
- Elective Courses: Middle school students have opportunities to enroll in elective courses that provide ample opportunities to extend learning in language arts and math, including courses in Journalism, Robotics, and Coding.

Expanded Learning

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 and an after-school middle school band class in 2024-2025.

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

Measures and Targets

2023-26 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.

2025-26 Goal:

The percent of 6th Grade students projected proficient or above in Math based on MAP will increase from a baseline of 58.2% to a target goal of 60.2% by Spring 2026.

2025-26 School-based Goal:

By Spring 2026, 86.2% of 6th grade students will demonstrate proficiency in mathematics on the Measures of Academic Progress (MAP) assessment.

Action Plan

Evidence-based Practice 1:

Common Curriculum: Educators will implement enVision curriculum and use SPS scope and sequence.

Implementation Activity:

Implementation will be a shared responsibility of classroom teachers and members of our Teacher Leader Cadre, with meeting time approved by the BLT. Release time is also provided as needed for learning walks and increased collaboration within and across grade levels.

Process Data Measures:

Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

- Middle of Year
- End of Year

Student Outcome Data Measures:

- MAP
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)
- Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Middle of Year
- End of Year

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

Teachers will continue to collaborate on lesson planning and assessment, reviewing student progress at least twice per month and adjusting instruction as needed in response to student learning. Opportunities for re-assessment will be provided in alignment with district practices.

Highly Capable Services

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- Supplemental Materials: Classroom teachers have access to supplemental materials to support math instruction and independent learning for any students who have a demonstrated capacity for growth beyond grade level curriculum. All students in 7th grade in 2025-2026 are learning with the enVision compacted 7/8 curriculum, with the intention that all students will enroll in Algebra in 8th grade.
- Elective Courses: Middle school students have opportunities to enroll in elective courses that provide ample opportunities to extend learning in language arts and math, including courses in Journalism, Robotics, and Coding.

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Priority Area: Family and Community Engagement

Measures and Targets

2023-26 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.

2025-26 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: 70% of families of color will regularly participate in school-wide events and activities as listed above.

Action Plan

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.

Implementation Activity:

All school staff have been provided with information and support for the district's new volunteer approval process. School leadership and Parent Teacher Association work in close partnership to coordinate volunteer opportunities for families and other members of the community.

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- Volunteer Count

Timeframe for Reviewing Process Data Measures:

- Middle of Year
- End of Year

Student Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- End of Year

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

- Building Leadership Team
- Parent Teacher Association

2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

I**ntent and Purpose:** Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards that includes differentiation and enrichment.

Activities Implemented to Meet Intent and Purpose: The intent and purpose of Basic Education dollars includes but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

Fund Program: 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: $32,522

Activities Implemented to Meet Intent and Purpose:

- Provides 0.2 FTE of multilingual support for students across all nine grades
- Administers the annual WIDA assessment
- Provides instructional resources to teachers
- Connects with families
- Supports students with language acquisition

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: State LAP revenue is used to provide services only to students who have not yet met, or are at risk of not meeting, state and local graduation requirements.

Dollar Amount: $65,985

Activities Implemented to Meet Intent and Purpose: Provides 0.4 FTE for supplemental early literacy instruction

Fund Program: Per Student Discretionary Allocation

Intent and Purpose: School discretionary funds used for materials, supplies, and staffing.

Dollar Amount: $21,587

Activities Implemented to Meet Intent and Purpose: Contributes to the cost of additional staffing for student supervision and safety

Fund Program: Per Student-in-Poverty Based Allocation

Intent and Purpose: Funds used to support students in poverty through materials, supplies, and supplemental staffing.

Dollar Amount: $9,434

Activities Implemented to Meet Intent and Purpose: Contributes to the cost of additional staffing for student supervision and safety

Fund Program: Other Funding Source (PTA Funding for Staff Positions)

Intent and Purpose: PTA funding supports supplemental staffing positions.

Dollar Amount: $143,382

Activities Implemented to Meet Intent and Purpose:

- 0.4 FTE middle school choir
- 0.3 FTE academic intervention specialist (K–3 literacy)
- 0.5 FTE office assistant
- Hourly lunchroom and recess supervision
- Hourly health room coverage