2025-26 Annual CSIP
Daniel Bagley Elementary 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: Daniel Bagley Elementary

Principal: Angela Clement

Instructional Vision Theory of Action: If the principal focuses on creating a culture in which adult learning becomes as common as student learning and creates the structures for collaborative work centered on data driven Inclusive Practices to foster positioning students as competent learners, then teachers will have the time and support to master plan for improved instructional practices, then we will have strong outcomes for our focus students, (Students of Color Furthest from Educational Justice),which will result in high academic growth for all students.

Members of the Building Leadership Team: Jane Lipsen, Will Weigel, Leah Sigh, Julie Steele, Regina Thornton, Angela Clement, Nikki Hill, Lily Robbins

2023-26 CSIP Daniel Bagley

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

Student Enrollment: 337

Special Education Percentage: 21.4%

Multilingual Learning Percentage: 15.7%

Highly Capable Percentage: 5.9%

Free and Reduced Lunch: 25.8%

Washington School Improvement Framework Status: Foundational

Daniel Bagley 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
- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Walkthrough/Observational Data
- School Attendance Dashboard on Atlas
- Professional Development Attendance and Exit Tickets
- 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.)?

From ML Walkthrough Data November 2025:
11/13 classrooms- ML students were speaking with Academic Vocabulary

- 5/13 with teacher, 5/13 with peer, 1/13 whole class
- 8/13 classrooms- Visuals were used/posted to support Vocab Acquisition
- 6/13 classrooms- Talk Protocols were used

From Family Survey October 2025:

My family and my child feel welcomed at Bagley.

- Always- 118 (14- Accessible Ed) (5- ML) (91%)
- Mostly- 11 (2- Accessible Ed)

My child feels valued in their classroom.

- Always- 114 (15- Accessible Ed) (5- ML) 83%
- Mostly- 11 (5- Accessible Ed) 8%
- Sometimes-13 9%

My child feels like they are heard in their classroom.

- Always- 111 (15- Accessible Ed) (5- ML) 88%
- Mostly- 14 (4- Accessible Ed) 11%
- Sometimes-1 .7%

From Attendance Data 2025: September to December attendance rate, 94%

From Spring 2025 MAP Data:

Math MAP

- SOCFFEJ: 20 students at high growth 1.7 and higher; 24 students at 1.0 - 1.6 growth

- ML Served: 9 students at growth- 1.7 and higher; 16 students at 1.0-1.6 growth
- School Total: 84% passing; 264 students above the 40th percentile

Reading MAP

- SOCFFEJ: 20 students at high growth 1.7 and higher; 24 students at 1.0-1.6 growth
- ML Served: 12 students at high growth; 1.7 and higher; 11 students at 1.0-1.6 growth
- School Total: 82% passing; 259 students above 40th percentile

DIBELS

- SOCFFEJ: 59% or 27/46 At or Above Benchmark
- ML Served: 38% or 8/21 are At or Above Benchmark
- School Total: 77% at or above benchmark 126/163

WIDA

- ML Served: 80% or 40/50 assessed students increased on the WIDA.
- ML Served: 50% or 25/50 assessed students increased on Speaking!

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

Math MAP

- SOCFFEJ: 41 students have growth below 1.0 and 20 of these students are below the 40th percentile.
- ML Served: 13 students receiving ML services have growth below 1.0 and 12 of these students are below the 40th percentile.
- School Total: 52 students below 40th percentile

Reading MAP

- SOCFFEJ: 45 students' growth below 1.0 and 27 of these students are below 40th percentile
- ML Served: 20 students at growth below 1.0 and all are below the 40th percentile
- School Total: 56 students below 40th percentile

Disproportionalities: What disproportionalities exist among student groups?

SBA Math

- 3rd- 64% SOCFFEJ met compared to 89% white that met
- 4th- 54% SOCFFEJ met compared to 82% White
- 5th- 39% SOCFFEJ met compared to 88% White

Overall school totals:

- 3rd- 79% met
- 4th-- 70% met
- 5th- 75% met (65% Sped)

SBA ELA

- 3rd- 69% SOCFFEJ met compared to 81% white that met
- 4th- 70% SOCFFEJ met compared to 86% white that met
- 5th-- 39% SOCFFEJ met compared to 94% of white that met

Overall school totals

- 3rd- 77% met
- 4th- 85% met
- 5th-- 80% met (71% Sped)

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

Societal patterns have affected SOCFFEJ disproportionally. Attendance and missed instruction at school due to breaks or behavior concerns that bring them to the office more office.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Recognizing that families that need additional support in targeting language acquisition goals have access to these supports. For example, School Connect WA program enrollment.

Interconnected Needs: How are needs related to each other or influencing each other?

It is difficult to make progress on academic growth when there are attendance concerns due to family situations.

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

- Expanding School Connect
- Attendance meetings and identifying and problem-solving barriers
- Strong Tier One instruction

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

- Talking Points strengthens family communication
- Visuals and structure for student learning- ULS, Power points
- Intentional use of technology for Tier 1 and 2 Intervention programs- Lexia, Typing Club

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?

Our Digital Learning Specialist is an effective support for staff and paid Tech Time is supportive for providing staff time to learn and practice new tools for students.

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

Measures and Targets

2023-26 Goal:

By June 2026, 90% of students overall and 90% of students in all gender or race/ethnic categories will respond favorably to any questions asked on the Seattle Public Schools district survey regarding enjoying learning and enjoying specific subjects, from the current aggregate, overall rates of 72% on both the fall 2022 and spring 2023 surveys.

The specific questions are:

- I enjoy math. - spring of 2023 68% of students responded favorably.
- I look forward to science class- spring of 2023 83% of students responded favorably.
- I see myself as a scientist- spring of 2023 83% of students responded favorably.
- I can be a leader at my school if I want- spring of 2023 68% of students responded favorably.
- We plan on creating an additional whole school survey to ask questions like: I am a capable mathematician/take an interest in math.

2025-26 Goal:

One-year Goal: By June 2026, 93% of students in all gender or race/ethnic categories will have consistent attendance. Fewer than 25% of the total absences will be from students in our ELL program.

Action Plan

Evidence-based Practice 1:

Student Re-engagement (Addressing Chronic Absenteeism): MTSS Teams in school buildings will build out Attendance Workshops to address chronic absenteeism, which fulfill state and district mandates on Community Engagement Boards (CEB) and help to track students needing school re-engagement support through care coordination/case management.

Implementation Activity:

Bi-weekly care team meetings work to provide communication and calendared meetings to provide support for families whose attendance is a concern. The care team also incorporates wrap around services including transportation, housing support and childcare services. School wide we also reinforce the connection between attendance and achievement at school.

Process Data Measures:

- Comprehensive School Counseling Program School Plan
- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- Student Attendance Agreement Plan
- Care Coordination Plans
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

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

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Missed Instruction Log
- Discipline/Suspensions
- Unified Insights

Timeframe for Reviewing Student Outcome Data Measures:

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

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

Our care team will work in coordination with our MTSS team at our Focus student meetings which occur weekly. Social worker, classroom teachers, principal, ML IA, ML teacher, Accessible Ed staff, MKV support staff

Additional context about the implementation of the selected evidence-based practice and/or implementation activity.

Communication community wide about attendance is shared regularly.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

Third Grade ELA: The percent of 3rd grade Students of Color FFEJ scoring proficient or higher in ELA (SBA) will increase from a baseline of 46.9% to a target goal of 76.9% by 2025-26. During each interim SMARTIE goal cycle, we will create and monitor MAP 2 times per year, DIBELS in 1st and 2nd grade, SIPPS, intervention data, SBA Interim Data.

2025-26 Goal:

The percent of second grade SOCFFEJ projected to be proficient or above in Math based on MAP will increase from a baseline of 50**%** to a target of 52% by Spring 2026.

Action Plan

Evidence-based Practice 1:

Tier 1 and Tier 2 Foundational Skills Instruction: Educators provide strategic and targeted instruction in foundational skills to all students according to assessed needs, including students with IEPs, multilingual learners, and advanced learners.

Implementation Activity:

TLC teachers focused on K-2 and ML literacy. We are providing a strong Tier 1 for all student by providing a structured literacy curriculum and incorporating it in our daily work for double or triple doses of literacy instruction.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)
- Professional Development Exit Tickets
- CBO collected data in Unified Insights
- Progress- DIBELS, UFLI and SIPPS mastery tests

Timeframe for Reviewing Process Data Measures:

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

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Elementary Progress Report (EPR)
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

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

- K-3 S
- MTSS team
- ML Team
- TLCs

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.
- Independent Study Projects: Students pursue self-directed learning based on interests.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.
- Social Emotional Learning: SEL programming is tailored to supporting the needs of Highly Capable Learners. Learning may include strategies that nurture self-awareness, empathy, and resilience. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.

Expanded Learning

- Working with the school social worker to ensure students are enrolled in Boys and Girls club on campus to support pro-social and academic growth.
- Ensure SOCFFEJ and ML learner enrollment in Summer School
- Evening events and performances that connect families to the instruction and engage families in student learning
- Open House
- PTA funded after-school enrichment activities

Homework Policy

We recognize the partnership between family and school is very powerful. Homework is one of many tools that teachers use to create a home-school connection.

Create a balance:

Homework should feel like a balance of learning what your child is working on at school and giving your child independent time to practice.

Tips for Homework success:

- Define a location in your house where homework is done.
- Create a routine where your child is asked to show what is in their yellow take home folder each evening.
- Homework should not feel like a struggle. At our Open House Curriculum Night, teachers outlined their homework plan for your child. Please reach out to your classroom teacher and the principal if you feel the homework plan is not working for your family.

- Many students enjoy videos from Khan Academy for math support. This site teaches math in the same way as our current math curriculum.

Time Frame for Reading at home:

Children access reading and build stamina for reading as they age. If you create a space for about 20 minutes of reading in the evening this helps to develop habits of being a reader.

This reading could include a parent reading to a child and asking questions about the book or a child reading on their own and telling the family what they read about.

Our students spend time enriching themselves after school with clubs, classes, and family time. If students don't read one or two nights and then spend the next night diving into books for an hour, that is great!

In all grades homework may include:

- Work that was not completed during the school day, which may include online math practice, math worksheets, or writing work.
- Enrichment work, including special projects.

Late Work:

- Students are not graded based on the timely completion of an assignment. They are graded based on their display of understanding of the content.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

By June 2026 at least 95% of families of students receiving multilingual or special education services will respond favorably to data probes measuring their child is seen, heard and valued within an inclusive climate at Bagley ES.

2025-26 Goal:

By June 2026 at least 60% of families of students receiving multilingual or special education services will respond favorably to data probes measuring their child is seen, heard and valued within an inclusive climate at Bagley ES.

Action Plan

Evidence-based Practice 1:

Recognizing the role of the family: Recognize and build on the capacity of families to assist and encourage their children's learning in and out of school and support school goals and directions through school policies, practices, and programs.

Implementation Activity:

Tier 1- regular communication home, translated in all home languages, weekly Principal's messages for all families, and monthly PTA supported family events. Tier 2 - Affinity groups for Spanish speaking, Accessible Ed, and AL families.

Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey

- Volunteer Count

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions
- Missed Instruction Log

Timeframe for Reviewing Student Outcome Data Measures:

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

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

- Teachers
- Principal
- PTA board
- Social worker
- ML Staff
- Accessible Ed Staff
- BLT

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. 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: $164,523

Activities Implemented to Meet Intent and Purpose:

- Instructional support for students who qualify for multilingual services
- Translation and interpretation services

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: Provide services only to students who have not met, or are at risk of not meeting, state or local graduation requirements.

Dollar Amount: $65,985

Activities Implemented to Meet Intent and Purpose: Instructional supports for students who qualify for LAP-funded interventions.