2025-26 Annual CSIP
Fairmount Park Elementary

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: Fairmount Park Elementary

Principal: Sara Davis

Instructional Vision Theory of Action: If we, as a staff, incorporate UDL practices through ongoing professional learning, then teachers will increase capacity to increase access to grade level content and provide targeted support so all students can grow toward standards mastery.

Members of the Building Leadership Team: Amanda Cook, Jennifer Coons, Gina Durnwirth, Kristine McChesney, Robyn Potocnik, Diana Soto, Christine Wilkie

2023-26 CSIP Fairmount Park

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

Student Enrollment: 357

Special Education Percentage: 20.7%

Multilingual Learning Percentage: 8.4%

Highly Capable Percentage: 4.8%

Free and Reduced Lunch Percentage: 23%

Washington School Improvement Framework Status: Foundational

Fairmount Park 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:

- WaKIDS
- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- Special Education Placement Data (LRE)
- 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 ELAn
- School-based Student Surveys
- Discipline/Suspension
- SPS Climate Survey (staff or students)
- Volunteer Count

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.)?

The foundational reading comprehension data for 2nd graders shows a decrease in the discrepancy between SoCFFEJ and all other students, closing the gap to .6% differential.

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

1. Improve reading scores for our SoCFFJ and AAM
2. Improve student identity understanding through explicit teaching about culture, heritage, and identity

Disproportionalities: What disproportionalities exist among student groups?

Disproportionalities exist among our SoCFFEJ and AAM, specifically in reading based on DIBELS and MAP scores.

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

Our teaching strategies haven't proven effective in improving these demographic groups.

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

We believe that direct reading intervention instruction and multilingual instruction will have the greatest impact on student outcomes.

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

Interconnected needs may be students feeling that their culture of origin isn't understood at Fairmount Park and intersects with their demographic category of SoCFFEJ.

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

Stronger skills in ML teaching, along with co-planning sessions with ELD staff and classroom teachers, are expected to build momentum toward greater success. This year, our ELD staff are utilizing the WIDA can-do statements and sharing them with teachers to elevate ML student strengths across school settings and drive instruction for students who identify as FFEJ and AAM.

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

Through the use of Success Maker, Prodigy, and Mystery Science, teachers are extending student instruction and increasing engagement in Reading, Math, and Science.

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 ET staff are supportive in providing updates and professional development opportunities. They also directly support teachers with access challenges and technical difficulties.

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

Measures and Targets

2023-26 Goal:

From 2023-2024 to 2025-26, we will target the response under the Identity and Culturally Responsive 'I get to learn about my culture at school'. We will increase our general student responses from 62% to 90%. Students who qualify for Multilingual services will go from only 33% to 90% answering favorably.

2025-26 Goal:

Our goal is that by June 2026, the percentage of students who qualify for ML will increase from 50% to 75%, responding favorably as measured by the student climate survey.

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. For example, educators will use one of the following resources.

Implementation Activity:

- Racial Equity Team (RET)
- Building Leadership Team (BLT)

Process Data Measures:

School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year

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

- Racial Equity Team (RET)
- Building Leadership Team (BLT)
- Counselor
- Classroom Teachers

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percentage of 3rd-grade African American Male Students proficient or above in ELA on the SBA will increase from a baseline of 40% to 70% by 2025-26. The percent of 2nd Grade African American Male Students proficient or above in reading on the MAP will increase from a baseline of 40% to 70% by 2025-2026.

2025-26 Goal:

The percentage of 2nd-grade Students of color furthest from educational justice projected proficient or above in ELA based on MAP will increase from a baseline of 47.4% to a target goal of 49.4% by Spring 2026.

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?

To effectively monitor progress toward a 2nd-grade literacy goal, primary staff will need to understand the vertical alignment of the curriculum, including kindergarten and 1st grade. They will need to understand how to utilize formative assessment data to inform adjustments in teaching and reteaching (if necessary). They will need to have access to curricular materials, including CEAs and the assessment calendar. Staff will need to implement assessments according to the district assessment timelines and be able to understand how results impact 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 spend planning and prep time reviewing unit assessments, formative assessments, MAP data, DIBELS data to adjust instruction and to create intervention groups and scaffolds.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- Lesson Exit Tickets

Timeframe for Reviewing Process Data Measures:

- Monthly
- Bi-weekly

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

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

- Grade level teams
- MTSS teams

Evidence-based Practice 2:

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS Curriculum-Embedded Assessments and other common assessments to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

Implementation Activity:

During PLC meetings, grade-level teams will review student work and/or data to inform instructional adjustments and intervention groups.

Process Data Measures:

- Teacher Observational Data
- Lesson Exit Tickets
- Formative Assessments/Unit Assessments

Timeframe for Reviewing Process Data Measures:

Weekly

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

PLCs

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.
- Critical and Creative Thinking Frameworks: Educators integrate structured thinking routines across subjects to support depth and complexity in learning.
- 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 support 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

Participation in SPS's summer school program will be recommended to families by classroom teachers.

Homework Policy

Homework practices are determined by individual classroom teachers, but generally follow the following framework:

- Kindergarten will not have homework, but students are encouraged to read with an adult and/or independently every night.
- Grades 1-5 will have independent reading and minimal math homework (that wasn't finished during the school day or if the child needs extra practice to meet the standards) to reinforce skills.

If your child struggles to complete the assigned math homework, please communicate the difficulty to the teacher, and the teacher will work with you to create a homework plan that supports your child's needs.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

By June 2024, Fairmount Park will increase parent participation on BLT by adding three more members. The three members will represent diverse populations.

2025-26 Goal:

By June of 2026, 100% of families will have at least two positive connections with Fairmount Park School regarding the well-being of their students. 100% of families furthest from educational justice will have at least four positive connections with FPE regarding the well-being of their student.

By June of 2026, the BLT will have increased parent participation on the BLT by one member. This member will be a representative of our SoCFFEJ.

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:

School staff will utilize Talking Points to communicate with families. Staff will utilize S'more newsletter as a family communication tool to communicate classroom news and/or information to families. We will host family engagement activities across the school year independently and in partnership with our community partner PTA.

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

Student Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year

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

- RET
- 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: $66,289

Activities Implemented to Meet Intent and Purpose:

- 0.4 FTE serving multilingual learners across K–5 classrooms through push-in support and small-group instruction
- multilingual instructional assistant supporting students using the same instructional framework

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:

- 0.4 FTE serving students for reading intervention
- 0.2 FTE designated for certificated staff
- 0.2 FTE converted to increase instructional assistant support to a 0.35 level, increasing adult support for students

Fund Program: PTA Grant

Intent and Purpose: Provide supplemental enrichment, academic intervention, and supervision supports for students.

Dollar Amount: $72,619

Activities Implemented to Meet Intent and Purpose:

- 0.2 FTE music to provide students with additional instrumental music instruction
- 0.4 FTE paraeducator to support classrooms with large student counts, split classes, and additional math supports
- 0.2 FTE instructional assistant to support reading intervention
- Funds available to support lunch and recess supervision (positions currently unfilled)