



2025-26 Annual CSIP Pathfinder 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: Pathfinder K-8 School

Principal: Daxa Thomas

Instructional Vision: If Pathfinder K-8 commits to fostering an inclusive and equitable learning environment, then every student will thrive academically, socially, and emotionally. If there is a commitment to equity and implementation of high leverage instructional practices, we will create a culture of continuous improvement and high expectations for all. Lastly, if we integrate these key components: effective Tier 1 practices, MTSS, formative assessments, SEL, PLCs, and curriculum-embedded assessments; we will create a cohesive instructional framework that supports each student's growth. Our theory of action emphasizes that by equipping our team with the right tools, strategies, and collaborative structures, we can cultivate a learning environment where all students will thrive. Therefore, Pathfinder K-8 staff will implement the following high leverage practices: Research-based Instructional Strategies, Implementation of SEL and PBIS School-wide, Access to High Quality Tier I Instruction, Structured PLC time with a focus on UDL.

Members of the Building Leadership Team: Daxa Thomas, Jen Everman, Andy Darring, Trissa Hodapp, Timmesha Watson, Sarah Bock, Baylee Frost (parent), Steve Patton (parent), Amanda Williams (parent), Lucy Zuber (community member), Jami Hanulik, Brittany Bintliff, Toni Brooks

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

Student Enrollment: 403

Special Education Percentage: 29.5%

Multilingual Learning Percentage: 3.2%

Highly Capable Percentage: 7.4%

Free and Reduced Lunch Percentage: 16.6%

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:

- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Discipline/Suspension
- SPS Climate Survey (staff or students)
- School-based Family/Community Survey

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.)?

There is improvement in attendance from the 23-24 to 24-25 school year for the following student groups: All Students, SOCFEJ, African American Males, ML, & SpEd students

Student Climate Survey data shows a significant increase (28%) in 6th – 8th grade students responding favorably to Positive Behavior & Safety; Additionally, Staff Climate Survey data shows an enormous gain of 48% in a similar category (Safety, Bias & Wellbeing)

Student Climate Survey Data shows a significant increase (22%) in 3rd – 5th & 6th – 8th graders responding favorably to Social Emotional Learning as well as Equity, Anti-Racism & Inclusionary Practices (17%); 60% of the Climate Survey Topics saw a score increase of 19% or more

Parent Climate & Engagement Survey data shows that 91% of families feel that they have trusting relationships with staff at Pathfinder & 82% feel that there is a positive culture and climate. 91% of families believe that their students can be their authentic self at Pathfinder.

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

2025-26 6th graders performed at only 32.4% meeting standard on the Math SBA on their 5th grade Spring SBA data.

2025-26 8th graders performed at only 52.3% meeting standard on the Math SBA on their 7th grade Spring SBA data

Overall, DIBELS scored decreased from the previous year for the All Students category by 9.2% from the previous year.

Disproportionalities: What disproportionalities exist among student groups?

- Some students in special programming experienced a decrease in attendance.
- Students in special programs have higher percentage of classroom and/or office discipline referrals.

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

Staff need additional training in supporting students in various special programs.

Newly implemented safety and PBIS protocols have contributed to overall higher referral rates for discipline and safety needs

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

With implementation to PBIS systems and collaboration around student needs, there will be a greater focus on strengthening social emotional and academic supports which will directly impact student achievement.

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

Implementation of PBIS systems including discipline, safety, social emotional learning, and attendance will influence an increase in student achievement and greater student participation in class.

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

Continuation of PBIS work while utilizing our Teacher Leadership Cadre to support planning and collaboration for our Professional Learning Communities to meet the needs of all learners.

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

Seamless use of technology to enhance teaching and learning is strengthening academic outcomes for students.

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?

On-going and job-embedded professional development is provided to all staff in order to enhance teaching and learning.

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

Measures and Targets

2023-26 Goal:

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

2025-26 Goal:

By Spring 2026, when asked about positive behavior and safety, students in third-eighth grades on average will report 81% favorable 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:

Social Emotional Learning Block in Comprehensive Schedule: Our staff is committed to implementing SEL time right in the morning the first 30 minutes each day. We also are implementing class charter and/or group agreements. Lastly, as a school we are implementing PBIS schoolwide in order to create a safe and welcoming school environment.

Process Data Measures:

Comprehensive School Counseling Program School Plan

- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- School-based Survey (staff or students)
- Professional Development Attendance and Exit Tickets
- Student Attendance Agreement Plan
- Care Coordination Plans
- Discipline/Suspensions

Timeframe for Reviewing Process Data Measures:

- Weekly
- Monthly
- Quarterly
- Middle of Year
- End of Year

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Discipline/Suspensions

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:

- All classroom and homeroom teachers are implementing SEL activities
 - Admin
 - Racial Equity Team
 - Building Leadership Team
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Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

By Spring 2026, 90% of all students in third grade will meet reading standards as measured by ELA SBA/WA-AIM.

2025-26 Goal:

By Spring 2026, all 2nd Grade students projected proficient or above in ELA based on MAP will increase to 69.4%.

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?

Our K-2 staff would benefit from consistent phonics instruction. To supplement the curriculum, we have purchased UFLI and trained our K-2 teachers. Our K-2 staff would also benefit from NWEA MAP data analysis and training to take action in lesson planning and instruction moves.

Action Plan

Evidence-based Practice 1:

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, teachers will spend time reviewing student work or data and discussing the Four Critical Questions:

1. What do we expect students to learn?
2. How will we know if they learn it?
3. How do we respond when students experience difficulty in learning?
4. How do we respond when student do learn?

Process Data Measures:

- Walkthrough/Observational Data
- School-based Survey (staff or students)
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

- Monthly
- Middle of Year
- End of Year

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)

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:

- Admin
- Teacher Leadership Cadre
- Building Leadership Team

Highly Capable Services

- Cluster Group Model: Highly Capable identified students are integrated with peers using a cluster group model in order to support appropriate differentiated instruction. The cluster group model in ELA and Math includes tiered assignments, flexible grouping, and complexity of learning options.
- 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.

Expanded Learning

- PTSA organized afterschool programming
- Referral to SPS Summer of Learning Programs
- Monthly community building events.
- Expeditionary Learning Opportunities for K-8

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

Measures and Targets

2023-26 Goal:

By Spring 2026 92.2% of all students in seventh grade will meet math standards as measured by Math SBA.

2025-26 Goal:

By Spring 2026, all 6th Grade students projected proficient or above in Math based on MAP will increase to 32.4%.

Action Plan

Evidence-based Practice 1:

High Quality Tier 1 Instruction: Educators will implement high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

Implementation Activity:

Teachers will implement high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

Process Data Measures:

Walkthrough/Observational Data

Timeframe for Reviewing Process Data Measures:

- Monthly
- Middle of Year
- End of Year

Student Outcome Data Measures:

- MAP
- Curriculum-Embedded Assessments (CEAs)
- 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:

- Grade Level PLCs
- Admin
- Building Leadership Team
- Teacher Leadership Cadre

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model in ELA and Math includes tiered assignments, flexible grouping, and complexity of learning options.

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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

Measures and Targets

2023-26 Goal:

By Spring 2026, families furthest from educational justice will have 100% attendance at fall conferences.

2025-26 Goal:

By Spring 2026, families furthest from educational justice will have 100% attendance at fall conferences.

Action Plan

Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Implementation Activity:

- Family Engagement and Climate Survey analysis
- Smore or other platform for weekly communication

- TalkingPoints

Process Data Measures:

School-based Family Survey

Timeframe for Reviewing Process Data Measures:

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

Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions

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:

- Admin
 - Classroom/Homeroom Teachers
 - Building Leadership Team
 - Racial Equity Team
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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

Intent 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: \$65,944

Activities Implemented to Meet Intent and Purpose:

- Funding for an .4 Multilingual Teacher to support students
- Translations and interpreters

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements

Dollar Amount: \$65,985

Activities Implemented to Meet Intent and Purpose: Funding for an .4 Academic Interventionist to support students.

Fund Program: PTA Fund

Intent and Purpose: Click or tap here to enter text.

Dollar Amount: \$28,000

Activities Implemented to Meet Intent and Purpose:

- Garden Coordinator to support school garden programs.
- One Playground /Lunchroom Supervisor to enhance student safety and supervision during lunch and recess.