



2025-26 Annual CSIP

South Shore 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: South Shore K-8 School

Principal: Jershon Foyston

Members of the Building Leadership Team: Hope Schulman, Jennica Prescott, Maddie Gill, Bethany Cooper, and Alexandra Wakeman (parent).

[2023-26 CSIP South Shore PK-8](#)

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

Student Enrollment: 546

Special Education Percentage: 21.1%

Multilingual Learning Percentage: 21.8%

Highly Capable Percentage: 3.8%

Free and Reduced Lunch Percentage: 64.7%

Washington School Improvement Framework Status: Foundational

[South Shore 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
- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Student Grade Reports
- Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, 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.)?

Closing the Attendance Gap: In 2024-25, 84% of students identified as Hispanic had an attendance rate over 90%. This is 4% higher than the rate for all students who attended last year.

2024-25 CSIP English Language Arts Targets Met:

- 41% of all tested Second Grade Students were expected to be projected proficiency or beyond in ELA based on Spring MAP. The actual percentage of students of students was 54.7%. This target was met and exceed expectations.
- 37% of all tested Second Grade Students of Color Furthest from Education Justice were expected to be projected proficiency or beyond in ELA based on Spring MAP. The actual was 37%.

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

- 2nd and 3rd Grade reading comprehension
- 5th – 8th Grade math facts

Disproportionalities: What disproportionalities exist among student groups?

- Students with IEPs as compared to typical peers or other students' groups are not at standards on state assessment
- Attendance

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

Access to transportation

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

- Implementing Curriculum-based Assessments
- Implementing Professional Learning Communities
- Data cycle of inquiries

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

- Staff need time to collaborate around unit level data.
- Staff need common planning time.

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

- Master schedule includes common planning time for all grade-level teams.
- Solution Tree Professional Learning Community training for school leaders, coaches and teachers.

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

- iReady, Middle School
- Savvas, All Grades
- Delta Math

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?

- Staff attending iReady training
- District-led training
- Coach provides training to staff

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

Measures and Targets

2023-26 Goal:

By spring 2026, 90% of students will respond favorably to the statement: "I get to learn about my culture at school." This will reflect growth from spring 2023 (72% favorable response).

2025-26 Goal:

By spring 2026, 75% of students will respond favorably to the statement: "I get to learn about my culture at school." This will reflect growth from spring 2023 (56% favorable response).

Action Plan

Evidence-based Practice 1:

Student Engagement (Addressing Absenteeism): MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Implementation Activity:

Attendance team meets biweekly review attendance data, creating supports for families, progress monitoring the supports and identify next steps to support families.

Process Data Measures:

- Student Attendance Agreement Plan
- MTSS Team Meets Regularly
- Attendance Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

Biweekly

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Discipline/Suspensions

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- End of Year

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

Attendance Team

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

3rd grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 43.9% to a target of 72.9% by 2025-26.

2025-26 Goal:

The percent of 2nd Grade Students of Color FFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 37.1% to a target goal of 39.1% 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?

- Staff need the knowledge and understanding of the power standards at the grade-level they are teaching.
- Staff need access and understanding of specific data, including WIDA, DIBELS, and MAP.

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
- Teacher Observational Data
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- MAP
- DIBELS

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Principal
- Assistant Principal
- Coaches
- Guiding Coalition (1 teacher from every grade-level)

Highly Capable Services

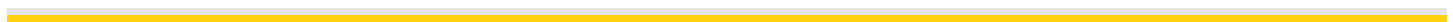
- **Differentiation:** Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- **Universal Design for Learning:** Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.

Expanded Learning

- Bikeworks: 6-8
- Seattle Theater Group Disney Musical: 3-5
- Creator's Club: K-3
- Jazz Ed: 4-8
- Before school tutoring
- Middle school art club
- After school drum line
- Black Student Union
- Latino Student Union
- Coding club

Homework Policy

- Kindergarten: 20 minutes of reading
- 1st-2nd: 20 minutes of reading
- 3rd-5th: 30-45 minutes of reading
- Middle School: 60 minutes of homework a night 3x a week



Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percent of 7th Grade Students of Color FFEJ proficient or above in math on the SBA will increase from a baseline of 20% to a target of 62.4% by 2025-26.

2025-26 Goal:

The percent of 6th Grade Students of Color FFEJ projected proficient or above in Math based on MAP will increase from a baseline of 22.9% to a target goal of 24.9% by Spring 2026.

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:

5. What do we expect students to learn?
6. How will we know if they learn it?
7. How do we respond when students experience difficulty in learning?
8. How do we respond when student do learn?

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- MAP
- Curriculum-Embedded Assessments (CEAs)
- Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Principal
- Assistant Principal
- Coaches
- Grade-level Teams

Highly Capable Services

[CSIP Tech Support will merge responses submitted in the MS Form into **this** word document. The link to the MS Form is provided in the **directions on page 1 of this document.**]

Expanded Learning

- Robotics 4-5
- Team Read K-3
- STEM TAC Afterschool Math Club
- Saturday Math Academy with STEMT AC
- Bikeworks: 6-8
- Seattle Theater Group Disney Musical: 3-5
- Creator's Club: K-3
- Jazz Ed: 4-8
- Before school tutoring: 2-3
- Middle school art club: 6-8

Homework Policy

We encourage students to read every day with the following recommendations:

- Kindergarten: 20 minutes of reading
- 1st-2nd: 20 minutes of reading
- 3rd-5th: 30-45 minutes of reading

Middle School: 60 minutes of homework a night 3x a week

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

By the end of 2025-2026, we will increase the number of caregiver/family members that participate in school-based committee work from 0 to at least 1 per committee.

2025-26 Goal:

By Spring 2026, increase family attendance at family engagement events.

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:

Staff will use TalkingPoints and S'more to engage families.

Process Data Measures:

Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions
- Student Grade Reports

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 Team
 - Attendance Team
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2025-26 Budget Allocations to Support Continuous Improvement

The following table 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: Title I

Intent and Purpose: Provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.

Dollar Amount: \$259,139

Activities Implemented to Meet Intent and Purpose: Interventionists

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: \$491,268

Activities Implemented to Meet Intent and Purpose:

- Small groups
- Instructional assistants
- Classroom instructors
- Classroom supports

Fund Program: Learning Assistance Program (LAP)

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

Dollar Amount: \$82,481

Activities Implemented to Meet Intent and Purpose: Interventionist provides small group instruction to eligible students

Fund Program: High Poverty LAP

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

Dollar Amount: \$157,760

Activities Implemented to Meet Intent and Purpose: Academic interventionist

Fund Program: Levy Funds

Intent and Purpose: Local levy revenue may be combined in schoolwide programs.

Dollar Amount: \$298,000

Activities Implemented to Meet Intent and Purpose:

- Student and family advocate
- Instructional assistant
- Interventionist

Fund Program: Levy Performance Funds

Intent and Purpose: Local levy revenue may be combined in schoolwide programs.

Dollar Amount: \$4,200

Activities Implemented to Meet Intent and Purpose:

- Solution Tree PLC training for staff
- Staff professional development

Fund Program: Other Funding Source – League of Educated Votes

Intent and Purpose: League of Educated Votes.

Dollar Amount: \$358,205.09

Activities Implemented to Meet Intent and Purpose:

- Staff provide standards-aligned instruction
- Instructional assistants provide small group instruction
- School nurse