



## 2025-26 Annual CSIP TOPS K8 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.

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### 2025-26 School Information and Leadership Team Members

**School Name:** TOPS K8 School

**Principal:** Madeline Benz

**Instructional Vision Theory of Action:** If we implement our highest leverage practices, analyze student data/assessments to inform instruction, monitor Tier 1 instruction with a focus on UDL practices, Restorative Practices, and Professional Learning Communities, then we will have strong outcomes for our students furthest from educational justice.

**Members of the Building Leadership Team:** Bo Cao, Katie Waters, Milica Milovanovic, Anna Bracilano, Amanda Rengli, Isao Flores/Sophie Shifra (shared position), Ellen Riggs/Nicole DiMichele (shared position), Fabricio Calvet-Recktenwall, Madeline Benz

[TOPS K-8 CSIP 2023-26](#)

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

**Student Enrollment:** 450

**Special Education Percentage:** 21.6%

**Multilingual Learning Percentage:** 11.1%

**Highly Capable Percentage:** 10%

**Free and Reduced Lunch Percentage:** 29.3%

**Washington School Improvement Framework Status:** Foundational

[TOPS K-8 OSPI School Report](#)

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# 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
- Discipline/Suspension
- SPS Climate Survey (staff or students)
- Family Participation/Attendance (e.g., Events, Team Membership)

**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.)?

Attendance for the 24-25 school year was 93.1%; 90% of 7<sup>th</sup> grade students met the Math SBA three-year CSIP target for 25-26; student participation in affinity spaces in grades 4-8 affinity spaces are offered monthly based on student feedback and requests for affinity spaces. These are facilitated by educators, family members, and community members.

TOPS family engagement team has hosted two pop-up events in neighborhoods where students live, so far this year one has been hosted in the International District and one in the Yesler neighborhood. Attendance was strong both for students, families, and staff members. The purpose of these pop-ups is to build and strengthen family relationships, gather family input, and build community.

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

Increased tier two SEL work, flexible groupings and small group interventions for students not acquiring tier reading, writing, and math skills as expected.

**Disproportionalities:** What disproportionalities exist among student groups?

- Discipline: 12.8% for African American Males; 2.2% for all students
- MAP Math Met Growth: 50% African American Males; 62.4% for all students
- DIBELS at or Above Benchmark, Spring 2025: 44.4% for African American Males, 76.5% for all students

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

- Systemic racism
- Clarity
- Implementation of Tier Two interventions

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

- Strong tier 1 instruction

- Flexible groupings/small groups focused on tier two interventions

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

The interconnected needs reveal a cycle where disproportional discipline rates, lower academic growth, and literacy benchmark gaps for African American males are linked to systemic issues and intervention clarity. High discipline rates (12.8% vs. 2.2%) may reduce instructional time and engagement, impacting MAP math growth (50% vs. 62.4%) and DIBELS reading outcomes (44.4% vs. 76.5%).

Root causes like systemic racism and unclear tier two intervention implementation further undermine equitable support. Addressing these through strong tier 1 instruction and targeted, flexible small group interventions can create a positive feedback loop, reduce discipline disparities and boost academic growth and literacy, ultimately improving outcomes across these interconnected areas.

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

Staff professional learning focus around Universal Design for Learning with a focus on clear learning standards and collaboration and collective learning. Part of the collaboration and collective learning focus will be around flexible grouping for students, with a focus on tier two interventions.

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

IXL is used to differentiate math skill work for students; some students in the Deaf and Hard of Hearing program use closed captioning to better understand their educators.

**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?

Educational Technology specialists support staff with understanding the technology available to them via the SPS platforms and how this can be used to support and increase student learning and engagement.

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

### Measures and Targets

#### 2023-26 Goal:

By June 2026, 95% of students overall and 95% of students of color furthest from educational justice in grades 3-5 will respond favorably on the Seattle Public Schools Student Climate Survey prompt "The school is a safe and welcoming place for people of all cultures and backgrounds". Currently, 90% of students overall and 81% of students of color furthest from educational justice respond favorably on the Spring 2023 survey.

By June 2026, 95% of students in grades 6-8 overall and 95% of students of color furthest from educational justice will respond favorably on the Seattle Public Schools Student Climate Survey prompt "The school is a safe and welcoming place for people of all cultures and backgrounds". Currently, 78% of students overall and 75% of students of color furthest from educational justice respond favorably on the Spring 2023 survey.

#### 2025-26 Goal:

Given that we are in the last year of this CSIP cycle, our one-year goal is the same as the 2023-2026 goal:

By June 2026, 95% of students overall and 95% of students of color furthest from educational justice in grades 3-5 will respond favorably on the Seattle Public Schools Student Climate Survey prompt "The school is a safe and welcoming place for people of all cultures and backgrounds". Currently, 90% of students overall and 81% of students of color furthest from educational justice respond favorably on the Spring 2023 survey.

By June 2026, 95% of students in grades 6-8 overall and 95% of students of color furthest from educational justice will respond favorably on the Seattle Public Schools Student Climate Survey prompt "The school is a safe and welcoming place for people of all cultures and backgrounds". Currently, 78% of students overall and 75% of students of color furthest from educational justice respond favorably on the Spring 2023 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:**

Group agreements/charters. During the TRI days staff began the process of developing a staff charter and norms. This work has gone to the BLT for refinement. Educators are also completing the charter process in classrooms with their students.

### **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)
- Professional Development Attendance and Exit Tickets

### **Timeframe for Reviewing Process Data Measures:**

Quarterly

### **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

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

- TOPS admin team
- BLT
- Student support team (counselor and social worker)

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## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

**2023-26 Goal:**

The percentage of TOPS 3rd grade students of color FFEJ projected proficient on or above standard on the ELA portion on the SBA will increase from a baseline of 54.5% to 84.5% by 2025-26 school year.

### **2025-26 Goal:**

The percentage of TOPS 2<sup>nd</sup> grade students of color FFEJ projected proficient or above standard in Reading based on the Spring 26 MAP reading assessment will increase from a baseline of 46.7% to 48.7% by Spring 2026.

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

As school staff transition 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 to know the reading and writing curriculum and learning standards, staff need to be able to implement high quality tier one instruction and tier two interventions, staff need to have access to curriculum, training, and identified and effective tier two interventions when students are not making expected growth.

## **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:**

Staff are engaging in UDL professional development with a focus on firm learning objectives and collaboration and collective learning, this is taking place during purple days. Staff are invited to join learning walks using a walkthrough tool developed by the Novak group that also aligns to the Danielson Framework for Teaching. Staff will use the SPS common Math curriculum and identify where there are opportunities to incorporate elements of Universal Design for Learning, working to decrease barriers to student engagement.

### **Process Data Measures:**

- Walkthrough/Observational Data
- Teacher Observational Data
- Professional Development Exit Tickets

### **Timeframe for Reviewing Process Data Measures:**

Quarterly

### **Student Outcome Data Measures:**

- MAP
- 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:**

- TOPS admin team
- BLT
- Teachers

## 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.

## Homework Policy

Homework is assigned to reinforce and/or practice skills learned or taught throughout the school day, or to complete a task and/or projects begun in class. Homework can also be used to build background knowledge and introduce a skill/concept to be used in future lessons. Homework is often a perfect opportunity to differentiate to usher in success for all. Teachers work closely with students and families to ensure that late work is submitted and assessed based on the quality of the work aligned with a rubric.

The weekday guidelines for homework are based on grade level:

Kindergarten: 15 – 20 minutes (with books)

1st Grade: 15 – 25 minutes (Reading with books)

2nd Grade: 20 – 30 minutes

3rd Grade: 30 – 40 minutes

4th Grade: 40 – 50 minutes

5th Grade: 40 – 50 minutes

Additional time would be expected of high school level courses and music classes. If a student is absent more than three days homework can be provided for the student.

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## Priority Area: Classroom Instruction and Academic Success

### Measures and Targets

#### 2023-26 Goal:

The percentage of TOPS 7th grade students furthest from educational justice projected proficient on or above standard on the mathematics SBA will increase from a baseline of 48.9% to 89.9% by the spring of 2025-26.

#### 2025-26 Goal:

The percentage of TOPS 6<sup>th</sup> grade students of color FFEJ projected proficient or above standard in Math based on MAP will increase from a baseline of 22.2% to 24.2% by Spring 2026.

### 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:

Staff are engaging in UDL professional development with a focus on firm learning objectives and collaboration and collective learning, this is taking place during purple days. Staff are invited to join learning walks using a walkthrough tool developed by the Novak group that also aligns to the Danielson Framework for Teaching. Staff will use the SPS common Math curriculum and identify where there are opportunities to incorporate elements of Universal Design for Learning, working to decrease barriers to student engagement.

#### **Process Data Measures:**

- Walkthrough/Observational Data
- Teacher Observational Data
- Professional Development Exit Tickets

#### **Timeframe for Reviewing Process Data Measures:**

Quarterly

#### **Student Outcome Data Measures:**

- MAP
- 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:**

- TOPS admin team
- BLT
- Teachers

### **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**

- Referral to SPS Summer Learning programs.
- Evening events and performances that connect families to the instruction and engage families in student learning.
- Curriculum night

### **Homework Policy**

Homework is assigned to reinforce and/or practice skills learned or taught throughout the school day, or to complete a task and/or projects begun in class. Homework can also be used to build background knowledge and introduce a skill/concept to be used in future lessons. Homework is often a perfect opportunity to differentiate to usher in success for all. Teachers work closely with students and families to ensure that late work is submitted and assessed based on the quality of the work aligned with a rubric.

The weekday guidelines for homework are based on grade level:

6th Grade: 60 – 90 minutes

7th Grade: 60 – 90 minutes

8th Grade: 60 – 90 minutes

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## Priority Area: Family and Community Engagement

### Measures and Targets

#### 2023-26 Goal:

By Spring 2026, we aim to achieve a positive response from 90% of family survey participants on a school-based questionnaire addressing DEI, leadership opportunities, and overall trust within our school.

#### 2025-26 Goal:

Given that this is the end of the three-year CSIP cycle, the annual goal will be the same as the 3-year goal:

By Spring 2026, we aim to achieve a positive response from 90% of family survey participants on a school-based questionnaire addressing DEI, leadership opportunities, and overall trust within our school.

### 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:

Staff communicate with families in a variety of ways including TalkingPoints text messages and Smore Newsletter. Additionally, our family engagement team is focused on partnering and engaging with families of students furthest from educational justice through pop-ups in students' neighborhoods where families, students, and staff are invited to engage in a low-stakes event, focused on community building and increased access to school staff.

#### Process Data Measures:

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

#### Timeframe for Reviewing Process Data Measures:

Quarterly

#### Student Outcome Data Measures:

Student Attendance

Discipline/Suspensions

#### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- TOPS Admin Team

- FEAST 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 and include differentiation and enrichment.

**Activities Implemented to Meet Intent and Purpose:** The intent and purpose of Basic Education dollars include 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:** \$164,362

**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:** 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:** Provide instructional supports to students who qualify for LAP funded interventions.