



## 2025-26 Annual CSIP Wedgwood 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.

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

**School Name:** Wedgwood Elementary School

**Principal:** Christy Smith

**Instructional Vision Theory of Action:** If we will have strong Tier 1 instruction for English Language Learners and African American boys which will result in high academic growth for all students.

**Members of the Building Leadership Team:** Grade bands: Amanda Jacobs, Nadia St. John, Summer Cyr. Specialists: Beth Voelk. At Large/Alternate: Christine Tice. SAEOP/Parapro: Roshni Hourself

[2023-26 CSIP Wedgwood](#)

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

**Student Enrollment:** 346

**Special Education Percentage:** 21.7%

**Multilingual Learning Percentage:** 3.8%

**Highly Capable Percentage:** 5.5%

**Free and Reduced Lunch Percentage:** 8.7%

**Washington School Improvement Framework Status:** Foundational

[Wedgwood 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:

- 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 ELA
- Curriculum-Embedded Assessments Math
- Elementary Progress Reports (EPR)
- Student Grade Reports
- Missed Instruction Log
- Walkthrough/Observational Data
- Course Enrollment
- Expanded Learning Data (Afterschool or Summer Programming)
- CBO collected data in Unified Insights
- School-based Student Surveys
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- Student Mobility Data
- Restraint and Isolation Data
- Healthy Youth Survey
- SPS Climate Survey (staff or students)
- Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)
- Professional Development Attendance and Exit Tickets
- School-based Family/Community Survey
- Family Participation/Attendance (e.g., Events, Team Membership)
- School-based Family Engagement Event Exit Tickets
- Volunteer Count
- Community data (e.g. calls/texts to crisis centers, hospital visits, homelessness, etc.)
- Resource Allocation Data
- 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.)?

Across multiple data sources, several strengths emerge within the Wedgwood Elementary school community. Academic data indicates strong overall performance, particularly in literacy. Spring SBA ELA results show high levels of proficiency for all students and fall MAP and DIBLES data demonstrate that the majority of students are entering the school year meeting or exceeding

benchmark expectations. These results reflect strong Tier 1 instruction and a consistent focus on literacy across grade levels.

A second strength is the collaborative culture among staff. Teachers engage in regular Professional Learning Community (PLC) work to review student data, discuss instructional strategies, and monitor progress. This culture of inquiry supports shared responsibility for student learning and allows staff to respond to student needs through differentiated instruction and targeted interventions.

Family and community engagement is also a notable strength. Families actively participate in school events, volunteer opportunities, and partnerships that support student learning and school culture. Community partnerships and PTA involvement provide additional resources and opportunities that enrich the student experience.

Finally, the school demonstrates strong systems for student support. Through MTSS structures, staff regularly review academic and behavioral data to identify students who may need additional support and to monitor progress over time. These systems allow the school to provide targeted interventions while maintaining a focus on strong Tier 1 instruction for all students.

Together, these strengths reflect a school community that values collaboration, strong instruction, family partnership, and a shared commitment to student success.

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

Analysis of multiple data sources indicates two primary areas of focus. First, while overall literacy achievement at Wedgwood Elementary remains strong, disparities persist for some student groups. Students receiving multilingual services, students receiving special education services, and some students of color demonstrate lower outcomes compared to the overall student population across SBA, MAP, and DIBELS measures.

Second, early literacy data suggests a need to strengthen foundational literacy skill development for some students. DIBELS results indicate that a smaller percentage of students, particularly multilingual learners, and students receiving special education services—are meeting benchmark expectations compared to overall school performance.

Addressing these needs will require continued attention to equitable access to strong Tier 1 instruction and targeted literacy supports.

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

The identified needs are closely interconnected and influence one another. Disparities in literacy outcomes for multilingual learners, students receiving special education services, and some students of color are connected to the need to strengthen foundational literacy skills and ensure consistent access to strong Tier 1 instruction. When foundational skills are not fully developed, students may have greater difficulty accessing grade-level content, which can contribute to widening gaps in achievement over time.

These needs are also connected to instructional practices that ensure all students can engage meaningfully in learning. Instruction that incorporates strategies such as scaffolding, differentiation, and Universal Design for Learning (UDL) can help ensure that a broader range of learners are able to access core instruction and develop essential literacy skills. Strengthening these practices within Tier 1 instruction can reduce the number of students requiring additional intervention and support more equitable outcomes.

Together, these interconnected needs highlight the importance of strengthening core instruction while continuing to provide targeted supports for students who need additional opportunities to build foundational literacy skills.

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

Analysis of multiple data sources indicates that certain student groups are not performing at the same levels as the overall student population. Specifically:

- African American males show lower proficiency on SBA ELA assessments (50% compared to 83% overall).
- Multilingual learners consistently score below peers on MAP (41.7%) and DIBELS (50%).
- Students receiving special education services also show lower outcomes on MAP (74%) and DIBELS (42.9%).

These disparities highlight opportunity gaps in literacy outcomes and foundational skills that require targeted instructional strategies and supports to ensure equitable access to learning.

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

Early literacy data (DIBELS) suggests that some students enter grade-level content without fully mastered foundational skills, which can compound over time and impact reading comprehension, fluency, and overall achievement.

Historical and structural inequities, including limited culturally responsive materials, instructional practices, and targeted supports, contribute to lower outcomes for African American males and other students of color.

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

In the next 3–6 months, Wedgwood Elementary will focus on targeted supports that can be implemented quickly to build momentum toward addressing larger, systemic needs. Priority areas include strengthening Tier II and III interventions to ensure that students who require additional support receive consistent, data-driven instruction and progress monitoring. Special Education students will have their specially designed instruction (SDI) delivered with fidelity, particularly in literacy and foundational skills, with ongoing monitoring to track growth and adjust supports as needed. Multilingual learners will receive expanded targeted language and literacy supports, including scaffolded instruction and integration of language objectives into Tier 1 lessons, to accelerate both language development and academic progress. By focusing on these areas, the school aims to create early wins that improve student outcomes, provide actionable data to inform broader instructional practices, and build staff confidence in responsive, equitable instruction.

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

Technology at Wedgwood Elementary is used to enhance classroom instruction, differentiate learning, and increase student engagement. Teachers integrate digital tools to support personalized learning, providing students with interactive practice, immediate feedback, and opportunities to work at their own pace. Technology is also used to scaffold instruction for multilingual learners and students with specialized needs, including through adaptive literacy programs, text-to-speech tools, and visual supports. In addition, digital platforms facilitate collaborative learning, allowing students to share ideas, engage in project-based learning, and develop communication and problem-solving skills. By embedding technology thoughtfully, staff can extend learning beyond the traditional classroom, monitor student progress in real time, and adjust instruction to meet diverse student needs.

**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?

Wedgwood Elementary provides ongoing, targeted support to ensure staff are proficient in using technology and instructional resources to strengthen student learning. Through the Seattle Schools curriculum adoption, teachers receive guidance and resources to fully implement and deliver

differentiated instruction that meets the needs of diverse learners. Staff also have access to the Educational Technology Specialist, who provide coaching, modeling, and troubleshooting to integrate digital tools effectively into Tier 1, Tier II, and Tier III instruction. Additionally, targeted school-level professional developments such as Performance Matters training and Envision sessions supports teachers in building the skills necessary to analyze data, adjust instruction, and use technology to engage students meaningfully. Together, these supports ensure staff are equipped to deliver rigorous, responsive, and equitable instruction for all learners.

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

### **Measures and Targets**

#### **2023-26 Goal:**

By June 2026, we will increase our identity and culturally responsive teaching responses from 71% to 81% and for our students who identify as multi-racial from 78% favorable to 83% favorable responses as recorded by our Students Climate Survey.

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

By the end of the 2025–2026 school year, 100% of students at Wedgwood Elementary will be able to identify at least one safe adult in the building and report feeling a strong sense of belonging at school, as measured by the fall and spring Student Belonging Surveys. To support this goal, classrooms will explicitly teach the language and behaviors associated with safety, pride, and belonging through class charters, SEL lessons, and structured check-ins. Staff will implement school-wide practices that promote welcoming routines, including greeting students in the morning, holding doors, and providing consistent positive interactions. Survey data and student reflections will be used to monitor progress, identify outliers, and guide targeted interventions for students who may feel less connected to their classroom or the school community.

### **Action Plan**

#### **Evidence-based Practice 1:**

Restorative Practices: Staff will implement Tier 1 Restorative Practices by building restorative and relational culture across the school community.

#### **Implementation Activity:**

Wedgwood staff will engage in activities designed to create a safe, inclusive, and identity-affirming learning environment. Activities include:

Restorative Practices (RP): Staff will implement schoolwide Tier 1 RP strategies, including community circles, structured check-ins, and relationship-building routines, to foster trust, accountability, and student belonging.

- Positive Behavioral Interventions and Supports (PBIS): Consistent schoolwide expectations and reinforcement strategies will be used to support positive behavior and a safe environment.
- Social Emotional Learning (SEL): Monthly schoolwide SEL themes (e.g., identity in September, diversity in October, gratitude in November) will guide classroom and schoolwide instruction, supporting emotional regulation, empathy, and community building.
- Culturally Responsive Instruction & UDL: Staff will embed culturally responsive teaching practices and UDL strategies to ensure equitable access to instruction, engagement, and opportunities for flexible expression, supporting students' academic and social-emotional growth.

- Team Composition & Collaboration: BLT, MTSS, RET, RP, and PBIS teams will ensure diverse representation reflecting the school community and guide the implementation of Tier 1 supports across classrooms (Seattle TFI Equity First Framework ).
- Group Agreements/Charters: Staff will co-create schoolwide and classroom charters and agreements that outline shared expectations for behavior, equity, and inclusion, revisited throughout the year to support consistent practice.

Integration with CSIP Goals: These activities are aligned with the 2025-26 Learning Environments Goal of increasing student perceptions of safety to 98% by year-end. Staff will monitor and adjust practices based on climate surveys, walkthrough observations, and student/staff self-assessments.

#### **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)
- School-based Survey (staff or students)
- Professional Development Attendance and Exit Tickets
- Engaging with Seattle TFI
- MTSS Team Meets Regularly

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

Monthly

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

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Missed Instruction Log
- 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:**

- Building Leadership Team (BLT): Oversees the overall implementation of Tier 1 Restorative Practices, PBIS, SEL, and UDL strategies. Reviews schoolwide data from climate surveys, walkthroughs, and student/staff self-assessments to guide adjustments.
- Race and Equity Team (RET): Supports culturally responsive practices, monitors implementation of monthly SEL themes, and ensures alignment with the Race and Equity Plan of Action.
- MTSS Team: Provides tiered support guidance, monitors fidelity of Tier 1 practices, and supports teachers in data-informed decisions for students needing additional interventions.
- PBIS Team: Coaches and mentors staff in PBIS strategies, provides professional development, and supports community-building processes at Tier 1 and Tier 2 levels.
- Classroom Teachers and Support Staff: Implement RP, PBIS, SEL, and UDL strategies in classrooms and common spaces. Co-create and maintain classroom charters/group agreements and provide ongoing feedback to leadership teams about effectiveness.
- Students: Engage as co-leaders in community-building activities and restorative practices, particularly in Tier 2 conflict resolution and leadership opportunities, with guidance from staff mentors.

- Family Partners (PTA): Support and reinforce schoolwide expectations and monthly themes, providing feedback through surveys and school events to inform ongoing adjustments.

Monitoring and Adjustment: Data from fall and spring student climate surveys, classroom walkthroughs, and student/staff self-assessments will inform adjustments. BLT, RET, MTSS, and PBIS teams will meet regularly to review progress, analyze trends, and refine strategies to increase student perceptions of safety and belonging.

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

### **Measures and Targets**

#### **2023-26 Goal:**

For the 2023-24 to 2025-26 school years, at least 87% of 3rd grade students, specifically students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

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

The percentage of 2nd Grade Students projected proficient or above in ELA based on MAP will increase from a baseline of 68.3% to a target goal of 70.3% 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?

As staff transition from monitoring the former 3rd Grade ELA SBA goal to the new 2nd Grade Foundational Literacy goal, they need a clear understanding of the specific literacy skills being measured, including phonemic awareness, decoding, fluency, and early comprehension, and how these skills connect to future reading outcomes. Teachers and support staff must be able to analyze assessment data, identify students needing Tier II/III support, and adjust Tier 1 instruction accordingly. Staff also need access to assessment tools, progress-monitoring platforms, curriculum-aligned instructional resources, and targeted professional development to implement interventions with fidelity. These supports ensure that staff can effectively track student growth, respond to individual needs, and make instructional decisions that reduce literacy gaps over time.

### **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:**

Wedgwood staff will implement Professional Learning Communities (PLCs) as the schoolwide evidence-based practice to support the updated 1-year CSIP Goal for Classroom Instruction and Academic Success. Key Components of PLC Implementation:

- Collaborative Data Analysis: Staff will analyze student work, curriculum-embedded assessments, MAP/DIBELS data, and other formative measures to identify learning gaps and plan targeted instruction.

- Vertical and Horizontal Alignment: PLCs will ensure alignment of pacing, curriculum, and assessment across grade levels to maintain rigor and consistency.
- Instructional Planning and Differentiation: PLCs will use data to design lessons and interventions that meet the needs of all students, with particular attention to African American males, Multilingual Learners, and students receiving Special Education services.
- Integration of SEL and Student Identity: PLC discussions will incorporate strategies to support student engagement, academic identity, and social-emotional learning.
- Ongoing Professional Development: PLCs will be supported through co-designed PD, Teacher Leader guidance, and embedded coaching aligned with the Danielson Framework for Teaching.

Rationale: Using PLCs as a structured, collaborative approach ensures that teachers continuously monitor student progress, share effective practices, and implement evidence-based instruction. This approach directly supports strong Tier 1 literacy instruction, accelerates growth for all students, and closes opportunity gaps for students furthest from educational justice.

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

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

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

Monthly

#### **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:**

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

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

- Principal: Oversees the implementation of PLC structures, monitors schoolwide progress, ensures alignment with instructional goals, and provides feedback to teams.
- Teacher Leaders: Facilitate PLC meetings, support collaborative data analysis, mentor colleagues in instructional planning, and share best practices.
- Building Leadership Team (BLT): Reviews PLC outcomes, monitors progress toward schoolwide literacy goals, and coordinates school-level adjustments.
- Grade-Level PLC Teams: Collaboratively analyze student work and assessment data, plan instruction and differentiation, and implement interventions in classrooms.

- Social Worker: Supports integration of SEL and student identity discussions in PLCs, helps address barriers to engagement, and informs instructional planning with social-emotional insights.
- Classroom Teachers: Participate actively in PLC meetings, implement instructional strategies and interventions identified in PLCs, and provide ongoing feedback about student progress.
- Monitoring and Adjustment: PLCs will track student growth using formative assessments, curriculum-embedded assessments, and MAP/DIBELS data.

Teams meet regularly to review student progress, adjust instructional strategies, and ensure equitable access to Tier 1 literacy instruction for all students.

## 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.

At Wedgwood Elementary, we hold high expectations for all students and recognize that each will face challenges from our rigorous curriculum. To support this, we follow an inclusion model where teachers differentiate instruction to meet the needs of every learner. For example, Wedgwood staff use the enVision Math 2020 curriculum, which emphasizes conceptual understanding through problem-based and visual learning. Teachers implement differentiated instruction in various formats: whole class, small groups, pairs, and individual work.

## Expanded Learning

PTA-Sponsored After School Enrichment programming, free and reduced access to homework and fitness club after school, summer learning pathways for all students not meeting standard.

## Homework Policy

Wedgwood Elementary recognizes that purposeful homework that is an extension of the classroom learning objectives, can be a constructive tool in the teaching and learning process to enhance student achievement and develop strong study/organizational habits. Homework is meant to review and reinforce the learning done in class, not introduce new material or learning.

Wedgwood Elementary School follows Seattle Schools guidelines for assigned homework on a given night or week. Wedgwood teachers may assign about ten minutes of homework times their student's number of years in school but should not exceed 30 minutes. For example, a kindergarten student may have 10 minutes of homework, a first-grade student may have 20 minutes of homework, and a 3rd through 5th grade student may have 30 minutes of homework. If a student needs additional time past the grade level time to complete a homework assignment, we ask that caregivers stop at the time, make a note on the assignment, and return it to the teacher as usual.

Students receiving MTSS services in grades 1-3 will have about 10 minutes of reading homework 3-4 times a week.

Wedgwood Elementary School understands and values the unique learning needs of every student. If caregivers find that their child is spending longer on individual assignments, or the maximum homework time allotted, we ask that you communicate with your child's classroom teacher so additional modifications can be made. For students with individual needs or support plans, any accommodations or modifications determined necessary by team will be followed.

In addition to the assigned homework from your child's class, the teaching staff at Wedgwood Elementary School recommends that all students read between 20-30 minutes per night - independently, reading aloud or listening to audiobooks.

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## **Priority Area: Family and Community Engagement**

### **Measures and Targets**

#### **2023-26 Goal:**

Given a set of students and families for the 2023-2026 school years, Wedgwood Staff and PTA will partner together to increase opportunities for partnership, authentic engagement, and two-way communication. Wedgwood will specifically target the creation of opportunities to engage with families and students who have traditionally been underserved, felt disempowered, and/or who have not historically had the strongest voice.

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

By the end of the 2025-26 school year, Wedgwood Elementary will increase family engagement by 10% as measured by participation in school events, volunteer hours, and feedback surveys.

### **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:**

Wedgwood staff will implement Two-Way Communication as the schoolwide evidence-based practice to support the updated 1-year CSIP Goal for Family and Community Engagement. Key Components of Two-Way Communication:

- **Regular Feedback Loops:** Staff will solicit input from families through fall and spring surveys, family conferences, and informal check-ins to understand student learning needs, experiences, and perspectives.
- **Weekly Classroom Communication:** Teachers will send weekly updates to families highlighting learning targets, student progress, and upcoming instructional focus, ensuring families are informed and able to support learning at home.
- **Transparent Sharing:** Staff will share schoolwide information, including policies, curriculum updates, and community initiatives, through newsletters, emails, and family portals.
- **Targeted Outreach:** Staff will prioritize communication with families who have historically been underserved, faced barriers to participation, or felt disempowered, ensuring equitable access to information and opportunities.

- Culturally Responsive Practices: All communication will consider language, culture, and accessibility, using interpreters, translators, and inclusive messaging strategies.
- Monitoring and Adjustment: Engagement data will be collected through survey participation rates, event attendance, and qualitative feedback, and used by staff and the PTA to refine communication strategies and improve responsiveness.

Rationale: Implementing structured Two-Way Communication strengthens partnerships between families and schools, ensures families are informed and engaged in decision-making, and directly supports student learning and social-emotional development. Weekly classroom updates provide consistent touchpoints for families to monitor and support their child's learning, while culturally responsive practices ensure equity and inclusion.

**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
- Middle of Year

**Student Outcome Data Measures:**

- Student Attendance
- Discipline/Suspensions
- Missed Instruction Log
- Elementary Progress Report (EPR)

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

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

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

- Principal: Oversees schoolwide communication practices, ensures alignment with engagement goals, monitors participation and effectiveness, and provides feedback to staff and PTA.
- Teachers/Classroom Staff: Send weekly classroom updates to families, share learning targets and student progress, implement strategies for two-way communication, and respond to family feedback.
- PTA: Collaborates with staff to plan and host engagement events, supports communication campaigns, and helps amplify information to families.
- Building Leadership Team (BLT): Monitors schoolwide engagement data, coordinates communication strategies across classrooms, and ensures equitable access for all families.
- Teacher Leaders: Provide coaching and guidance to colleagues on best practices for family communication and engagement, and help implement culturally responsive communication strategies.
- ML Teacher: Supports multilingual families in understanding school communications, provides translations and culturally responsive outreach, and ensures equity in access to information.

- MTSS Teacher: Collaborates with staff to monitor student progress data, communicates targeted support strategies to families, and ensures families understand interventions and resources.
- Support Staff (e.g., Social Worker, ESL Specialists): Assist with outreach to families who face language, access, or participation barriers, and provide support for interpreting and culturally responsive engagement.
- Monitoring and Adjustment: Engagement and communication effectiveness will be tracked through survey participation, attendance at events, and family feedback.

Teams will meet periodically to review data and adjust strategies to improve responsiveness and ensure that families feel informed, valued, and included.

## 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 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 or social work supports for 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:** \$66,174

**Activities Implemented to Meet Intent and Purpose:**

- Design and deliver lessons focused on language development across listening, speaking, reading, and writing
- Collaborate with classroom teachers to integrate language goals with academic content, ensuring lessons are accessible and culturally responsive
- Assess student progress, adapt instruction based on individual needs, and run small-group interventions
- Support family engagement by providing resources and strategies to help students at home
- Ensure multilingual learners succeed academically while developing proficiency in English

### 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 or local graduation requirements.

**Dollar Amount:** \$65,985

**Activities Implemented to Meet Intent and Purpose:**

- Collect and monitor student data, adjust interventions based on progress, and collaborate with teachers to align interventions with classroom instruction
- Run Student Intervention Team (SIT) meetings to develop and review intervention plans
- Support reading and math instruction and provide guidance on differentiation
- Engage with families to communicate progress and provide strategies for home support
- Ensure fidelity in intervention implementation and support students' academic and social-emotional growth

**Fund Program: Other Funding Source (PTA Grant)**

**Intent and Purpose:** Provide supplemental support to enhance student academic, behavioral, and intervention services beyond core funding.

**Dollar Amount:** \$70,000

**Activities Implemented to Meet Intent and Purpose:**

- Tutor support
- Supervision support
- Behavioral/Instructional Assistant interventionist
- MTSS/Intervention teacher