



2025-26 Annual CSIP West Seattle 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.

2025-26 School Information and Leadership Team Members

School Name: West Seattle Elementary School

Principal: Ritchie Garcia

Instructional Vision Theory of Action: If we implement a collaborative environment around Tier 1 MTSS systems to build collective efficacy then we will be more effective and efficient which will result in high academic growth for all students. Students will be empowered to take ownership of their learning to achieve academic success.

Members of the Building Leadership Team: Kyle Tunstall, Rhiannon Wolfe-Jones, Kathleen Mills, Meagan Bail, Colleen Farrell, Peter Royce, Damien Joseph, Ibrahim Hussein, Hannah Walker, Akim Finch, Tracie Thompson, Laura Stowell, and Ritchie Garcia

[2023-26 CSIP West Seattle Elementary](#)

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

Student Enrollment: 377

Special Education Percentage: 21.5%

Multilingual Learning Percentage: 24.7%

Highly Capable Percentage: 2.7%

Free and Reduced Lunch Percentage: 82.2%

Washington School Improvement Framework Status: Foundational

[West Seattle OSIP 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:

- English Language Proficiency Data
- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- DIBLES
- MAP ELA
- MAP Math
- Missed Instruction Log

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.)?

Our greatest strength of West Seattle Elementary is that our school has consistently, year after year, outperformed academic expectations for our demographic of high poverty students. We have created a model and systems that help students meet their academic potential. This system is built around high expectations and growing teachers skillset through building collective efficacy. We use teacher collaboration days and departmentalization of our upper grades to meet student needs.

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

1. to focus on delivering tier 1 instruction to all students and continue to work on success criteria so students can take ownership of their learning.
2. to continue to train teachers on how a blended funded inclusion model works in order to meet the needs of all students through the proper utilization of Instructional assistants.

Disproportionalities: What disproportionalities exist among student groups?

Is the underrepresentation of multigenerational African American students in advanced learning due to their overrepresentation in disciplinary incidents.

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

Some of the root causes relate to the systems in place that underrepresent students of color and decisions that occur in a power vacuum. As a school, we need to make sure that decisions are not made in isolation and stakeholders that represent the community are included in the decision-making process.

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

One theme that emerged across the school is the need to focus on tier 1 shifts/adjustments to instruction when students are not reaching grade level standards. Before shifting to tier 2 & 3 supports, instructors must reflect and make adjustments to tier 1 instruction to improve student outcomes. This finding will have great impact because it shifts the focus from student deficit to reflection on instructional practice.

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

Reflection on instructional practice and utilization of instructional assistants both encompass a model that reflects on the delivery of instruction. These are asset-based models looking at meeting student needs through strengths as opposed to looking at student deficits.

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

Aligning teachers around high-quality Tier 1 instruction through the use of strong PLC's that are working through the 7 stages of a PLC.

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

We have a tech lead that working on how technology can be used in tier 1 instructional especially in embedding UDL strategies with 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?

WSE technology lead is working with staff to develop their skills.

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

Measures and Targets

2023-26 Goal:

Based on our school's Student Climate Survey, our three-year goal is to increase student's self-esteem and self-perceptions in science to 90%.

Additionally, we want to increase student's knowledge of different jobs that are interesting to them to 90%.

Finally, our goal is to increase student joy in learning to 90%.

This will be done by the 25-26 school year through continual implementation of the Amplify Science curriculum, our ML learning lab focuses on science, and our STEAM focused Talent Development Blocks.

2025-26 Goal:

Based on our school's Student Climate Survey, our one-year goal is to increase student's self-esteem and self-perceptions by 5% in science.

Additionally, we want to increase student's knowledge of different jobs that are interesting by 5%. Finally, our goal is to increase student joy in learning by 5%.

Action Plan

Evidence-based Practice 1:

Student ownership of learning through development of Success Criteria (Hattie Research) MTSS teams in school buildings will align curriculum and learning targets to develop school wide student ownership of learning systems. Students will learn key skills on how to navigate and take ownership of their learning. Educators will co-lead and mentor students in this work.

Implementation Activity:

Grade Level teams will align Tier 1 curriculum to common core standards to develop learning targets aligned to standards. Educators will develop success criteria for all learning targets. Students will use success criteria other to develop ownership of learning and set goals. Educators will conduct goal setting conferences with students. Student ownership of learning has a 1.33 effect size on the Hattie scale.

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- MTSS Team Meets Regularly
- Student goal setting conferences

Timeframe for Reviewing Process Data Measures:

- Monthly
- Grade level collaboration days every 6 weeks.

Student Outcome Data Measures:

- CEA's
- Checkpoint data on ELA/math standards
- Observational data from student interviews

Timeframe for Reviewing Student Outcome Data Measures:

Every 6 weeks

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

Grade level teams (certificated and classified)

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

At West Seattle Elementary, in 3 years, 75% of our students will be reading at grade-level by the end of 3rd grade, especially those furthest away from educational justice.

2025-26 Goal:

The percent of all second-grade students projected to be proficient or above in ELA based on MAP will increase from a baseline of 20.7%% to a target of 30% 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?

WSE uses our TRI and collaboration days with grade level teams to prepare for this shift in progress monitoring. One of our coaches has been working with teams on how to find, use, analyze and create action plans around MAP growth data.

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 staff will review student data to analyze learning and make shifts in tier 1 instruction.

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Every 6 weeks

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Standards based checkpoint data

Timeframe for Reviewing Student Outcome Data Measures:

Every 6 weeks

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

Grade level teams

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.
- Social Emotional Learning: SEL programming is tailored to supporting the needs of Highly Capable Learners. Learning may include strategies that nurture self-awareness, empathy, and resilience. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.

Expanded Learning

- Aftercare (w/ homework support)
- After School Tutoring
- After School Enrichment
- SPIN
- YMCA
- TIPS
- Team Read

- Language Class – Rashid Noor
- Continually sharing community resources and happenings!

Homework Policy

WSE's homework policy is to provide work that all students can complete independently and that reinforces the learning from that school day. All students have independent reading time for the allotted time that is appropriate per grade level.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

Our three-year Family and Community goal is to grow our parent volunteer list to 20, with parents who represent all cultures within our school and community. This will be done by the 2025-2026 school year by consistent family outreach through our PTO and social worker, as described in our Parent Involvement Plan.

Another three-year Family and Community goal is to train and have 75% of our parent population utilizing The Source. The district communicates all student information via The Source. At WSE, we have found this not to be equitable for our families due to language barriers, technology barriers, and lack of training. The reason for this goal is to help our families navigate the American school system to support their child.

Our final three-year goal is to have 100% representation of our school community in our WSE preschool program. Historically there have been barriers for our families to attend our preschool due to the convoluted application process. Therefore, our preschool program has had affluent students who have moved on to attend their own community schools. Our families are not given the opportunity to participate in a preschool program with certificated teachers.

2025-26 Goal:

Our one-year Family and Community goal is to grow our parent volunteer list from 5 to 10 with parents who represent all cultures within our school. This will be done by the end of the 2023-2024 school year by hosting monthly parent events which will take place in the mornings, after drop-off. We will create a welcome environment for all parents.

Another one-year goal is to have 75% representation of our school community in our WSE preschool program. This will be done by the 2024-2025 school year by community outreach in various languages and providing a point-person of contact for the community.

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:

All school staff will receive racial equity training to get a better understanding of the community.

Process Data Measures:

School-based Family Survey

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- Missed Instruction Log
- Family newsletters

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

All staff

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: Title I

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

Dollar Amount: \$258,737

Activities Implemented to Meet Intent and Purpose: Instructional supports for students who qualify for Title I-funded interventions

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: \$330,794

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

Dollar Amount: \$131,970

Activities Implemented to Meet Intent and Purpose: Instructional supports for students who qualify for LAP-funded interventions

Fund Program: High Poverty LAP

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

Dollar Amount: \$92,772

Activities Implemented to Meet Intent and Purpose: Instructional supports for students receiving Title I services

Fund Program: Levy Funds

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

Dollar Amount: \$400,000

Activities Implemented to Meet Intent and Purpose:

- Crisis counselors
- Supplemental programs
- Interventionist teachers
- Tutoring and academic supports

Fund Program: Grant Funding (STEM Partnership)

Intent and Purpose: Partner with SPS to provide STEM learning opportunities for students.

Dollar Amount: \$150,000

Activities Implemented to Meet Intent and Purpose:

- STEM instructor
- After-school STEM enrichment
- During-the-day STEM enrichment for students