



2024-25 CSIP Review and Updates Laurelhurst Elementary School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to "include a continuous improvement process for monitoring, adjusting, and updating the plan."

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: Laurelhurst Elementary School

Principal: Tim Snyder

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian: Meredith Sullivan, Ellen Colombo, Annabel Bailey, Elliot Barne, Travis Samson, Dena Bonn, Krysta French, and Tim Snyder.

[2023-26 CSIP Laurelhurst](#)

[Laurelhurst Elementary School Report](#)

[Laurelhurst Elementary School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

Learning Environments-Joyful, Safe, Anti-Racist

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

There is a risk of having the school to home connection piece of our PBIS system. This focuses on honoring the work students are doing at school to build community and feel connected to the school. Families have conversations with students at home when they receive a Bear Paw or Bear of the week designation. The conversations create a positive connection between the students, families, and school. Attendance for some students is also a factor in showing growth in this area.

What are short-term and long-term desired outcomes for student, family, and staff groups?

Short-term, we want to continue to engage students in our PBIS system and publicly recognize them for their positive behavior and contribution to the Laurelhurst school community. Long-term, we would like to be a culturally responsive staff and school that provides culturally relevant curriculum. We also want students and families to feel represented and able to participate in all school activities, communicate openly with the school, and feel safe being at Laurelhurst.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

Student survey showed increases in the areas of In the Priority Area: Learning Environments-Joyful, Safe, Anti-Racist we had two goal areas, with a sub-category focusing on African American Males:

- Increasing the Identity and Culturally Responsive Teaching favorability responses.
- Increase our Belonging and Relationship favorability responses.

Laurelhurst increased the favorability rating on the student survey from 2023 to 2024 by eight points in the first goal area and four points in the second goal area. We implemented a new PBIS system last year called Laurelhurst Leaders that emphasized public recognition of students being responsible, respectful, and safe, combined with the Laurelhurst value of the month. The Laurelhurst staff implemented this new program with fidelity. Students and families responded positively to the new system.

Anecdotally, we have seen an increase in students feeling connected to the school and their teachers based on the one-to-one interactions that happen as the PBIS system is implemented. Particularly this fall, we have noticed that students that frequented the office (social worker/principal) has been significantly down.

Identify and prioritize student needs supported by data:

While we are making strides in the social/emotional aspects of our work with students, there needs to be a stronger emphasis and urgency with the academics, particularly for our students of color. We also need to better incorporate multicultural perspectives into our curriculum. A continued focus on ensuring students feel safe and welcome at Laurelhurst will hopefully assist in us meeting our academic goals.

Summary of possible root causes of the priority student need:

We need to better provide students opportunities for small group instruction and targeted tier 1 intervention. We also need to more clearly articulate to students what they need support with and how we can help them achieve academically and social/emotionally.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

We see the increase of our goal areas, but we do not see an increase in academic success with our SoCFFEJ. The response to PBIS and the student survey is not the same with how we are intervening with students academically, based on our PLC agendas and schoolwide data tracker.

UDL was a focus for us last year and we will continue adapting Tier 1 curriculum and instructional practices to provide access and differentiation for all students.

Laurelhurst is a part of the Racial Equity Pilot program which provides ten schools with an aligned racial equity training on the green days for the 2024-2025 school year.

Summary of data proving professional learning is effective in supporting student outcomes:

Implementing our PBIS system with fidelity has been an important part of the increases we see in the Joyful, Safe, and Anti-Racist Learning Environment priority area. This along with our UDL work has provided students more access and options for showing what they. Students also feel more connected as they see themselves as members of the community. The racial equity work we are doing this year, should translate to students feeling more connected. We also need to create urgency in academic growth for students. An emphasis on small group instruction in the classroom should improve outcomes.

Professional learning that needs to be strengthen or is no longer being implemented due to minimal impact on student outcomes:

We are not having staff focus on all ten of the UDL Look Fors. Instead, we had staff create a checklist of the aspects of UDL they need to consider when planning lesson and activities for students. Getting better at organizing and implementing small group instruction in each classroom will be an important part of making academic gains for all students. SoCFFEJ are not making the academic gains we would expect.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

Without the family survey previously administered by SPS, we do not have a consistent measure of how we are centering family voices at Laurelhurst. The PTA surveys it's membership. The school and the PTA have a good and productive working relationship, so much of our information is gathered from PTA. We offer different evening events at school and work to include all families in the planning and attendance of these events. The BLT will discuss ways that the school can survey families to center their voices.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

The principal and the director of LASER, our afterschool care, meet regularly to discuss alignment between the school and LASER. They work to incorporate our PBIS language into their work and problem solve issues with the school.

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

Measures and Targets

2023-26 Three-year Goal:

By June 2026, we will increase our identity and culturally responsive teaching responses from 74% to 84% and for our students who identify as African American Males from 70% favorable to 80% favorable responses as recorded by our Students Climate Survey.

2024-25 One-Year Goal:

By June 2025, we will increase our Belonging and Relationship favorability responses from 88% to 95% and for our students who identify as African American Males from 73% favorable to 83% favorable responses as recorded by our Students Climate Survey.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Racial Equity pilot program professional development.

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year

Process Data Measures:

- Walk-through/Observational Data
- School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Professional Learning Communities (PLCs)
- MTSS Team
- Building Leadership Team (BLT)

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percentage of 3rd Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 42.9% to a target goal of 72.9% by 2025-2026.

2024-25 One-Year Goal:

The percentage of 2nd Grade Students of Color FFEJ projected proficient or above in the ELA based on MAP will increase from 33.3% in the spring of 2024 to a target goal of 43.3% in the spring 2025.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement adopted instructional resources to serve all students, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)
- Staff monthly survey.
- MAP

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)
- MTSS team and PLCs.

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Professional Learning Communities (PLCs)
- MTSS Team

Advanced Learning and Highly Capable Services:

Advanced Learner Services is an inclusion model provided in the neighborhood schools for eligible students. All teachers will provide teaching and learning that is delivered with Universal Design for Learning (UDL) and differentiated to meet the needs of students in their grade level. We monitor progress to ensure every child shows growth. When our new Advanced Learning model is implemented across the district in neighborhood schools, every student, particularly those furthest from educational justice, will have access to the learning services that meet their needs.

Expanded Learning:

LASER, the after-school program at Laurelhurst, will facilitate an afterschool enrichment program for our students.

Homework Policy:

We believe that all children K-5 benefit from a rich reading life at home. We encourage at least 30 minutes of daily reading, which can be a combination of looking at picture books, reading with an adult, reading independently, or other reading activities.

Brain research also shows that repeated exposure to math concepts is beneficial. As a result, we want students to do some math work at home as well. That can be something the teacher sends

home that matches the day's lesson, or it can be something that a family chooses--playing go fish, counting coins, working on math facts, playing chess, talking about time, etc. You can find additional ideas for supporting your mathematician at home by visiting SPS's [elementary math family support page](#) online. Rich resources especially designed for elementary mathematicians and their families are also available [online at the SPS website](#).

Special Projects--Sometimes a teacher will assign special projects at school that require a little prep work at home. Examples include interviewing a family member, thinking of ideas for a science project, practicing lines for a play, etc.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

For the 2023-2026 school years, Laurelhurst Staff and PTA will partner to increase opportunities for families of Students FFEJ to participate in after school and evening activities, PTA meetings, and student celebrations at school.

2024-25 One-Year Goal:

75% of families will respond favorably to a school created community survey in the spring of 2025. This survey will help inform the planning and work for the 2025-2026 school year.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

Outcome Data Measures:

- Attendance at PTA meetings
- school events
- school created community survey

Timeframe for Reviewing Outcome Data Measures:

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

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey

Timeframe for Reviewing Process 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:

Building Leadership Team (BLT)

2024-25 Budget Allocations to Support Continuous Improvement

The following table describes how the school allocates funds to support and improve student learning.

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$2,692,634
- **Activities Implemented:**
 - We use .4 LAP for our reading specialist and schedule to give students the best learning environment.
 - We pay for .2 Social Worker.

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds are designed to support the district language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$128,072
- **Activities Implemented:** Our ML teacher is here 4 days a week and supports students with some pull out instruction, push in support, and support in less structured times. Instructional Assistant provides 5 days of push in support. ML teacher administers the WIDA.

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:** \$66,856
- **Activities Implemented:** Academic Interventionist is paid for with these funds.

Other Funding Source (PTA Funds)

Intent and Purpose: To support student growth through enriching opportunities and programs.

- **Dollar Amount:** \$206,651
- **Activities Implemented:**
 - .3 Reading Specialist
 - .5 Librarian
 - .3 Social Worker