



2024-25 CSIP Review and Updates Leschi 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: Leschi Elementary School

Principal: Genevieve Ramsey

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Karen Chaokhreumbong, Miranda Bossert, Katie Croff, Lologo Lologo, Amanda Hubbard, Rosa Mestas, Deborah Vandrhurst, Nia Steward, Dana Barnett and Will English.

[2023-26 CSIP Leschi](#)

[Leschi Elementary School Report](#)

[Leschi 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.

During the 2023-2024 school year Leschi focused on literacy instruction. Priority literacy practices were small group instruction teaching the science of reading in grades K-5, fluency instruction in 2nd and 3rd grades, and text-dependent questions in 2nd and 3rd grade. We also focused on developing learning targets and success criteria with a focus on math. This work ensured that students knew what the learning goals were and reflected on their progress towards daily learning targets and unit goals. Leschi also focused on creating a safe and welcoming through classroom charters, morning meetings in each classroom, social-emotional learning blocks, and affinity groups for students that met regularly throughout the year.

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?

At risk is the learning and achievement of our students of color and our students furthest from educational justice. Despite our priority practices in 2023-2024 our students of color and students furthest from educational justice are not meeting their learning potential. Revisions to our CSIP need to prioritize the needs of students and families of color.

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

Our long-term desired outcomes for students, family, and staff groups are to build strong and positive relationships, and a connected community where all members feel a sense of belonging as their authentic selves, to ensure all students are empowered and independent learners. In the short term, we want to start 2024-2025 school year off on a positive note. We want to recommit to centering students and families and provide more opportunities to have their voices heard. We want to focus on Tier I instruction to ensure all students have access to grade level standards and high-quality learning experiences with appropriate interventions and supports.

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:

Leschi continues to have learning gaps between the general population and students furthest from educational justice. 51.2% of Leschi's 3rd - 5th graders are proficient on ELA SBA but 31.6% of students furthest from educational justice are proficient. However, Leschi saw 10% growth in ELA proficiency for students furthest from educational justice from 2022-2023 to 2023-2024. 25% of African American males are proficient on ELA SBA, a growth of 7% from the previous year. In Math, 42% of Leschi's 3rd - 5th grade math students were proficient on the SBA. Learning gaps persist as 17% of 3rd - 5th grade students from educational justice were proficient on 2024 Math SBA and 18% of African American males. Leschi's efforts focus on strengthening Tier I learning and providing targeted interventions for students furthest from educational justice and African American males. Our fall climate survey data shows that 81% of students respond positively to questions pertaining to belonging and relationships. An area of strength is that there are no gaps in percent responding positively between white and black students.

Summary of student strengths supported by data:

Student perceptual data, as measured by the school climate survey, is generally strong. The percentage of students responding positively is and at or near the district average. Reading was identified positively. We believe this speaks to Leschi's value of reading and the priority reading instruction and independent reading holds in our day. We believe positive student perceptual data reflects the commitment of staff to show up for students and create safe places for students. The percentage of Leschi 5th grade students meeting proficiency in math and reading grew as a cohort from 4th grade and showed some closing of the achievement gap. Black students performed at or near the district average in 5th grade.

Identify and prioritize student needs supported by data:

2nd and 3rd grade students made less growth than other grade levels in reading and math as measured by DIBELS and MAP. Incoming 3rd and 4th grade students will need Tier I instruction that meets the needs of all students and intentional intervention. Significant achievement differences between black and white students continue. Leschi needs to continue to grow in building an environment of belonging and connection for these students and instruction that engages and accelerates learning. Perceptual data showed decreases in student perceptions about science and math.

Summary of possible root causes of the priority student need:

Potential root causes could be the intentional mindsets Leschi nurtures around math and science identities – how do we support students to see themselves as mathematicians and scientists. Another root cause could be ensuring all students are engaged in and have access to Tier I instruction and grade level standards. Another root cause could be attendance. Many students not making hoped for progress missed more than ten days of school in the 2023-2024 school year.

School Staff

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

This continues to be an area of growth for Leschi. Student survey data showed a decrease in positive responses for Equity and anti-racism and culturally responsive teaching. Staff survey data also noted a drop in Culturally responsive and anti-racist work environment. During the 2024-2025 Leschi staff is engaging in Racial Equity Professional Learning throughout the year in partnership with the district Department of Racial Equity and Advancement. We are also engaging in restorative practices work with community partners.

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

Staff engaged in Professional Learning Communities throughout the year where they analyzed student data in district assessments and formative assessments. They used the data to reflect upon and strengthen Tier I instruction and design relevant, impactful interventions.

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

Leschi is focusing on Inclusive Practices (Universal Design for Learning) and Guided Language Acquisition Design to strengthen our Tier I instruction and ensure students have access to grade level standards. Our current work on Learning Targets and Success criteria will continue within this work as UDL emphasizes firm goals for all students that address grade level standards and flexible means. We are also focusing on racial equity training and restorative practices to strengthen our culturally responsive instructional practices. We will continue our PLCs work that analyzes student formative and summative data to adjust Tier I instruction and design appropriate interventions. K-3 teachers focus PLCs on early literacy practices including explicit phonics instruction, meaningful independent work, fluency, and text dependent questions.

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:

Leschi held four family feedback sessions during the school year – one on curriculum night, one virtually in December, one at a PTA coffee chat in March, and one via survey. Each opportunity provided families the option to give feedback anonymously or with their name (if they wanted follow-up). Our Family Literacy Connector and Youth Services Advocate also gathered and shared anecdotal feedback from families. A goal for the 204-2025 is to continue opportunities to center families' voices and increase the number of families sharing and representation among racial and language groups.

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:

Playworks provided leadership opportunities for 4th and 5th grade students and built these students' confidence and leadership skills. Playworks also developed students' independent problem-solving skills during conflict for K-5 students through gametime sessions and recess coaching. Writers in Schools developed agency and ownership in students through authentic writing experiences and the opportunity to highlight their voice and experiences through poetry. Big World Beats provided musical exploration through drumming and the structures to be part of a collective artistic effort. Consistent reading and math volunteers from neighboring churches and synagogues built relationships and confidence in students.

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

Measures and Targets

2023-26 Three-year Goal:

From the Fall of 2023 to the Spring of 2026, Leschi Elementary will increase the percentage of African American boys and students of color furthest from educational justice, by 10% or more, feeling a sense of belonging, having positive relationships, and seeing the positive effects of equity and anti-racism as measured by the 2026 Spring Student Climate Survey.

Fall 2023 Baseline:

78% of black males shared they feel a sense of belonging, 74% of black males share they see the positive effective of equity and anti-racism.

2024-25 One-Year Goal:

From the Fall of 2024 to the Spring of 2025, Leschi Elementary will increase the percentage of African American students and students of color furthest from educational justice responding positively to the question "Students of different cultures and backgrounds treat each other with respect," from 68% of black students responding favorably to 75% of black students responding favorably.

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:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Discipline/Suspensions
- Internal referral forms

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of the year
- End of the year
- Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Professional Development Attendance and Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- BLT will analyze student climate survey data
- Administration team and CARE team analyzes internal referral form

Additional context about your school's implementation of chosen evidence-based practice:

Our one-year CSIP goal is around attendance, but our 3-year goal is around student-perceptions of our climate, so Leschi continues to attend to our Tier I culture and sense of belonging.

Evidence-based Practice 2:

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

Student Outcome Data Measures:

School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Weekly

Process Data Measures:

- Student Attendance Agreement Plan
- Increasing attendance percentages of focus students

Timeframe for Reviewing Process Data Measures:

Weekly

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

- Administration team
- CARE Team

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

60 percent of 3rd Grade Students of Color FFEJ will be Proficient or Higher on the SBA in ELA by 2025-26. From Fall of 2023 to the Spring of 2026, 75% or more of 3rd grade students at Leschi Elementary will score proficient or higher in ELA on the SBA assessment, increasing from 58% of Leschi's 3rd graders who scored proficient or higher on the 2023 Spring ELA SBA.

2024-25 One-Year Goal:

In the spring of 2025, 66% of 2nd grade students will be proficient on MAP.

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:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

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

Building Leadership Team

Additional context about your school's implementation of chosen evidence-based practice:

To ensure all students can access Tier I, grade level instruction Leschi is focusing on UDL and GLAD strategies in our professional development plan.

Evidence-based Practice 2:

Professional Learning Communities: Educators engage in regular PLC meetings supported through master scheduling and use the results of the SPS Curriculum Embedded Assessments and other common assessments to identify additional supports for and provide wise feedback to students.

Student Outcome Data Measures:

- Curriculum-Embedded Assessments (CEAs)
- DIBELS
- MAP

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

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

Building Leadership Team

Additional context about your school's implementation of chosen evidence-based practice:

All PLCs meet each yellow and red day and complete exit tickets. In addition, they meet 5 times a year for formal data meetings and engage in 2 PLC release days to refine their use of data and instructional planning to provide Tier I instruction and targeted interventions.

Advanced Learning and Highly Capable Services:

At Leschi, we believe in the potential of all students. We differentiate instruction for all students based on each student's strengths and needs. We do this through intentional small group instruction in literacy and math that provide enrichment and extensions for students who qualify for advanced learning and/or highly capable services provided by classroom teachers, academic interventionists, and building tutors. In reading this includes more complex text and more in-depth textual analysis, in writing this includes producing more sophisticated writing in terms of complex ideas, generating multiple paragraphs, and writing complex sentences. In math, this provides opportunities for access to above-grade level standards during independent practice.

Expanded Learning

Leschi will participate in summer learning programs in SPS and with Levy partners as allowed through building access and staff availability. Levy work must include summer programs for Levy focus students.

Homework Policy:

Homework is expected to be used as additional practice of skills students are developing and to monitor progress. Homework is a team decision. Recommended homework is:

- A grade level appropriate amount of reading and writing each night
- Additional math work from the EnVision workbook (additional practice or reteach)

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

From the Fall of 2023 to the Spring of 2026, Leschi Elementary will have families, who are representative of students of color furthest from educational justice, participate and serve on the school's Building Leadership Team (BLT) and Racial Equity Team (RET) to give feedback on school initiatives and improvements. BLT and RET participation and involvement is on a one-year basis but can be increased to consecutive or multiple years if needed.

2024-25 One-Year Goal:

Leschi will decrease the number of students absent for more than 10 days during the school year by approximately 10% from 138 students to 120 students.

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:

Collaborating with Community: Develop and strengthen relationships with government and non-government agencies, community groups, businesses, and other educational providers to enhance learning opportunities and outcomes for students and families.

Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions

Timeframe for Reviewing Outcome Data Measures:

Quarterly

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Building Leadership Team
- Care Team

Additional context about your school's implementation of chosen evidence-based practice:

Leschi believes that strong community partnerships strengthen families' connection to school and positively impacts attendance and student learning.

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:** \$2,896,559
- **Activities Implemented to Meet Intent and Purpose:** Student supplies – composition notebooks, pencils, colored pencils, copy paper

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:** \$100,203
- **Activities Implemented to Meet Intent and Purpose:**
 - Assistant Principal to support all students' learning, safety, and sense of belonging at school
 - Reading and math tutors to provide targeted interventions for students
 - Family involvement funds to engage families in their students' education experience

Multilingual Learners (Title III)

- **Intent and Purpose:** To support English language acquisition of MLL students

- **Dollar Amount:** \$96,106
- **Activities Implemented to Meet Intent and Purpose:**
 - Ten teachers are participating in Guided Language Acquisition Development training in August to help support MLL students' learning during Tier I instruction
 - MLL certificated teacher provides push-in and co-teaching support to teachers to support MLL language acquisition during instruction
 - Bilingual IAs provide small group and push-in language supports (funded through Levy and SPS District WSS staffing model)

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 to Meet Intent and Purpose:** 0.5 FTE reading intervention teacher who provides SIP groups

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$391,000
- **Activities Implemented to Meet Intent and Purpose:**
 - Assistant Principal
 - Reading and math intervention teachers
 - Youth Services Advocate to facilitate
 - Reading and math tutors
 - Partnerships with Playworks and Writers in Schools

OSSI Grant

- **Intent and Purpose:** OSSI Grant Funds
- **Dollar Amount:** \$29,710
- **Activities Implemented to Meet Intent and Purpose:**
 - Digital learning tools
 - After-school tutoring
 - Teacher professional development
 - Substitute release time for teachers to attend GLAD training
 - Participation in data analysis meetings to analyze results of district common assessments