



## 2024-25 CSIP Review and Updates

### Licton Springs K-8 School

## School Data and Building Leadership Team Members

**School Name:** Licton Springs K-8

**Principal:** Ammon McWashington

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** Ammon McWashington, Halet Mullen, Katherine Lyon, Taylor Hensel, Kirsten Lawhorn, Kelly Griffin Holton, Elly Sprinkle, Carole Johnson, Blaine Parce, and Anita Jandu

[2023-26 CSIP Licton Springs](#)

[Licton Springs K-8 School Report](#)

[Licton Springs K-8 School Climate Survey](#)

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## 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:

- Licton Springs partnered with WaBloc for Staff PD to continue our learning on restorative practices, positive discipline and tier 1 supports. Every classroom has a daily SEL work circle to enhance community building.

3rd Grade ELA:

- Hired TIPS tutor to use Lexia

7<sup>th</sup> Grade Math:

- Hired TIPS Tutors

Family and Community Engagement:

- Restorative Practices Night for families, Popsicles with the Principal (before school), Field Day, Moving Up Ceremony, families invited to monthly assemblies

Culturally Responsive Workforce:

- WaBloc work, partnered with RET & families for MMIWP March in May, Green day trainings collaboration with families for Indigenous work, Staff circles

**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?**

- Title 1 Status
- Staffing Allocation
- School Closures
- Displacement of Staff
- School Location & Transportation
- Our students with disabilities and our indigenous families are the most vulnerable groups.

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

- Increase in positive feeling around conflict resolution and repairing harm.
- Ensure stable and appropriate funding which will drive staffing and dollars towards diversity work and intervention in academics.
- Defining the purview of this school to retain and gain student population (no more waitlist).

## **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:**

Using the Spring & Fall Student Climate Survey data there has been improvement in learning environments. Belonging and Relationships went up 8%, Equity and Anti-racism when up 7%, Identity and Culturally Responsive Teaching went up 8%. Some demographics to also consider is the change in population size, cultural and economic background of our students this year.

**Summary of student strengths supported by data:**

74% of students feel like they can learn everything in math. 85% of students responded favorably that “reading is very easy for them.”

**Identify and prioritize student needs supported by data:**

Students need to be reflected in the texts that they are reading. 40% of students did not see themselves reflected in the books they saw at school. 50% of students do not enjoy math so enjoying and finding ways for students to apply math to themselves should be a priority.

**Summary of possible root causes of the priority student need:**

Need more engaging and culturally responsive math curriculum. Need funds for books, supplies to deepen students' knowledge of themselves and the world. Have intentional professional development from outside district organizations.

### **School Staff**

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

According to the Fall 2024 Climate Survey, we have increased in culturally responsive & anti racist work by 5 points as compared to the spring of 2024.

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

According to the Climate Survey, we have increased leadership and support opportunities by 12 points as compared to the spring. LSK8 staff have increased 6% on the Fall 2024 Climate Survey.

Our UDL practices and restorative practices from PD last year, created more Tier 1 student supports in class which is reflected in the Student Climate Survey of an increase of 10 points in belonging and relationships as well as up on inclusionary practices in middle school by 3 points. Additionally, students feel more prepared for college and career readiness, increasing by 15 points 3-5 grades and 9 points in middle school.

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

- Curriculum Embedded Assessment – need more clarification.
- Training on how to administer district provided curriculum culturally responsively.
- Planning time to properly differentiate and implement curriculum for the diverse needs of our students.

## **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:**

Weekly emails to families about individual classes and school wide procedure/events. Partnership with PTO for events to engage families in school practices. Example: Restorative Practices night, Harvest Fest.

### **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:**

Collaboration with WA Bloc to strengthen classroom meetings and circle procedures as part of our restorative practice's principles.

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

### **Measures and Targets**

#### **2023-26 Three-year Goal:**

Increase percentage of students reporting "we restore relationships and repair harm after conflicts occur" from 69% to 80% on the Panorama survey by Spring 2026.

#### **2024-25 One-Year Goal:**

Increase percentage of students reporting "we restore relationships and repair harm after conflicts occur" from 69% to 75% on the Panorama survey by Spring 2025.

### **Action Plan**

#### **2024-25 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

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

Quarterly

### **Process Data Measures:**

Building determine Schedule of MTSS Meetings

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

Quarterly

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

- MTSS
  - BLT
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## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

#### **2023-26 Three-year Goal:**

The percentage of all students projected proficient or above in ELA on the SBA will increase from a baseline of 46% to a target goal of 70% by 2025-2026.

#### **2024-25 One-Year Goal:**

The percentage of all 2nd grade students projected proficient or above in ELA based on MAP will increase from a baseline of 20% to a target goal of 30% by 2024-2025 school year.

### **Action Plan**

#### **2024-25 Evidence-based Practice 1:**

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 focal students.

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

- MAP
- Smarter Balanced Assessment (SBA)

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

- Beginning of Year
- End of Year

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

Walk-through/Observational Data

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

Quarterly

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

Classroom Teachers

## **Advanced Learning and Highly Capable Services:**

For our students in need of advanced learning services, Licton Springs will differentiate instruction by utilizing the Universal for Design Learning (UDL) strategies such as: flexible assessment, collaboration and community, flexible methods, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student.

Students who are achieving well above grade level standards will be provided supports in Reading and Math which is accessible to all educators on the Advanced Learning Hub and Professional Development is provided on the district Professional Development (PD) system, LEARN.

## **Expanded Learning:**

Our students have access to various childcare centers around our school where families can sign them up for different enrichment activities and tutoring opportunities. Many of these programs offer scholarships for our families that need financial support to remove that barrier. Our PTO is continuously working to find other opportunities for students to have access to after school activities. All students can follow the district process of being accepted into summer learning programs. Our students go on several field trips throughout the year to participate in various cultural, academic, social, etc. Activities to support their growth of the natural world.

## **Homework Policy:**

Homework includes reading every night as we help each student develop the habit of being a lifelong reader. Our school expectation is that students will engage in reading activities at least 30 minutes per night (Kindergarten and 1st Grade students may read for less time at the start of the year, as communicated by their teacher). This can be a combination of reading to an adult, having an adult read to the child, or reading independently as students get older. In addition to nightly reading, students should also use SuccessMaker to continue practicing their math skills for at least 10 minutes a day. This will be reviewed each fall.

**Grade K** – an average of 10-15 minutes per day, 4 days per week

**Grade 1** – an average of 15 minutes per day, 4 days per week

**Grade 2** - an average of 20 minutes per day, 4 days per week

**Grade 3** – an average of 30 minutes per day, 4 days per week

**Grade 4** – an average of 40 minutes per day, 4 days per week

**Grade 5-8** - an average of 50+ minutes per day, 4 days per week

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

### **Measures and Targets**

#### **2023-26 Three-year Goal:**

The percent of all students projected proficient or above in math on the SBA will increase from a baseline of 33.3% to a target goal of 74.3% by 2025-2026.

#### **2024-25 One-Year Goal:**

The percent of all students projected proficient or above in math on the MAP will increase from a baseline of 37.5% to a target goal of 70% by 2024-2025.

## **Action Plan**

### **2024-25 Evidence-based Practice 1:**

Common Curriculum: Educators will implement enVision curriculum and use SPS scope and sequence.

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

Smarter Balanced Assessment (SBA)

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

End of Year

### **Process Data Measures:**

Walk-through/Observational Data; Teacher Observational Data;

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

- Walk-through/Observational Data
- Teacher Observational Data

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

- Middle School Math teacher
- Principal

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## Priority Area: Family and Community Engagement

### Measures and Targets

#### 2024-25 One-Year Goal:

In collaboration with our Racial and Equity Team (RET), we will hold at minimum three subgroup focus groups meetings this school year, including groups for Black/African, Latinx, Native American, and LGBTQIA2S students and families to identify areas of strength and growth areas with supporting our students of color.

#### 2024-25 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.

#### Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions

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

- Beginning of Year
- End of Year

#### 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:

All Staff

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## 2024-25 Budget Allocations to Support Continuous Improvement

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

Here is the content in bullet point format:

### 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:** \$1,790,259

- **Activities Implemented:**
  - Library Materials
  - Supplies
  - Textual Materials
  - Classroom instruction
  - Office support
  - Administration support
  - Counselor support

### **Title 1**

- **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:** \$33,500
- **Activities Implemented:**
  - TIPS tutor contracted, 20hrs/week to work with Middle School students in Math and Science
  - Additional funds to support Intervention FTE
  - Staff PD

### **Multilingual Learners (Title III)**

- **Intent and Purpose:** To provide instructional supports, interpreters as needed, and any specific supply needs that arise.
- **Dollar Amount:** \$31,989
- **Activities Implemented:**
  - Instructional supports
  - Interpreters as needed
  - Supply needs

### **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:** 0.4 FTE Academic Intervention teacher hired to work with K-6 students to support Math and Reading

### **High Poverty 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:** \$24,623
- **Activities Implemented:**
  - Funds used to increase interventionist FTE by .1
  - Support tutoring