



2024-25 CSIP Review and Updates

Louisa Boren Stem K-8 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: Louisa Boren STEM K-8

Principal: Kimberly Noble

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Kimberly Noble, Rebecca Bland, Sara Betts, Veronica Romero, Ly Truong, Craig Rankin, Elizabeth Mahrt, Sunny Graves, Nicole Albertson, and Jodi Williamson.

[2023-26 CSIP Louisa Boren](#)

[Louisa Boren STEM K-8 School Report](#)

[Louisa Boren STEM K-8 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.

These practices emphasized an anti-racist stance in core beliefs:

- An emphasis on equity
- 21st Century skills that are foundational for student agency.
- Restorative practices that support democratic
- student-centered classrooms
- PBL projects that developed student agency.
- Family involvement

Creating a joyous, safe, and anti-racist environment, through culturally responsive teaching was designed to increase motivation among our students. This was achieved through enhanced inclusion, the facilitation of relevant learning, and by providing challenging learning experiences that helped students see their effectiveness, recognize and value differences.

Additionally, the plan emphasized increasing family engagement through regular communication and collaborative activities designed to support students' academic and social development. These practices were geared toward creating a more responsive and inclusive educational environment that supports diverse learning needs and promotes overall student success.

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?

Continued implementation of the 2023-26 CSIP faces several risks, particularly for vulnerable student, family, and staff groups. Students with IEP's and ML students are most at risk due to staffing shortages and lack of Tier 1 instruction targeted towards student needs.

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

- Increase phonemic awareness and phonics across K-5 which will result in growth as measured by ELA MAP and DIBELS.
- Increase the number of students making growth in middle school math as measured by MAP.

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:

The 2024 Comprehensive Needs Assessment reveals some progress toward enhancing student academic outcomes and fostering joyful, safe, and anti-racist learning environments.

Comparing baseline and recent data, there is a slight shift in overall academic performance, with an increase in student engagement and satisfaction reported.

However, disproportionality remains evident, particularly affecting students with IEP's and ML students. These groups continue to experience lower academic achievement, which will sometimes be revealed in behavior or attendance. The data highlights that while general improvements have been made, targeted interventions are still necessary to address these persistent disparities and ensure an equitable learning environment for all students.

The impact of the Community-based organizations varies among the different student groups. CBO programs have been beneficial in offering supplemental academic support and resources to help keep students in school and families seeking medical support; however, students with IEP's, some are categorized as students of color, and our ML students are less likely to benefit from these resources due to barriers such as transportation, cultural differences, or lack of understanding of the resources being provided, which results in distrust. Addressing these issues is critical to ensuring that all students can fully benefit from CBO resources and support.

Summary of student strengths supported by data:

Data indicates several strengths among students that can be leveraged to support further growth. There is a strong sense among students that they can be leaders and that they have a voice in their school and in their learning. Student engagement has improved, as observed by administrators, with

students showing enthusiasm for learning in a classroom setting, particularly in third through fifth grades and sixth through eighth grade, especially through collaboration and project-based learning experiences. These strengths highlight the potential for building upon existing student capabilities to drive academic and social emotional development.

Identify and prioritize student needs supported by data:

The data highlights several urgent needs among students, especially those affected by racial, cultural, and educational inequalities. Key priorities include closing the academic achievement gap, boosting social-emotional support, and improving access to technology and learning resources.

Assessment patterns at the classroom, district, and state levels indicate that students with Individualized Education Programs (IEPs), students of color, and multilingual (ML) families face significant challenges in these areas, which affect their overall academic performance and well-being. To address these needs effectively, it is crucial to provide targeted academic interventions, expand access to support services, and create inclusive, culturally responsive learning environments.

Summary of possible root causes of the priority student need:

The priority student needs identified is the academic achievement gap, which appears to be driven by several root causes. Key factors include insufficient access to high-quality instructional resources and support for students from marginalized backgrounds, systemic biases within the educational system, and socio-economic barriers that limit opportunities for academic enrichment. Additionally, there is evidence of inconsistent implementation of anti-racist practices and culturally responsive teaching strategies. Addressing these root causes requires a comprehensive approach that includes enhancing resource allocation, increasing professional development for staff on equity and inclusion, and implementing targeted support for students most affected by these issues.

School Staff

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

There is progress in involving families more deeply through better power-sharing and two-way communication. Recent feedback reveals increased family participation in school decision-making and more responsive interactions between schools and families. Notably, there has been a rise in family attendance at events like evening gatherings, Parent Teacher Conferences, Curriculum Nights, and PTA Back to School Barbecues, indicating greater involvement in building the school community.

Additionally, Louisa Boren has established regular, structured communication channels, such as weekly newsletters called the Owl Post, which are updated in collaboration with the Louisa Boren PTA, fostering more consistent and meaningful information exchanges. However, engagement disparities persist, with families from marginalized communities and non-English speaking backgrounds being less represented. This underscores the need for ongoing efforts to ensure all families, especially those from underrepresented groups, are actively involved and their voices are fully integrated into school decision-making.

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

Data on professional learning effectiveness indicates a positive impact on student outcomes, particularly in terms of engagement and academic performance. Comparing baseline and recent data, there has been improvement in student achievement and behavior in classrooms where teachers have engaged in targeted professional development. The qualitative and quantitative data suggest that training focused on culturally responsive teaching and differentiated instruction has led to better classroom practices and more equitable outcomes. Nonetheless, there are still disparities in student outcomes among different demographic groups, indicating that while

professional learning has been beneficial, further refinement and expansion of these initiatives are needed to address remaining gaps.

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

Some professional learning programs have positively impacted student outcomes and are being reviewed or reintroduced based on these results. However, multilingual and differentiated instruction strategies that lack visuals, student output, and cultural responsiveness have not shown significant improvements, though they consistently enhance student performance and engagement. These strategies have been reviewed and adjusted accordingly. Additionally, generic training formats that do not cater to the specific needs of diverse student populations have proven less effective. To improve professional learning, it is essential to incorporate more targeted, hands-on training with visuals, student output, and context-specific elements that align with the needs of both staff and students. This could involve more comprehensive professional development on culturally responsive teaching and differentiated instruction tailored to the unique challenges of different student groups.

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:

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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:

An effective example of continuity of support can be seen in the collaboration between the school staff and the local community-based organization (CBO). The school and PTA have worked together to ensure consistent support for students and teachers. This partnership ensures that all students can participate in the various school activities, which include the traditional fifth grade camping trip to Nature Bridge and eighth grade Islandwood camping trip. Our PTA also provides resources and financial support to our teachers, so they are able to continue providing project-based learning hands-on activities to our students.

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

Measures and Targets

2023-26 Three-year Goal:

Students grades 3-5 will increase from 59% to 75% responding favorably to "Adults take action when students are being mean."

Students grades 6-8 will increase from 52% to 70% responding favorably to "Adults at school take action to stop hurtful or mean behaviors."

2024-25 One-Year Goal:

Students grades 3-5 will increase from 74% to 85% responding favorably to "If someone is treated unfairly because of their culture or background, adults here take action."

Students grades 6-8 will increase from 62% to 70% responding favorably to "Adults take action to address racial issues and acts of racism at school."

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)

Timeframe for Reviewing Student Outcome Data Measures:

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

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- School-based Survey (staff or students)
- Walk-through/Observational Data

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:

- MTSS
- TLC
- Administration

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 32.6% to a target of 62.6% by 2025-26.

2024-25 One-Year Goal:

The percent of second grade Students of Color FFEJ projected proficient or above in the ELA based on MAP will increase from a baseline of 31.7% to a target goal of 41.7% by 2024-25.

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
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

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

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

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

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

- Classroom Teachers
- Administrators
- TLC

Advanced Learning and Highly Capable Services:

Highly Capable learners are served with leveled reading instruction, differentiation provided within math workshop and writers workshop, and opportunities for extended research and interdisciplinary work during Project Based Learning.

STEM K-8 provides an accelerated scope and sequence of 7th and 8th grade Common Core Standards in Mathematics, offering Math 7th and 8th Compacted to all seventh graders.

STEM K-8 provides all eighth-grade students with access to Algebra.

Expanded Learning:

- Elementary Students qualifying for free and reduced lunch and reading below grade level had the opportunity to participate in Team Read, an organization that promotes reading and writing and relationship building through 1:1 tutoring with a local high school student.
- Students FFEJ who attended summer school in 2022 had the opportunity to reenroll in summer learning opportunities.
- STEM K-8 Out of School Time Opportunities for Fall 2023 LGBTQ+ clubs met for middle school and elementary school during lunch.

- CraftLab, Art with Nature, grades 1-5
- Drama Club, grades 2-8
- Art Club, grades 3-8
- VexRobotics Club, grades 4-8 (BEFORE SCHOOL)
- Mixed Media Art, grades 5-8
- Middle School sports, grades 6-8

Homework Policy:

STEM K-8's homework policy directs that grade level teams create consistent homework expectations that don't exceed the following time requirements: K: 20 minutes of reading and 10 minutes of other homework; 1st-2nd: 20 minutes of reading and 15 minutes of other homework; 3rd-5th: 30-45 minutes of reading and 15-30 minutes of other homework; 6th-8th: 60-70 minutes of homework including reading.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percent of 7th Grade Students of Color FFEJ proficient or above in math on the SBA will increase from a baseline of 25% to a target of 66% by 2025-26.

2024-25 One-Year Goal:

The percentage of 6th Grade Students of Color FFEJ projected proficient or above in Math based on the MAP will increase from a baseline of 15.4% to a target goal of 25.4% by 2024-25.

Action Plan

2024-25 Evidence-based Practice 1:

Professional Learning Communities: Educators will 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
- Curriculum-Embedded Assessments (CEAs)
- Student Grade Reports
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

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

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

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

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

- Classroom teachers
- TLCs
- Administrators

Advanced Learning and Highly Capable Services:

Highly Capable learners are served with leveled reading instruction, differentiation provided within math workshop and writers workshop, and opportunities for extended research and interdisciplinary work during Project Based Learning.

STEM K-8 provides an accelerated scope and sequence of 7th and 8th grade Common Core Standards in Mathematics, offering Math 7th and 8th Compacted to all seventh graders.

STEM K-8 provides all eighth-grade students with access to Algebra.

Expanded Learning opportunities for students through afterschool or summer programs:

- Elementary Students qualifying for free and reduced lunch and reading below grade level had the opportunity to participate in Team Read, an organization that promotes reading and writing and relationship building through 1:1 tutoring with a local high school student.
- Students FFEJ who attended summer school in 2022 had the opportunity to reenroll in summer learning opportunities.
- STEM K-8 Out of School Time Opportunities for Fall 2023 LGBTQ+ clubs met for middle school and elementary school during lunch.
 - CraftLab, Art with Nature, grades 1-5
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Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

STEM K-8 will increase two-way communication with parents and caregivers in home languages by increasing the total number of teachers using Talking Points by 200% from 9 to 27 certificated teachers.

Over the next three years in order to create a stronger sense of collaboration, support, and shared responsibility for student success, there will be at least 3 new community partnerships which will provide additional resources and support for students, enhancing their academic performance and well-being.

2024-25 One-Year Goal:

By the end of 2025 improve two-way communication with parents and caregivers in home languages by increasing the total number of teachers using Talking Points by 100% from 9 to 18 certificated teachers.

To establish at least one new community partnership which will provide additional resources and support for students, enhancing their academic performance and well-being.
Increase parent participation on school committees from three committees to four.

Action Plan

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
- Student Grade Reports
- Elementary Progress Reports

Timeframe for Reviewing Student Outcome Data Measures:

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

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

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

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

- Classroom teachers
- TLCs
- MTSS
- PBIS Committee members
- BLT

- Administrators
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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.

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:** \$4,473,071
- **Activities Implemented to Meet Intent and Purpose:**
 - Louisa Boren implements Project-Based Learning and Restorative Practices to increase student voice, student agency, and engagement, for all students, including students furthest from educational justice.
 - These practices promote students' well-being by providing a safe place for students to learn, grow, and be successful.

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:** \$1,058
- **Activities Implemented to Meet Intent and Purpose:**
 - Extra time for multilingual assistants to support with translation and interpretation.
 - Multilingual supplies.

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:**
 - Funds are used to hire TIPS Tutors to provide support for students in grades third eighth in the areas of literacy and math.
 - This support helps students develop proficient literacy and math skills that contribute to their academic growth.

Other Funding Source (PTA Funding)

- **PTA Funds**
- **Dollar Amount:** \$104,425
- **Activities Implemented to Meet Intent and Purpose:**
 - Project-Based Learning Support
 - Teacher Reimbursement
 - Curriculum Support
 - Enrichment / Before & After School
 - Staff Support / Library Support
 - Playground Equipment

- Safety Patrol
- Safety Advocacy
- Community Activities and Events