



2024-25 CSIP Review and Updates

Loyal Heights 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: Loyal Heights Elementary

Principal: Michael Berkenwald

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Michael Berkenwald, Miguel Sansalone, Juliana Williams, Kelsey Jackson, Brittney Rider, Kathy Katzen, Loy Dahl, Karla Johnson, Sara Benson, and Angela Pal

[2023-26 CSIP Loyal Heights](#)

[Loyal Heights Elementary School Report](#)

[Loyal Heights 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.

The priority practices, identified in the 2023-26 CSIP that were implemented in the 2023-24 school year include Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and meet the social-emotional and behavioral needs of students. This is supported by universal (Tier I) SEL classroom support, data-driven MTSS structure, progressive system of behavioral response, MTSS student of concern grade level team meetings 3x/year, and family connection meetings.

Instructional practices highlighted during the 2023-24 school year include flexible, small group instruction for reading and math, use of data and progress monitoring, tier 1 strategies in the classroom, Universal Design for Learning (UDL) strategies, restorative practices, student choice and input.

Additionally, we provided professional development on differentiation and using data to inform instruction. Family outreach strategies included culturally responsive practices, processes, and/or

procedures, collaborating with PTA, providing parent volunteer and leadership events for school community building, and building local community partnerships and engagement.

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 the one-year review point of the 2023-24 CSIP, we noticed a downward trend in our data that we stated our goal is to improve. This goal of increasing the number of students who feel like they learn about their culture at school. If we do not take additional steps to address this goal in practice, students furthest from educational justice are at risk of feeling isolated or othered in our school community.

On our academic goal related to MAP progress, we achieved great growth, but we are at risk of not being able to sustain the same level of achievement with a different cohort (as the data is not tracking cohorts). Students who are struggling or achieving at an average level are at risk of not meeting the target MAP score goal.

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

Our short-term desired outcome for student, family, and staff groups are to increase the capacity of staff to be able to teach about culture in the classroom, and to implement practices throughout the building that will build a safe and welcoming environment for all students. Our long-term desired outcome is that students and families of all backgrounds will feel a sense of belonging and feel that their cultures are embraced and viewed as assets for our school community.

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:

Our Learning Environment Goal was not met. Data from the student climate survey shows that in June 2024, 64% of students overall and 72% of students of color furthest from educational justice responded favorably on the student climate survey prompt "I get to learn about my culture at school." Note: Our SOCFEJ (Students of Color Furthest from Educational Justice) responded more favorably than other Northwest region schools and other SPS schools.

Our Classroom Instruction goal was met. Our 2nd grade SOCFEJ students exceeded the goal of 57.1% and reached 75% proficiency on the MAP Reading Assessment. Next year's goal will be 85%.

Strategies discussed as a staff to support the progress on our Learning Environment Goal include define what culture means in student friendly language, compile a list of resources for teachers in conjunction with Racial Equity Team, implement Since Time Immemorial curriculum with intention, collaboration with specialists to provide cross-curricular K-5 experiences, and align with SEL standards surrounding culture.

Supports implemented to achieve such high growth on MAP included flexible, small group instruction for reading and math, use of data and progress monitoring, Tier 1 strategies in the classroom, Universal Design for Learning (UDL) strategies, and restorative practices that are both

proactive and skill building, as well as responsive for the purpose of repairing and healing situations, as well as providing opportunity for student choice and input.

Summary of student strengths supported by data:

Student strengths supported by the data show the ability of our students to achieve great growth in the general education classroom. The growth on the MAP test shows that students were able to learn in a safe and supportive environment where they were able to focus on strengthening their academic skills. Student strengths illuminated by the Learning Environment Goal data show that students are self-aware, reflective, and eager to see improvements in what they are learning about at school.

Identify and prioritize student needs supported by data:

- To learn what culture is and then learn about their own culture.
- To engage in projects or activities related to their families & cultures
- Opportunities for student voice throughout the year.
- Yearlong activities related to culture.
- School-wide opportunities to learn about culture.
- SEL lessons that connect to culture.

Student needs supported by the data are clear in that we need to improve how we teach culture at school and how we support staff in their capacity to do so. Student needs highlighted by the data additionally show that there is great strength in the 2nd grade achievement, but it will be necessary to support the next cohort with MTSS structures, Tier 1 supports in the classroom, and differentiated instruction so that they may achieve the same growth next year.

Summary of possible root causes of the priority student need:

- Not identifying “culture” specifically, staff not being clear about what culture is, and didn’t teach it explicitly.
- Missed opportunities to identify what culture is.
- Lack of consistency throughout grade levels, need a guidebook for teaching about culture, something that builds upon itself as kids move up grade levels

School Staff

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

- Staff survey shows an 8-point increase from fall 2023 to spring 2024 for staff using the racial equity analysis tool
- Racial Equity Team disaggregated MAP score data last year by race
- 100% of professional development sessions this year involve culturally responsive practices explicitly
- TRI day feedback data: honest reflections about considering their own biases and inclinations and how they impact staff restorative practices; shared with the district team
- Minimum specs for MTSS practices, i.e. running small groups, clear data, etc.
- Class council meetings- ex. All five 1st grade classes will have modeled and implemented this practice by October 2024

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

- Participating in ongoing Belong Partners training with the fourth and final segment taking place this fall.
- More support systems in place for students
- STI professional development- we will have a Racial Equity Team action plan.

- Use the Native library resources provided by the district to get grade level texts for students and staff to access throughout the year.
- Library catalog updates.

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

Our professional learning plan will support implementation of the culturally responsive strategies, processes, or procedures. We have professional development opportunities planned for this year that will support staff’s knowledge and ability to teach culturally relevant and responsive curriculum that will expand opportunities for students to learn about their culture at school. Partnership with the Building Leadership Team and the Racial Equity Team needs to be strengthened to best evaluate practices and changes that need to be made.

Support Systems

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

The results from our Family Climate Survey, mirroring the questions on the Student Climate Survey, were overwhelmingly positive. There were 204 responses to the Spring 2024 Family Survey. For the question, “Staff believe my children can do great things,” results were 98% favorable. When asked, “My children get to learn about my family’s culture at school,” 88.4% of responses were favorable. For “My children get to express themselves at school,” 96.5% favorable, and for “School is a safe and welcoming culture for people of all backgrounds,” results were 97% favorable.

There are more than 10 community-based after school and evening events with significant turnout, frequently with over 50% of the student body represented. There are more than 5 community based whole school/community events that allow for participation of 100% of the student body.

Teachers in all grade levels offer student academic based publishing parties, with close to 100% of family attendance.

There is unified messaging and communication between teachers, administration, and PTA correspondence.

PTA membership has continually grown and exceeded its national target.

During WA Kids Family Connections, Curriculum Night, and Student Conferences, there is a near 100% family attendance rate.

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:

Our school PTA is a very robust organization that school staff consistently collaborate with. We can further strengthen this partnership by ensuring that there are opportunities for families from a wide variety of backgrounds to participate, contribute, and let their voices be heard.

Our school has focused its effort on Inclusive practices. This work has grown over each of the last 2 years and will continue to do so this year with the University of Washington Hering Center.

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

Measures and Targets

2023-26 Three-year Goal:

By June 2026, 85% of students overall and 85% of students of color furthest from educational justice will respond favorably to the Seattle Public Schools Student Climate Survey prompt "I get to

learn about my culture at school". Currently, 70% of students overall and 77% of students of color furthest from educational justice respond favorably on the Spring 2023 survey.

2024-25 One-Year Goal:

By June 2025, 75% of students overall and 80% of students of color furthest from educational justice will respond favorably on the Seattle Public Schools Student Climate Survey prompt "I get to learn about my culture at school". Currently, 64% of students overall and 72% of students of color furthest from educational justice respond favorably on the Spring 2024 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:

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:

- Beginning of Year
- End of Year

Process Data Measures:

- School-based Survey (staff or students)
- Professional Development Attendance and Exit Tickets
- 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:

- Building Leadership Team
- Racial Equity Team
- MTSS Team

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

Our school's implementation of our Tier 1 Restorative Practice will include a professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures and will be supported by Multiple Tiered System of Support (MTSS) that reflects inclusive practices and meets the social-emotional and behavioral needs of students.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percent of 3rd Grade Students of Color FFEJ projected proficient or above in ELA on the SBA will increase from a baseline of 36.4% as measured by the Spring 2023 ELA Assessment to a target goal of 76.2% as measured by the 2025-26 ELA Assessment.

2024-25 One-Year Goal:

The percent of 2nd Grade Students of Color FFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 75.0% as measured by the Spring 2024 MAP ELA assessment to a target goal of 85.0% as measured by the Spring 2025 MAP ELA assessment.

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)
- Student Progress 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
- Teacher Observational Data
- School-based Survey (staff or students)
- Professional Development Exit Tickets
- Lesson Exit Tickets
- CBO collected data in Unified Insights
- Teacher collected data in Unified Insights

Timeframe for Reviewing Process Data Measures:

- Weekly
- Monthly
- 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:

- Admin
- BLT
- MTSS Lead Team

- LAP
- Academic Interventionist Specialist
- Multilingual Tescher
- RET
- TLC

Advanced Learning and Highly Capable Services:

Students are provided advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) differentiated instruction is provided by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement and acceleration in depth and complexity to grade level curriculum, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Curriculum supports in content areas are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

It is important to note, there is not separate staffing or different curriculum designated only for advanced learning in the neighborhood school services. Differentiation is provided through tier 1 and tier 2 extensions and learning opportunities by the child's general education classroom teacher and grade level team partners. The differentiation is provided for a child that demonstrates ongoing mastery of grade level common core standards and readiness to extend their learning/thinking in depth and complexity within grade level content.

Expanded Learning:

- Referral to SPS Summer Learning programs
- Evening events and performances that connect families to the instruction and engage families in student learning
- Curriculum Night
- PTA funded after-school enrichment activities

Homework Policy:

It is the policy of the Seattle School Board to recognize that homework can be a constructive tool in the teaching and learning process when it is geared to the needs and abilities of students. Purposeful homework assignments not only enhance student achievement but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned, organized, and connected to the learning objectives of the lesson.

The purposes of homework assignments, the basis for evaluating the work performed and the guidelines and/or rules should be made clear to the student at the time of the assignment. Assigned homework should be able to be completed independently by the student.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

90% of families that responded will respond favorably to our Spring 2026 school created community-based survey that asks the same four race and equity questions present on the student climate survey.

2024-25 One-Year Goal:

The percentage of families that respond favorably to the question “My child(ren) gets to learn about our family's culture at school” will increase from 88% on the Spring 2024 community-based survey to 93% on the Spring 2025 community-based 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:

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.

Outcome Data Measures:

School-based Family Climate Survey

Timeframe for Reviewing Outcome Data Measures:

- End of Year
- Beginning of Year

Process Data Measures:

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

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
- Racial Equity Team
- MTSS Team
- Multilingual Staff
- Teacher Leadership Cadre

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

We created a school-based Family Climate Survey that mirrors the questions on the Student Climate Survey. Our goal is to increase the favorable responses for these questions. This work will be supported by proactive community outreach, incorporating stude

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:** \$5,070,572
- **Activities Implemented and Supplemental Materials:**
 - Runs small groups in K-3 Literacy using the SIPPS framework
 - Leads MTSS Team
 - Diverse books to build class libraries
 - Flags of the world and welcome signs in foreign languages to adorn common spaces
 - Note: Converted 1.0 FTE in K-3 Building allocated
 - Diverse books to build class libraries
 - Flags of the world and welcome signs in foreign languages to adorn common spaces

Multilingual (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:** \$63,518
- **Activities Implemented and Supplemental Materials:** Instructional supports as well as translation and interpretation services are provided to students who qualify for multilingual services.

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:** .4 FTE Building Allocated Funds
- **Activities Implemented:** Literacy support for 3rd-5th grades, with students identified through a screening process

PTA Grant

- **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:** \$21,000
- **Activities Implemented:**
 - Math and literacy tutors will support students below standard in skills by providing targeted instruction in current units of study and addressing gaps in instruction
 - The result will be improved growth in the targeted area of instruction

PTA Grant

- **Intent and Purpose:** This person oversees the tutoring programming, including training tutors, setting the schedule, data collection, and curriculum creation
- **Dollar Amount:** .6 FTE General IA, Paid by PTA
- **Activities Implemented:**
 - Screens and identifies students for the tutoring program
 - Prepares curriculum for tutors
 - Oversees and analyzes collection of data
 - Coaches grade-level teams to use this data to form small groups

PTA Grant

- **Intent and Purpose:** Supports social-emotional learning (SEL) for screened students in 1st and 2nd grade and supports counselor program needs under the MTSS umbrella
- **Dollar Amount:** \$13,000 (\$10,000 paid by building reserves, \$3,000 by PTA)
- **Activities Implemented:**
 - Runs small groups and check-and-connect SEL support program under the guidance of the school counselor

PTA Grant

- **Intent and Purpose:** Builds community relationships and strengthens Loyal Heights as a safe and welcoming environment, leading to increased student attendance and sense of community as measured by parent feedback
- **Dollar Amount:** .5 FTE, Paid by PTA
- **Activities Implemented:**
 - Supports the nurse's office on days the nurse is not present
 - Serves as supervision support
 - Covers the front office during high-traffic times
 - Coordinates field trips
 - Helps with volunteers

PTA Grant

- **Intent and Purpose:** Builds community relationships and strengthens Loyal Heights as a safe and welcoming environment, leading to increased student attendance and sense of community as measured by parent feedback
- **Dollar Amount:** \$13,000 (\$10,000 paid by building reserves, \$3,000 by PTA)
- **Activities Implemented:**
 - Supports the nurse's office on days the nurse is not present
 - Serves as supervision support
 - Covers the front office during high-traffic times

Professional Development

- **Intent and Purpose:** Identified training opportunities to support the CSIP vision, with a BLT load vote to bring in outside training in the areas of literacy, dyslexia support, and Restorative Practices
- **Dollar Amount:** TBD
- **Activities Implemented:**
 - Belong Partners Training
 - Wired for Reading Training