



2024 CSIP Review and Updates Stevens 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: Stevens Elementary

Principal: Peter Donovan

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Whole Staff -

[2023-26 CSIP Stevens](#)

[Stevens Elementary School Report](#)

[Stevens 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.

By June 2026, we will increase our Belonging and Relationship favorability responses from 85% to 92% and for our students who identify as Hispanic from 54% favorable to 85% favorable responses as recorded by our Students Climate Survey

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?

With such a narrow focus and a small population of students, we do not have a number large enough to measure.

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

We are seeing a continued need to focus on Belonging and Relationship. Our measurable subgroup will change to students with IEPs.

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 goal is rooted in the insights from our Belonging & Relationships data. We have a strong 94% favorable rating for the statement "Adults care about me," which is a positive indicator of support. However, the 87% favorable rating for "I can talk to adults at my school when I have a problem" reflects a 5% decrease, even though it represents just one student.

Our small population allows us to make a significant impact on each individual. By prioritizing personal connections, we can ensure that every student feels acknowledged and valued. Here are a few strategies to enhance this support:

1. **Regular Check-Ins:** Implement one-on-one meetings to proactively address student concerns.
2. **Peer Support Initiatives:** Establish mentorship or buddy systems to foster student connections.
3. **Open Feedback Channels:** Create safe spaces for students to express their thoughts and feelings.
4. **Staff Development:** Offer training for educators on building effective relationships and responding to student needs.

By focusing on these approaches, we can strengthen our community and ensure that every student feels seen and heard. Each voice matters, and together we can make a meaningful difference!

Summary of student strengths supported by data:

The data shows our 94% students overall feel cared for and seen by adults.

Identify and prioritize student needs supported by data:

Based on the same data, we see that our students with IEPs do not they have an adult to talk to when they have a problem at the same rate as their peers without IEPs.

Summary of possible root causes of the priority student need:

While our students with IEPs are included in Tier I instruction and activities, their perception is that they do not feel seen and cared for as much as students without IEPs.

School Staff

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

Staff are engaging in a book study – Gholdy Muhammed – Unearthing Joy. The staff have engaged with Mark Weakland in a professional development cycle that brings tier II practices into effective tier I practices. Student Voice and Leadership showed 10% gain with the question reflecting students wanting to be a leader increasing by 21%. We are also engaged in a PD series supporting

UDL practices in the classroom. The question that best illustrates student perception: My teacher gives me choices in how I learn new things has increased 7% since fall of 23.

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

67% of our students in 2nd grade met standard using the DIBELS in the fall of 2024. This aligns with our professional development series about building robust Tier I practices.

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

We will continue with our UDL professional development series. We will continue with our Book Study.

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:

- Our PTA has voted overwhelmingly to support our Reading Interventionist by funding the increase by 0.1 FTE allowing services to be provided 5 days a week.
- Our Fall Open House was attended by 75 families out of almost 100.

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

Measures and Targets

2023-26 Three-year Goal:

By June 2026, we will increase our Belonging and Relationship favorability responses from 85% to 92% and for our students who identify as Hispanic from 54% favorable to 85% favorable responses as recorded by our Students Climate Survey

2024-25 One-Year Goal:

By June of 2026, we will increase our Belonging and Relationship favorability responses from 80% to 90%. Our students who are served with IEPs data will match the district data of 85% feel that they have an adult to talk to at school when they have a problem from our current data of 73%.

2024-25 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:

Cultivating Student Restorative Leadership: Students will learn key leadership skills and lead community building and conflict resolution across their schools. Educators will co-lead and mentor students in this work.

Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Unified Insights

Timeframe for Reviewing Outcome Data Measures:

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

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Whole Staff
- Special Ed Team

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

Developing school-based survey to learn more about student experience.

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 50% to a target goal of 76.2% by 2025-26.

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 33% to a target goal of 57.1% by 2024-25.

2024-25 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:

Tier 1 and Tier 2 Foundational Skills Instruction: Educators provide strategic and targeted instruction in foundational skills to all students according to assessed needs, including students with IEPs, multilingual learners, and advanced learners.

Outcome Data Measures:

- MAP
- DIBELS

Timeframe for Reviewing Outcome Data Measures:

- Quarterly
- Middle of Year

Process Data Measures:

- Teacher collected data in Unified Insights
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

Quarterly

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

Certificated Staff

Advanced Learning and Highly Capable Services:

As a part of our Tier I instruction at Stevens Elementary, students are given high quality instruction on grade level content Guided by the principles of Universal Design for Instruction. Students are given tasks with low floor and high ceilings to allow students to explore and challenge themselves appropriately. Part of that Tier I instruction includes:

- Regular teacher conferring
- Small group instruction to meet students where they are and lift them to their next level
- Use of district adopted online curriculum SuccessMaker for both reading and math to accelerate students at their own pace – with that included regular conferring with teachers to discuss and analyze with students their progress and set goals.
- All students 1st-5th are offered bonus and extension work in the areas of math and reading, students with the HC or AL designation and deliberately encouraged to complete tasks often allowing them to demonstrate understanding with fewer baseline problems to allow them time for extension problems
- Regular opportunities for engagement with problems and tasks that encourage critical thinking rather than just task completion.

Expanded Learning:

- Referral to SPS Summer of Learning programs
- Evening events and performances that connect families to the instruction and engage families in student learning.
- PTA funded after-school enrichment activities.
- Collaboration with our onsite after school care program for coordinated events including:
 - Back to school connections
 - Fall Social
 - Winter Celebrations
 - After school tutoring with certificated teachers
- Extensive experiential learning opportunities:
 - All School trip to Seattle Children's Theater to see cultural events.
 - Inviting Culturally Authentic Artists to guest teach and create student performances.
 - Outdoor Education – planters at school and Sound to Mountain field trips to promote land stewardship for students to become contributing citizens with civic interests

Homework Policy:

There is no conclusive evidence that homework increases student achievement across the board. Some studies show positive effects of homework under certain conditions and for certain students, some show no effects, and some suggest negative effects (Kohn 2006; Trautwein and Koller 2003). Based on research our policy is as follows:

- Work done at home, is usually work that has not been completed during allotted time in class.
- Intermediate students are encouraged to read independently for 20-30 minutes after school, this can be done with a family member or independently. To become better readers, readers must read.
- Grading homework is primarily a review of practiced skills and students are part of the review process.
- Special and extended projects may be continued at home, and with ample class time and teacher support.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By June of 2026 Stevens will create a family student council that informs decision making about culture building, community foundational, belongingness events and PTA initiatives to ensure that all families are considered when making decisions that are within locus of control of our community including offerings for afterschool enrichments, events that are sponsored during and beyond school and understanding the best ways to communicate with families that make sense for families

2024-25 One-Year Goal:

By June of 2025 100% of our families will have at least three positive connections with Stevens Elementary regarding the well-being of their students, this includes families and communities who represent students of color furthest from educational justice will have meaningful voice in school and district initiatives. We as stakeholders will use the information that we learn from those positive connections with families to influence our instructional practices to create culturally relevant instructional practices for each student at Stevens Elementary. The communication is two way and reciprocal.

2024-25 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:

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:

Communication Logs

Timeframe for Reviewing Outcome Data Measures:

Quarterly

Process Data Measures:

- School-based Family Survey
- 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:

Certificated Staff

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

We have regular School Celebrations to include all members of our community - we have robust attendance at those events.

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:** \$1,627,610
- **Activities Implemented to Meet Intent and Purpose:**
 - Focused on robust Tier I, II, and supports for students with IEPs
 - Collaborative Special Education department to serve 32 students with IEPs, which is 20% of the population

Multilingual Learners (Title III)

- **Dollar Amount:** \$31,759
- **Activities Implemented to Meet Intent and Purpose:** FTE will meet with students, collaborate with the reading interventionist, and support IAs to ensure that students served with ML services thrive at Stevens

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:**
 - FTE collaborates with staff, leads staff initiatives, and directly serves students who meet Tier II criteria, especially focused on students who meet the SoC FFEJ criteria
 - Directly serves 22 students who do not qualify for IEP services, which is 15% of students

Other Funding Source

- **Intent and Purpose:** Stevens PTA
- **Dollar Amount:** \$60,000
- **Activities Implemented to Meet Intent and Purpose:**
 - Stevens PTA supports increasing the FTE of the Reading Specialist to allow consistent service of students
 - PTA also funds 0.3 FTE of an instructional assistant focused on supporting students who meet the Tier II criteria