



2024-25 CSIP Review and Updates Lafayette 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: Lafayette Elementary

Principal: Dr. Cynthia Chaput, EdD

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Monica Smith, Brooke Jones, Holly Rice, Regina Baletto-Ferguson, Lisa Duke, Michael Marks, Sara Davis, and Katya Peshkova

[2023-26 CSIP Lafayette](#)

[Lafayette Elementary School Report](#)

[Lafayette 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 2023-2034 school year, we focused on restorative practices and having classrooms work with community circles. This gave the students more voice in how they were feeling and how safe they felt at school. As a result, we saw an increase in test scores which is part of our student outcomes.

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?

The goals of the 2023-2026 CSIP is to see an increase in student outcomes and achievement. The students most vulnerable or at risk are those that have irregular attendance and do not complete work. The staff that is most at risk are those that are basic on their evaluation and have a difficult time understanding the implementation of curriculum.

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

The short-term outcomes for families, students and families is to have an increase in family involvement at the school. Our goal is to increase our tutoring volunteers by 10% so that our student outcomes increase. The long-term outcome for this group is to sustain the increase in tutors so that our student outcomes continue to increase.

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 data indicates that black boys, students of color, students who are furthest from educational justice, and multi-language learners are disproportionately below grade level in comparison to their peer group. The MAP and SBA data was examined to come to this conclusion. These students are receiving three dips into support services including tutoring, small group instruction, and Tier 1 instruction in their classroom.

Summary of student strengths supported by data:

There is 75% of the student population that is identified as above grade level and advanced learning.

Identify and prioritize student needs supported by data:

The needs range from students not having basic phonic skills to comprehension skills. There is a focus on inference and Jacob's Ladder curriculum is being used for advanced learners. Students are getting small group tutoring based on the "Science of Reading" strategies including the usage of MaxScholar, which individualizes student practice.

Summary of possible root causes of the priority student need:

The root cause is that students move in and need the basics of phonics that are taught at this school in first and second grade. In tracking students that have been here since kindergarten, the majority are at or above grade level.

School Staff

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

Staff continue to improve their culturally responsive teaching practices. This fall staff spent time reflecting on their own perceptions of LGBTQ+ students and providing space for students who are wondering about their gender identity. We will continue to provide training in this area and give staff opportunities to go and observe classrooms and the strategies that are being used.

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

We did a tri day of professional with "The Science of Reading" and we will continue to be trained across the year with one-to-one mentorship from Orton Gillingham pedagogy.

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

We have completed our training with restorative practices and are addressing this on our green days.

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:

We have a monthly letter that goes home to all students and families. Additionally, all teachers send home a weekly letter. We have student-led conferences in November, and teachers also meet with families and students throughout the year to review their progress. Parents have a voice in the school through the PTA and by coming to the school and meeting with the Principal.

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:

We have a community partnership with Hiawatha. They provide after care at the school. We support the students and staff in this program by providing space, communicating with families, etc.

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

Measures and Targets

2023-26 Three-year Goal:

By June 2026, students will respond on the Climate Survey that they feel that they can learn about their Culture and history. Currently, 71% of students feel they can learn about their culture and history, and we will increase this to 90%.

2024-25 One-Year Goal:

By June 2026, students will have an 80% positive response on the Climate Survey that they can learn about their culture and history.

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
- Unified Insights

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data

- Building determine Schedule of MTSS Meetings
- 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:

MTSS and PBIS

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

Our three-year goal is to increase scores for all 3rd grade students by 10%.

Our students furthest from educational justice will increase scores by 20% over a three-year period.

2024-25 One-Year Goal:

Our one-year goal is to increase scores for all 3rd grade students by 5%. Our students furthest from educational justice will increase scores by 10% over a one-year period.

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
- Curriculum-Embedded Assessments (CEAs)
- Elementary Progress Report (EPR)
- DIBELS

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher 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:

TLCs and PLC groups and admins

Advanced Learning and Highly Capable Services:

Advanced learners will receive daily tier one instruction within their classroom. Teachers will meet weekly with the advanced learning group in math and reading. Advanced learners will be working in collaboration with the teacher on project-based enrichment activities. Teacher will utilize differentiation options that are outlined in CCC and enVisions math.

Homework Policy:

Students should read for 20 minutes per night using RAZ kids in addition to Successmaker. The amount of time students spends on homework is grade dependent. K-2 should do 20 minutes nightly and 3-5 would 30-45 minutes.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

To increase parent and community volunteerism in the area of tutoring by 20% by June 2026.

2024-25 One-Year Goal:

To increase parent and community volunteerism in the area of tutoring by 10% by June 2025.

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:

- Missed Instruction Log
- Discipline/Suspensions
- Elementary Progress Reports

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:

Classroom Teachers

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:** \$4,618,038
- **Activities Implemented:**
 - Classroom Instruction for all students
 - BLT stipend
 - Tech stipend
 - Learning materials
 - Library materials
 - SAEOP peak-load allocation

Multilingual Learners (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:** \$64,139
- **Activities Implemented:**
 - Materials and benefits
 - 0.4 teacher

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:** Reading interventionist and tutoring

Other Funding Source (PTA)

- **Intent and Purpose:** PTA
- **Dollar Amount:** \$63,000.00
- **Activities Implemented:** Tutoring