



2025-26 Annual CSIP Lafayette Elementary School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

2025-26 School Information and Leadership Team Members

School Name: Lafayette Elementary School

Principal: Cynthia Chaput

Members of the Building Leadership Team: Cynthia Chaput, Tom Baisden, Sam Payne, Angel Weaver, Brooke Jones, Brenda Hatley, Erika Guerette, Lisa Duke, Natalie Ramsey, Kari Bolma

[2023-26 CSIP Lafayette](#)

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 533

Special Education Percentage: 19.3%

Multilingual Learning Percentage: 5.3%

Highly Capable Percentage: 8.6%

Free and Reduced Lunch Percentage: 16.3%

Washington School Improvement Framework Status: Foundational

[Lafayette OSPI School Report](#)

Mid-Year Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and

analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- WaKIDS
- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Elementary Progress Reports (EPR)
- Walkthrough/Observational Data
- School-based Student Surveys
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- Student Mobility Data
- SPS Climate Survey (staff or students)
- Professional Development Attendance and Exit Tickets
- School-based Family/Community Survey
- Family Participation/Attendance (e.g., Events, Team Membership)
- Volunteer Count
- Meeting Agendas and Minutes (e.g., Grade-level, Content Area, MTSS, RET, BLT, etc.)

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

Across multiple data points—including academic growth and achievement, attendance, engagement, professional learning, and school culture—Lafayette has identified several core strengths. These include consistently high levels of family engagement and participation, strong community-building events, high student attendance, and steady academic growth. Together, these strengths reflect a collaborative school culture in which students, staff, families, and community partners work in partnership to support student success and continuous improvement.

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

Some of the needs that exist are the need for high degrees of differentiation to best serve our learners as well as continued MLL support for many students.

Disproportionalities: What disproportionalities exist among student groups?

Current disproportionalities for Lafayette are largely economic, SpEd and MLL.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

Income, family support and involvement, diverse learning needs.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

The greatest potential for impact lies in increasing dedicated time and coordinated supports to address the academic and social-emotional needs of students and families. In response, the school has developed WIN (What I Need) intervention blocks that provide targeted “double-dip” instructional time based on teacher-led data review cycles. This structure ensures that supports and resources are intentionally aligned to student needs, leading to more timely interventions and improved student outcomes.

Interconnected Needs: How are needs related to each other or influencing each other?

Student academic and social-emotional needs are closely interconnected with family economic circumstances and access to resources. Some families face significant time and financial constraints that limit their ability to support learning at home, while others are able to access supplemental programs and additional school involvement. In addition, families experiencing housing, food, or employment insecurity may struggle to meet basic needs, which directly impacts students’ readiness to learn. Addressing these interconnected needs through coordinated academic, social, and community supports is essential to ensuring equitable access to learning for all students.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

The school counselor has launched a weekend food backpack program to address food insecurity and support student well-being. With a full-time counselor, the school is strengthening relationships with students and families to provide timely social-emotional and community-based supports. In addition, data-driven WIN cycles are being used to quickly identify and address learning needs, allowing for responsive instruction and early academic gains.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

Differentiated Instruction is done through technology programs like SuccessMaker math and reading. Third through fifth graders also use technology for publishing their writing pieces.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

Asynchronous Professional Development is offered with technology.

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

Measures and Targets

2023-26 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%.

2025-26 Goal:

By June 2026, students will have an 83% positive response on the Student Climate Survey that they can learn about their culture and history.

Action Plan

Evidence-based Practice 1:

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships.

Implementation Activity:

Staff will use the SEL Calendar and will have daily SEL circles with their class.

Process Data Measures:

- Comprehensive School Counseling Program School Plan
- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- School-based Survey (staff or students)
- Professional Development Attendance and Exit Tickets
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

The MTSS team will be responsible for implementing, measuring and adjusting the implementation activity.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 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.

2025-26 Goal:

The percent of 2nd grade students of color furthest from educational justice who are projected proficient or above in ELA based on MAP will increase from a baseline of 59.4% to a target goal of 61.4% by Spring 2026.

2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy

As school staff transitions from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

Staff will leverage PLCs to engage in ongoing data cycles using MAP ELA, DIBELS, and CEAs to identify student learning needs. Through targeted WIN groups, teachers will provide systematic, skill-based instruction to address learning gaps and expand access to high-quality instruction for students of color and those furthest from educational justice.

Action Plan

Evidence-based Practice 1:

High Quality Instruction: Educators will implement high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

Implementation Activity:

PLC time will be spent reviewing student data and discussing instruction using DuFours four questions.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- Lesson Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- MAP
- Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

Principal and staff will implement, measure and adjust the implementation activity.

Highly Capable Services

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.
- Social Emotional Learning: SEL programming is tailored to supporting the needs of Highly Capable Learners. Learning may include strategies that nurture self-awareness, empathy, and resilience. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.

Expanded Learning

Expanded learning opportunities include WIN blocks for targeted enrichment, SuccessMaker Math and Reading for personalized skill development, and book clubs that engage students in higher-level texts and deepen comprehension through critical thinking and discussion.

Homework Policy

Students should read for 20 minutes per night. The amount of time students spends on homework is grade dependent.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

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

2025-26 Goal:

Two-Way Communication: Teachers utilize weekly newsletters to share instructional goals, upcoming learning, and ways families can support learning at home. Lafayette also implements student-led conferences to elevate student voice and promote meaningful dialogue between students, families, and teachers.

Action Plan

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.

Implementation Activity:

Staff will send two way weekly letters to class. All students will participate in student-led conferences in November and March. Staff will send postcards to each student.

Process Data Measures:

- School-based Family Survey
- Volunteer Count

Timeframe for Reviewing Process Data Measures:

End of Year

Student Outcome Data Measures:

MTSS

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

MTSS team is responsible for implementing, measuring and adjusting the implementation activity.

2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

Intent and Purpose: Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade-level specific state standards that includes differentiation and enrichment. The intent and purpose of Basic Education dollars include but are not limited to:

- Standards-aligned instruction to all students.

- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

Fund Program: 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: \$66,197

Activities Implemented to Meet Intent and Purpose:

- Materials
- 0.4 teacher
- Translations and Interpretation

Fund Program: 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: \$65,985

Activities Implemented to Meet Intent and Purpose: Reading interventionist and tutoring

Fund Program: PTA Grant

Dollar Amount: \$97,000

Activities Implemented to Meet Intent and Purpose:

- Intervention and Tutoring program
- School garden program