



## 2025-26 Annual CSIP Laurelhurst 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.

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### 2025-26 School Information and Leadership Team Members

**School:** Laurelhurst Elementary School

**Principal:** Tim Snyder

**Instructional Vision Theory of Action:** If the Principal focuses on the implementation of high leverage teaching practices across all classrooms, encourages teachers to analyze student work and assessment data in their PLCs, and continues to build a data-informed MTSS system, teachers will be able to utilize data to inform their practice, differentiate instruction for Tier 1 learners, and plan for Tier 2 and Tier 3 interventions so all students will achieve high growth.

**Members of the Building Leadership Team:** Tim Snyder, Tom Brown, Travis Thompson, Deedee Gunning, Dena Bonn, and Betty Pauly.

[2023-26 CSIP Laurelhurst](#)

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

**Student Enrollment:** 272

**Special Education Percentage:** 19.9%

**Multilingual Learning Percentage:** 15.8%

**Highly Capable Percentage:** 4%

**Free and Reduced Lunch Percentage:** 30.1%

**Washington School Improvement Framework Status:** Foundational

[Laurelhurst OSPI School Report](#)

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# Annual 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 about the **2024-25 school year**. 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:

- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)

**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 sources, including student surveys, DIBELS and MAP assessments, and community engagement, several strengths have emerged that support student success and school improvement.

Students shown academic growth and demonstrated high levels of engagement, participating actively in both classroom and extracurricular activities. Survey data indicate that many students feel a sense of belonging and motivation to learn.

Staff consistently engage in professional learning, collaborate effectively in PLCs, and implement differentiated instruction that meets the needs of diverse learners.

Families contribute to a supportive learning environment through active participation and partnership with school staff, while the LASER after school program provides enrichment opportunities and resources that enhance student success. Together, these strengths reflect a school community committed to growth, collaboration, and student success.

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

Strengthen Early Literacy to Support Third-Grade Proficiency:

Analysis of DIBELS composite scores shows that 43% of kindergarten, 25% of first grade, and 19% of second grade students are performing below standard. To ensure all students are on track to meet the district goal of third grade reading proficiency, we will prioritize targeted literacy interventions, universal design for learning, differentiated instruction, and ongoing progress monitoring in the early grades through strong Tier 1 instruction and PLCs planning with data.

**Disproportionalities:** What disproportionalities exist among student groups?

African American males consistently show the highest disproportionality in attendance, discipline, and academic performance. ML/ELL and Special Education students also experience lower attendance, higher discipline, and lower academic outcomes, though gaps are somewhat smaller than African American males. Students of Color FFEJ show moderate gaps in some areas, particularly standardized test performance.

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

African American males have the largest gaps in attendance, discipline, and achievement. Access to strong Tier 1 instruction, implementation of universal design for learning, and implementation of restorative practices, will begin to shift the data. ML/ELL and Special Education students face similar but smaller gaps due to language barriers and limited differentiation. Across groups, overlapping risk factors and systemic inequities highlight the need for culturally responsive instruction, equitable supports, and inclusive school practices.

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

Improving Tier 1 instruction, building strong relationships, and access to universally designed lessons will have the greatest impact on student outcomes. Culturally responsive teaching and restorative practices, and targeted academic and social-emotional supports are essential to closing gaps. Strengthening family partnerships and providing more student leadership and voice will increase engagement and achievement for all student groups.

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

These priorities are mutually reinforcing, enhancing early literacy ensures that students have the skills to communicate, collaborate, and contribute meaningfully, while increasing student voice and leadership strengthens engagement and motivation, supporting deeper learning across all content areas. Together, they promote both academic achievement and a positive, inclusive school climate.

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

Focusing on Tier 1 instruction and restorative practices are two areas to quickly build momentum in supporting students. Strengthening Tier 1 instruction ensures all students have access to high-quality, culturally responsive teaching, supporting engagement and academic growth. Implementing restorative practices promotes equitable discipline, improves relationships, and increases instructional time for all students.

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

Laurelhurst uses technology to enhance engagement, personalize instruction, and support student growth. K–2 students use iPads and grades 3–5 use laptops with programs for literacy practice and math practice. Teachers monitor learning and guide instruction through GoGuardian and Apple Classroom. Technology allows teachers to differentiate lessons, track progress, and provide targeted support, keeping students actively engaged and learning at their own pace.

**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?

Seattle Public Schools provides ongoing support to ensure staff are proficient in required technology through multiple layers of support. Each school has an Education Technology (Ed Tech) Leader who supports staff in integrating digital tools effectively into instruction. District-level trainings, led by the Digital Learning Team, provide ongoing professional development on instructional technology, digital learning strategies, and equitable access to tools. Together, these supports create a sustained system for building staff proficiency and enhancing student learning through technology.

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

## Measures and Targets

### 2023-26 Goal:

By June 2026, we will increase our identity and culturally responsive teaching responses from 74% to 84% and for our students who identify as African American Males from 70% favorable to 80% favorable responses as recorded by our Students Climate Survey.

### 2025-26 Goal:

By June 2026, we will increase our student voice and leadership favorability responses from 70% to 80% and for our students who identified as students of color furthest from educational justice from 67% favorable to 80% favorable responses on the “I can be a leader at my school if I want” question as recorded by our Students Climate Survey.

## Action Plan

### Evidence-based Practice 1:

Restorative Practices: Staff will implement Tier 1 Restorative Practices by building restorative and relational culture across the school community.

### Implementation Activity:

The Laurelhurst Staff will engage in Restorative Practices training using a train the trainer model provided by SPS.

Throughout the year we will implement the skills we learn with students and staff as need arises. Laurelhurst will share our Restorative Practices plan with families to create alignment with school land home.

Continued use of UDL principles, common curriculum, MTSS team meetings and our Racial Equity work, including our involvement with the Racial Equity pilot program will help enhance our learning around Restorative Practices.

### Process Data Measures:

- Walk-through/Observational Data
- 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)
- Missed Instruction Log
- Discipline/Suspensions
- Student surveys

### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Racial Equity team

- TLCs
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## Priority Area: Classroom Instruction and Academic Success

### Measures and Targets

#### 2023-26 Goal:

The percentage of 3rd Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 42.9% to a target goal of 72.9% by 2025-2026.

#### 2025-26 Goal:

By June 2026, 66.7% of second grade students will be projected proficient or above standard in English Language Arts as measured by the Spring Reading MAP assessment.

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

As school staff transition 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?

As SPS staff transition from monitoring the 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, they need a shared understanding of how strengthening early literacy directly supports third grade reading proficiency and advances educational justice.

Staff must know the components of foundational literacy, understand how DIBELS data informs instruction within the MTSS framework, and be able to collaboratively analyze data in PLCs to adjust Tier 1 instruction and interventions.

To do this effectively, staff need access to district data tools, aligned instructional materials, professional learning on the Science of Reading, and dedicated collaboration time to monitor progress and ensure all students—particularly students of color furthest from educational justice—develop strong early literacy

### 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:

During regularly scheduled Professional Learning Community meetings, grade-level teams will work collaboratively to strengthen the implementation of high quality Tier 1 instruction. Teams will begin by analyzing student data to identify patterns and trends connected to the targeted instructional focus.

Using these insights, they will plan and implement strategies that align with the evidence-based practice in their daily classroom instruction.

Throughout the implementation process, teachers will engage in reflective discussions, sharing observations and outcomes supported by common formative assessments, summative assessments, and curriculum embedded assessment data.

These collaborative reflections will guide instructional adjustments, ensuring that practices are responsive to student needs and are consistent across classrooms.

PLC members and teacher leaders will play a key role in supporting this work by providing professional learning, modeling effective strategies, and sharing examples of best practice.

Through this ongoing cycle of inquiry, reflection, and refinement, staff will ensure continuous improvement in teaching and learning.

#### **Process Data Measures:**

- Walkthrough/Observational Data
- Teacher Observational Data
- PLC meeting agendas and responses

#### **Timeframe for Reviewing Process Data Measures:**

- Monthly
- Weekly

#### **Student Outcome Data Measures:**

- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)
- Classroom based assessments (summative and formative)

#### **Timeframe for Reviewing Student Outcome Data Measures:**

Quarterly

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

- Teachers
- PLCs
- MTSS team
- Principal

### **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**

LASER, the after-school program at Laurelhurst, will facilitate an after-school enrichment program for our students.

### **Homework Policy**

We believe that all children K-5 benefit from a rich reading life at home. We encourage at least 30 minutes of daily reading, which can be a combination of looking at picture books, reading with an adult, reading independently, or other reading activities.

Brain research also shows that repeated exposure to math concepts is beneficial. As a result, we want students to do some math work at home as well. That can be something the teacher sends home that matches the day's lesson, or it can be something that a family chooses--playing go fish, counting coins, working on math facts, playing chess, talking about time, etc. You can find additional ideas for supporting your mathematician at home by visiting SPS's [elementary math family support page](#) online. Rich resources especially designed for elementary mathematicians and their families are also available [online at the SPS website](#).

Special Projects--Sometimes a teacher will assign special projects at school that require a little prep work at home. Examples include interviewing a family member, thinking of ideas for a science project, practicing lines for a play, etc.

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## Priority Area: Family and Community Engagement

### Measures and Targets

#### 2023-26 Goal:

For the 2023-2026 school years, Laurelhurst Staff and PTA will partner to increase opportunities for families of Students FFEJ to participated in after school and evening activities, PTA meetings, and student celebrations at school.

#### 2025-26 Goal:

75% of families will respond favorably to a school-created community survey in the spring of 2026. This survey will help inform the planning and work for the 2026-2027 school year

### 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:

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. Our school promotes two-way communication with families to support student learning and engagement.

Teachers and staff regularly share updates on student progress, learning goals, and classroom activities through Smore newsletters, talking points, email, and family meetings. Families are encouraged to provide feedback, share insights about their child's learning, and participate in conferences and school events.

This consistent, interactive communication builds trust, keeps families informed about school initiatives and policies, and strengthens the partnership between home and school to ensure every student's success.

#### Process Data Measures:

- School-based Family Survey
- Engagement Event Exit Tickets
- Volunteer Count

#### Timeframe for Reviewing Process Data Measures:

- Beginning of Year

- Middle of Year
- End of Year

**Student Outcome Data Measures:**

- Student Attendance
- Missed Instruction Log
- MTSS team looking at academic and behavior data

**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
  - Social worker
  - Teachers
  - Principal
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## 2025-26 Budget Allocations to Support Continuous Improvement

The following 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 and include differentiation and enrichment.

**Activities Implemented to Meet Intent and Purpose:** 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:** \$131,702

**Activities Implemented to Meet Intent and Purpose:**

- Our .8 ML teacher is here 4 days a week and supports students with some pull out instruction, push in support, and support in less structured times.
- Instructional Assistant provides 5 days of push-in support.
- ML teacher administers the WIDA.

### 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:** .4 Academic Interventionist is paid for with these funds.

**Fund Program: PTA Grant**

**Intent and Purpose:** To support student growth through enriching opportunities and programs.

**Dollar Amount:** TBD

**Activities Implemented to Meet Intent and Purpose:**

- .4 Reading Specialist
- .2 Librarian
- .2 Social Worker
- Hourly reading support throughout the year.