



## 2025-26 Annual CSIP Stevens 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 Name:** Stevens Elementary School

**Principal:** Peter Donovan

**Instructional Vision:**

If the school leader creates time and space for teachers to review and act on student data—especially for students of focus identified during collaboration time— then teachers will have the opportunity to engage in meaningful data-driven discussions.

If teachers engage in data-driven discussions complete with intentional action planning, then they will work collaboratively and with purpose to support student academic growth.

If teachers work collaboratively and intentionally to support students' academic growth—particularly in reading, then students will make measurable academic gains.

**Members of the Building Leadership Team:** Peter Donovan, Miriam DeLeon, Glory Wilson, Tanya Kamila, Summer Gnoinsky, and Lauren Karbula.

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

**Student Enrollment:** 155

**Special Education Percentage:** 29.2%

**Multilingual Learning Percentage:** 8.4%

**Highly Capable Percentage:** 9.7%

**Free and Reduced Lunch Percentage:** 66.5%

## 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:

- WaKIDS
- Special Education Eligibility/Disproportionality Data
- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Resource Allocation Data
- 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.)?

- We have a small but very active PTA that is focused on building community through their efforts.
- We have a strong cohort of kindergarten students based on our WAKIDS and MAP Data.
- Nearly all of our 5<sup>th</sup> grade students in the 24-25 SY achieved Level 3&4 in the SPR 25 SY for ELA.

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

How to connect our students not yet achieving standards and with IEPs and show growth. How to make students feel like they have adults who will intervene when other students are being mean.

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

Our students with IEPs have lower attendance rates than our students without IEPs.

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

Family connections and believing in the importance of attending school to keep learning.

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

How to connect with families – especially students with IEPs and ensure that they feel safe and welcome at school.

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

Community is important at Stevens Elementary. We have also realized that our students with IEPs show a higher rate of feeling like they have an adult they can talk to about their problems.

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

Reach out to our families of students with IEPs to ensure that they are feeling welcome to attend our evening events and participate in our PTA.

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

Students from 1-5<sup>th</sup> regularly use support software as part of their school day to engage in learning tasks. Students above 3<sup>rd</sup> grade regularly practice typing and building presentations.

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

We have an effective Educational Technologist who regularly supports staff with new tech innovations.

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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 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.

#### 2025-26 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%.

### 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 (for resources, PD, and coaching to support Restorative Practices work:

#### Implementation Activity:

Group Agreements/Charters: Our school will engage in co-creating Group Agreement and/or Charter processes as a staff community as well in classrooms (as described in 1.3, 1.6, 1.8 <https://mysps.seattleschools.org/department/coordinated-school-health/restorative/tfi-equity-first-framework/>)

#### Process Data Measures:

- Comprehensive School Counseling Program School Plan
- Building determine Schedule of MTSS Meetings
- 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)

**Timeframe for Reviewing Process Data Measures:**

Quarterly

**Student Outcome Data Measures:**

SPS Climate Survey (staff or students)

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

- Beginning of Year
- End of Year

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

- Whole Staff
- Special Education Team

**Additional context about the implementation of the selected evidence-based practice and/or implementation activity.**

Based on our student climate data, we learned that many students felt frustrated when adults didn't take action after someone was unkind to them. This led us to two key conclusions:

- Our current restoration and repair process needs to be more consistent, structured, and transparent.
- In response, the principal and social worker are actively working with students to build their capacity to use conflict resolution tools and engage meaningfully in the restoration process.

Students do not yet have effective tools to resolve peer-to-peer conflict. We have developed two tools - the student-to-student repair process and Tools to disrupt mean behaviors.

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## Priority Area: Classroom Instruction and Academic Success

### Measures and Targets

**2023-26 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.

**2025-26 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 38.5% to a target goal of 40.5% by Spring 2026.

### Action Plan

**Evidence-based Practice 1:**

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS Curriculum-Embedded Assessments and other common assessments to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

### **Implementation Activity:**

We have scheduled dedicated time every four weeks for homeroom teachers and special education teachers to collaborate. During these meetings, they review student data, preview Common Embedded Assessments (CEAs), and plan instruction to better support student success.

### **Process Data Measures:**

- Walkthrough/Observational Data
- Review PLC note with outcomes

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

Every 4 weeks

### **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:**

Each homeroom teacher has a special ed teacher or interventionist they are paired with.

### **Additional context about the implementation of the selected evidence-based practice and/or implementation activity.**

In grades K–2, we are implementing a co-teaching model with our reading interventionists. This approach allows us to deliver Tier II foundational reading skills during Tier I instruction, providing targeted support within the general classroom setting.

## **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.
- Critical and Creative Thinking Frameworks: Educators integrate structured thinking routines across subjects to support depth and complexity in learning.

## **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.

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## Priority Area: Family and Community Engagement

### Measures and Targets

#### 2023-26 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.

#### 2025-26 Goal:

By June of 2026 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. Communication is two way and reciprocal.

### 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:

All school staff have completed the On Demand Talking Points training provided on the MySPS Talking Points Webpage. Educators will use Talking Points to communicate announcements and reminders as well as individual messages for the purpose of increasing student and family engagement.

#### Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey

**Timeframe for Reviewing Process Data Measures:**

Quarterly

**Student Outcome Data Measures:**

Elementary Progress Report (EPR)

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

Quarterly

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

- Building Leadership Team
- PTA

**Additional context about the implementation of the selected evidence-based practice and/or implementation activity.**

Our PTA is focused on providing opportunities for families to come together to celebrate and build community. We need to track who are not showing up at these events.

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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 that includes differentiation and enrichment. The intent and purpose of Basic Education dollars includes 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:** Support the district's language instructional education program to help multilingual learners attain English proficiency and high academic achievement.

**Dollar Amount:** \$33,306

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

- Instructional support for students who qualify for multilingual services
- Translation and interpretation services

**Fund Program: Learning Assistance Program (LAP)**

**Intent and Purpose:** Provide services only to students who have not met, or are at risk of not meeting, state/local graduation requirements.

**Dollar Amount:** \$65,985

**Activities Implemented to Meet Intent and Purpose:** 0.4 FTE to support academic intervention reading groups aligned with the third-grade reading goal

**Fund Program: Grant Funds**

**Intent and Purpose:** Support school staffing, academic interventions, supervision, and enriched learning experiences.

**Dollar Amount:** \$73,200

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

- Office/school support staffing
- Recess support staffing
- Hourly tutors supporting the third-grade reading goal
- Field trips
- Assemblies
- Principal discretionary funding for school-based needs