



2024-25 CSIP Review and Updates

Beacon Hill International Elementary School

School Data and Building Leadership Team Members

School Name: Beacon Hill International

Principal: Sahnica Washington

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Stevie Norman, Minh Tran, Romelle Bradford, Carolina Rangel, Zifeng Lei, Shannon Foster, Brooke Kempner, and Art Katayama.

[2023-26 CSIP Beacon Hill International](#)

[Beacon Hill International Elementary School Report](#)

[Beacon Hill International 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.

- Displays of student work in hallways and classrooms
- Each classroom has a "break space" for students to choose to regroup when stressed.
- At least twice/week community circle in all classrooms
- Word walls that support metalinguistic awareness across languages of instruction
- Beginning at the Kindergarten and first grade level, students will receive literacy instruction in both English and Spanish/Mandarin. This strong foundation in literacy in both the home language and English supports students' abilities to leverage their full linguistic repertoire for expressive and receptive language.
- At the intermediate level, teachers will continue to implement strategies to support multilingual students that include increasing student discourse and agency through GLAD strategies, group worthy tasks and accountable talk.
- Use of data and progress monitoring
- Strong tier 1 instruction including tier 1 scaffolds and interventions.
- Developing student agency in every classroom
- Progress is monitored in 6-week cycles.
- Teachers and Support Teachers meet on a regular basis to plan interventions and supports.
- If academic growth is not met, teachers meet with the school team to further devise interventions. If interventions do not prove to be successful, then we move to a more intensive Student Intervention Team meeting with the family.
- Parent liaisons connect with families coming from historically marginalized backgrounds to share information and support in a bidirectional manner with the school.
- The family support worker and the school counselor also support students and families in feeling safe and welcome in the school and connecting with resources.

- Community building and conflict resolution in class support healthy relationships and sense of belonging.
- Family Council membership and leadership
- PTA Board and Leadership Meetings

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 priority practices aim to create a more inclusive and supportive environment. There may be risks associated with equity, data reliance, implementation consistency, community engagement, social dynamics, and teacher workload. Vulnerable groups include multilingual students, families with limited access to resources, students with learning challenges, and teachers who may require additional support. Addressing these risks proactively through targeted training, resources, and community outreach can help mitigate potential negative impacts.

Some Risks:

- Not all students may have equal access to resources or support systems, particularly multilingual students who may struggle with language barriers. English Language Learners (ELLs) and students from low-income families may be most affected if resources aren't equitably distributed.
- Excessive focus on data and progress monitoring could lead to teaching to the test or stress among students, particularly those who are struggling.
- Students with learning difficulties or those needing additional support may feel overwhelmed or discouraged.
- Variability in how practices are implemented across classrooms can lead to inconsistent experiences for students. Students with special needs or those requiring tailored interventions may not receive the consistent support they need.
- Family support initiatives may not engage all families equally, leading to disengagement or feelings of exclusion.
- Families from diverse cultural backgrounds or those with limited English proficiency may struggle to connect with school initiatives.
- Community circles and conflict resolution strategies may lead to unintended social dynamics or tensions if not facilitated properly.
- Students who are introverted or have social anxiety may find these practices challenging, potentially leading to isolation.
- Responsibilities for teachers, such as regular data meetings and differentiated instruction, could lead to burnout.
- New or less experienced teachers may struggle more with these demands, impacting their effectiveness and student support.

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

- Students demonstrate higher engagement levels in classroom activities, especially through community circles and collaborative tasks. Students show improvements in literacy skills in both English and the targeted language (Spanish or Mandarin) through targeted instruction. Students develop better social skills and conflict resolution strategies through structured community-building activities. Students feel more confident in expressing themselves, particularly multilingual students who benefit from increased discourse and agency. Students develop a love for learning, fostering curiosity and resilience that extends beyond the classroom. Enhanced understanding and appreciation of diverse cultures and languages, preparing students for a globalized world.
- Families experience improved communication with the school through parent liaisons and family support workers. Higher participation rates in school events and family support programs to foster a sense of community. Families gain awareness of available resources and support systems. Families feel empowered to advocate for their children's education and participate

actively in the school community. Established strong, lasting relationships between families and the school, contributing to a more cohesive community.

- Teachers cultivate a culture of collaboration through regular meetings focused on data and intervention planning. Staff engage in professional development opportunities that enhance their skills in supporting multilingual students and using data effectively. Increased support and networking among staff to share best practices and strategies A collaborative and supportive work culture that reduces burnout and promotes staff well-being. Long-term implementation of effective instructional strategies that meet the diverse needs of all students, enhancing overall educational quality.

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:

Baseline and recent qualitative and quantitative data reveal several key insights. The overall performance of our 3rd through 5th graders shows that 56% met the standard on the Reading Smarter Balance Assessment (SBA).

However, the data highlights considerable disproportionality between student groups. Only 35.1% of our 3rd through 5th grade students furthest away from educational justice met standard on the Reading SBA. Additionally, only 12.5% of our multilingual students met standard on the Reading SBA. This data emphasizes the need for targeted interventions to address these gaps and promote equity in educational outcomes.

Summary of student strengths supported by data:

Given that 56% of our students met the standard on the Reading SBA, it shows a solid foundation for many. In addition, over half of our students meeting the standard suggest that we have a good grasp of the reading skills required at each grade level. This also indicates effective teaching methods and strong curriculum for the majority.

The discrepancies highlighted offer clear targets for intervention meaning and one of our strengths is the ability to diagnose and address disparities effectively. Our proactive stance and identifying addressing these inequities are a significant strength and shows dedication to improving outcomes for all students.

Identify and prioritize student needs supported by data:

- Support for multilingual students (12.5% meeting standard): This group needs the most urgent intervention. We need to provide additional language support and targeted reading interventions.
- Students furthest from educational justice (35.1% meeting standard): Developing targeted interventions to bridge gaps and considering barriers to learning can significantly impact their reading outcomes.

- General reading proficiency: Even though 56% of students met the standard, ensuring that this group continues to improve while also uplifting those below the standard is essential.
- Therefore, we have focused our PD, PLCs and Interventions around linguistic supports for multilingual students.

Summary of possible root causes of the priority student need:

Some possible root causes might be the language barrier impacting comprehension and engagement in reading activities for some students. In addition, some students may face challenges such as limited access to resources, loss of learning over the years, and unmet basic needs. Another root cause might be a cultural disconnect between students' home lives and the school's curriculum, leading to decreased engagement and understanding. There might be gaps in the available support systems and interventions tailored to the unique needs of these students. Past learning loss in foundational skills could be affecting current performance.

School Staff

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

Our Race and Equity team has led professional development sessions on student rights and agency and facilitating important conversations about microaggressions among staff. Additionally, we are initiating discussions focused on the significance of names, aimed at raising awareness of cultural identity, promoting inclusivity, and addressing biases related to names. This professional development will help foster a more equitable environment where everyone feels valued and respected.

Staff members have begun implementing culturally responsive teaching strategies, which involve modifying curriculum materials to reflect diverse perspectives and creating inclusive classroom environments. We are also collaborating with our neighboring dual-language school, Dearborn Park, to co-create biliteracy units.

Feedback from students and parents indicates a positive shift in staff interactions with culturally diverse students, as evidenced by increased engagement and understanding. Our student climate survey showed an increase from 75% in Spring 2023 to 83% in Spring 2024 for the statement, "I can really be myself at school." In addition, during Parent Panels, almost all parents responded favorably to the questions about how we are supporting their child(ren) at school.

Moreover, there has been a noticeable rise in collaboration among staff to share best practices and resources related to culturally responsive education. Regular assessments reveal that these practices are becoming embedded in everyday teaching, with ongoing monitoring to ensure sustainable improvement.

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

- Our focus has been on supporting teachers in providing high quality tier 1 instruction for all students which means embracing inclusionary practices and providing linguistic supports for multilingual learners within the classroom to learn content and language simultaneously. In our monthly learning walks, we see evidence of teachers using learning targets and success criteria with their lessons, moving from 1/6 teachers to 5/6 consistently implementing this practice with their students.
- Our growth goal for 3rd grade students on Math MAP was 53%, and we surpassed that goal with 68% of students meeting the growth goal in the spring of 2024. Our goal for 3rd and 4th grade students of color FFEJ meeting standard on the SBA in ELA was 32%, and we achieved 45.8% mastery.
- Despite these gains, we still don't see all ML students achieving at the levels we know they are capable. For instance, only 19.2% of ML students in 3rd grade met standard on the ELA SBA.

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

We believe that the moment to positively increase student outcomes through instruction is present and needs continued support to see a greater impact across the school. We have shifted our professional learning time to alternate between whole school learning to build community and clarity schoolwide and differentiated PD that is grade level and content specific to target the strengths and needs of each grade band and provide more nuanced strategies. We also shifted the way our ML teachers support teachers and students by providing opportunities to co-plan and co-teach. We are also planning to have more teachers attend GLAD training in the coming year. Lastly, we are sending teachers to the Bilingual Education Conference this winter and spring.

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:

At BHIS, we have made significant strides in empowering families and promoting two-way communication to center their voices at various levels of our school community. This approach has resulted in increased participation and communication among families.

Last spring, we organized affinity group meetings that included black parents, Chinese parents, and Spanish-speaking parents. These gatherings provided valuable insights into how we can improve BHIS, with a consensus that we are positively impacting our students.

To further enhance family engagement, we restructured our PTSA to ensure that diverse voices, especially those furthest from educational justice, are involved in decision-making and event planning. Our parent liaisons, representing backgrounds such as Black, Spanish, Vietnamese, and Chinese communities, play a crucial role in voicing the specific needs and interests of these groups. They regularly meet with school administration to share feedback and foster dialogue that influences school policies and practices.

Additionally, we have established separate councils for Black, Chinese, and Spanish families. These councils ensure that diverse perspectives are included in school governance, allowing members to actively contribute insights and recommendations that enhance the overall school environment and programs. In addition, we ensure that we provide communication in the family's home language to ensure the communication is accessible. This collaborative approach highlights our commitment to centering family voices and fostering a more inclusive educational experience.

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:

At BHIS we ensure continuity of support for students in collaboration with El Central de La Raza and Launch. The principal and the family support worker meet regularly with representatives from these two community-based organizations to align their vision and strategies for academic support. During these monthly meetings, we discuss the specific academic needs and challenges faced by students, particularly those who are furthest from educational justice. This collaborative approach allows us to tailor afterschool programs that effectively address the unique needs of our students.

To strengthen these supports, we focus on ensuring that students identified as McKinney-Vento—those experiencing homelessness—receive consistent access to the programs, including during holidays and vacations. By maintaining open lines of communication and a shared commitment to supporting our students, the partnership enhances the continuity of educational support and fosters a more inclusive environment for all students.

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

Measures and Targets

2023-26 Three-year Goal:

In partnership with student, school, and family teams, BHIS will increase student reports of "I can really be myself at school" from 75% to 90% by the Spring 26.

2024-25 One-Year Goal:

In partnership with student, school, and family teams, BHIS will increase student reports of "I can really be myself at school" from 83% in Spring 2024 to 87% by the Spring 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:

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- 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)
- Student Attendance Agreement Plan
- Professional Development Attendance and Exit Tickets

Timeframe for Reviewing Process Data Measures:

Weekly

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

- Principal
 - Head Teacher
 - Attendance Secretary
 - SpEd Rep
 - Nurse
 - Family Support Worker
 - Counselor
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Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percent of 3rd Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 30.4 to a target goal of 60.4 by 2025-2026.

2024-25 One-Year Goal:

The percent of 3rd Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 25 in Spring 2024 to a target goal of 45 by Spring 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:

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
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)
- Student Progress Reports

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data
- Professional Development Exit Tickets
- Lesson Exit Tickets

Timeframe for Reviewing Process Data Measures:

6 Weeks

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

Classroom Teachers, Interventionists, ML Teachers, Head Teacher, Principal

Advanced Learning and Highly Capable Services:

Students who are identified as advanced learners receive differentiated instruction to meet their educational needs.

Teachers are leveraging innovative approaches such as enVision's pick-a-projects to enhance and enrich students' mathematical understanding, fostering an environment that encourages them to explore complex mathematical concepts in depth.

Students are also engaged in content delivery in a second language (Spanish or Mandarin). This bilingual approach not only presents a valuable challenge but also promotes flexible thinking and cognitive development. Research has shown that bilingual education can have significant cognitive benefits, helping students develop strong problem-solving and critical thinking skills while also enhancing their overall academic performance.

Teachers are implementing inclusionary practices and Universal Design for Learning to create an environment where all students, including advanced learners, can thrive. By fostering an inclusive classroom culture, teachers ensure that students have equal access to educational opportunities and are able to fully participate in challenging and stimulating learning experiences.

Teachers are focused on promoting deep thinking through rich discourse, encouraging critical analysis, and the exploration of complex ideas. By nurturing these skills, teachers aim to foster a deep understanding of academic concepts and promote intellectual curiosity among advanced learners.

Expanded Learning:

- After School Targeted Intervention/Tutoring
- Launch afterschool program
- Latino academy
- Lego club
- Basketball
- Ultimate Frisbee
- Soccer
- Kickball
- Dance
- Crafts & Games
- Jump start (Kinder)

Homework Policy:

The homework policy is different for each grade and subject to our dual language program. While some programs will assign more homework, the general guidelines are as follows:

- Grades K/1: Read 15-30 minutes, and 5 to 10 minutes of writing, language, or math homework.
- Grades 2/3: Read 30 minutes and 20 minutes of writing, language, or math homework.
- Grades 4/5: Read 30 minutes and 20 minutes of writing, language, or math homework.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

In partnership with the PTA, Latinx, Chinese and Black Family Councils, Parent Liaisons, ILT and Student Support team BHIS will improve family response to "The school seeks out and responds to feedback from families and the community" (Via the family RET survey) from 72% agree or strongly agree to 90% agree or strongly agree by Spring of 2026.

2024-25 One-Year Goal:

In partnership with the PTA, Latinx, Chinese and Black Family Councils, Parent Liaisons, ILT and Student Support team BHIS will improve family response to "The school seeks out and responds to

feedback from families and the community" (Via the family RET survey) from 72% agree or strongly agree to 82% agree or strongly agree by Spring of 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:

- Student Attendance
- Discipline/Suspensions
- Elementary Progress Reports

Timeframe for Reviewing Outcome Data Measures:

Quarterly

Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)
- Volunteer Count

Timeframe for Reviewing Process Data Measures:

Monthly

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

- Parent Liaisons
- Family Support Worker
- Head Teacher
- Principal

2024-25 Budget Allocations to Support Continuous Improvement

The following table 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:** \$3,980,344
- **Activities Implemented:**
 - Provide students with English Language Arts for fifty percent of their day.
 - The other fifty percent of their day is focused on learning math and science in either Mandarin, Spanish, or English.

Title 1

- **Intent and Purpose:** To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.
- **Dollar Amount:** \$124,615
- **Activities Implemented:**
 - Academic Intervention Specialist: Provides targeted literacy academic intervention groups to identified L1 and L2 students in grades K-5.
 - Parent Liaisons: Spanish, Chinese, Black, and Vietnamese Parent Liaisons engage parents in school activities and events, provide information about school programs and services, and advocate for families. They offer emotional and social support to non-English-speaking parents.
 - Professional Development: Grade level teams collaborate and plan biliteracy units and other units of study, analyze data, plan interventions, and share linguistic supports for the curriculum.

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable for services provided to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$66,856
- **Activities Implemented:** Academic Intervention Specialist who provides targeted literacy academic intervention groups to identified L1 and L2 students in grades K-5.

High Poverty LAP

- **Intent and Purpose:** The use of state LAP revenue is allowable for services provided to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$109,400
- **Activities Implemented:** Academic Intervention Specialist who provides targeted literacy academic intervention groups to identified L1 and L2 students in grades K-5.

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$306,937
- **Activities Implemented:**
 - Head Teacher: Leads professional development in biliteracy planning, intervention, and multilingual linguistic supports, coordinates Levy and schoolwide intervention systems, analyzes data, and liaises with community partners. Leads Levy Team meetings and coordinates Restorative Justice work, including staff coaching, community circles, and facilitating Restorative Practices during student crises or conflicts.
 - Family Support Worker: Supports social and emotional needs of students, works with families, homeless students, and McKinney Vento to increase attendance, coordinates CBO and in-school supports for families, and supports LatinX family council.
 - Instructional Assistant (Academic Intervention IA)-Reading/Math: Provides targeted academic (reading and math) intervention to identified L1 and L2 students in grades 3-5 under a certified teacher's overarching instructional plans.

Levy Performance

- **Dollar Amount:** \$53,865

- **Activities Implemented:** Part of the librarian position was used to ensure students have adequate time building a love for reading in the library.