



2024-25 CSIP Review and Updates Cedar Park 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: Cedar Park Elementary

Principal: Andrew Zillig

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Andrew Zillig, Wendy Hix, Madison Kruso, Chelsea Toledo, Kelley Hofmann, PTA co-presidents Sara Drogin and Catherine Kodish, and PTA Equity Chair Simone Johnson.

[2023-26 CSIP Cedar Park](#)

[Cedar Park Elementary School Report](#)

[Cedar Park 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.

We leveraged our work as an “Early Adopter” incorporating Universal Design for Learning (UDL) principles into our work. Our school partnered with the Novak Group in creating Professional Development (PD) around this work and increased peer observations between teachers to learn more about UDL practices at Cedar Park as well as bringing Restorative Practices (RP) training to staff. We also partnered with Washington Ethnic Studies Now (WAESN) who led PD for Culturally Responsive Teaching (CRT) and anti-racist practices.

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?

While we have embraced this work at Cedar Park, we acknowledge that this work takes time and continued guidance to make lasting and meaningful change in our practice and in the lives of our students and families. We see that our students of color furthest from educational justice

(SoC/FFEJ) and their families are still one of our most vulnerable groups. Our continued implementation of our CSIP will enhance our inclusive practices to bring in more representation of the students and families that we serve and our efforts to dismantle exclusionary or racist pedagogy.

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

This year we will increase our focus on using data in planning our instruction, improving interventions, and teacher collaboration. We will continue our focus on implementing UDL principles in our teaching practices with peer observations at Cedar Park and seek to observe teaching practices at other schools that will inform how we can continue to improve the Cedar Park community.

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:

Last year we exceeded our one-year CSIP goal with nearly 71% of our 2nd graders proficient or above on our MAP scores in reading. Our Student Climate Survey in the spring of 2024 shows that we have made gains in our Inclusionary Practices with 89% positive responses and that we have 73% positive responses in Identity and Culturally Responsive Teaching.

Summary of student strengths supported by data:

Overall, we are seeing growth each year in our literacy scores and growth from Fall to Spring year after year indicating that our students are engaged. The PD around UDL and CRT are highlighting underrepresented views in our classrooms and exposing inherent injustices and racism in history and in institutions and practices still prevalent today. Students and community members are engaged in this as well through their questions and involvement in our annual Social Justice Rally.

Identify and prioritize student needs supported by data:

The Climate Survey suggests that we still have work to do in our Identity and Culturally Responsive Teaching as that score slipped from the previous year. While we are seeing growth in our academic data, we are not seeing significant gains in closing the gap between the performance of our SoC/FFEJ students and their non-SoC/FFEJ peers.

Summary of possible root causes of the priority student need:

Cedar Park has a strong Professional Learning Communities (PLCs) culture, rooted in identifying student needs based on data and teachers collaborating to meet student needs through examining and adjusting their instructional and assessment practices. These PLCs have been strong, but they have not always been connected to a larger school-wide Multi-Tiered System of Support (MTSS) process. The focus of PLCs has always been to meet students who are struggling to meet grade level standard but there has not been an intentional school-wide focus on looking specifically at SoC/FFEJ students held to the tenets of Targeted Universalism. We worked last year to build MTSS protocols and procedures to support this work and fully implement them this year. We are

continuing to build on our MTSS processes this year and develop more intentional and systematic review of student data as well as school systems

School Staff

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

The Climate Survey data shows that we are making improvements over time in our CRT practices, despite dropping a few percentage points from fall to spring of last year. Students gave 86% positive responses in both Belonging & Relationships and Equity/Antiracism. Notably we saw our largest gains in Belonging & Relationships and Equity/Antiracism amongst our Hispanic and Multiracial demographic groups. This shows that our efforts in making sure our curriculum and resources better represent students who are historically underrepresented is making a difference.

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

The continued improvement in student academic outcomes and the scores noted above in the Climate Survey show that our PD work with UDL, RP, and WAESN last year are effectively supporting student growth and better student outcomes.

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

This year we are working to strengthen our professional learning in UDL with more peer observations both within Cedar Park and at other schools in the district. This year we are again partnering with the Novak Group to bolster our PD sessions in this area and improve our understanding, implementation, and use of UDL principles. Part of our PD plan tied to UDL is to more closely link UDL to student data in a more robust school wide MTSS program to drive improvements in instruction and improve student outcomes.

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 been working to increase family engagement at Cedar Park with broader avenues of communication and opportunities for families to volunteer. We send out regular updates that are translated into 9 different home languages and opportunities for feedback and two-way communication using Talking Points that automatically translate messages back and forth between families and school staff. Our family partners on our Building Leadership Team (BLT) and Race and Equity Team (RET) have been informative and instrumental in our focus on improving Social Emotional Learning (SEL) supports, particularly in creating more opportunities for student voice and leadership. Our Climate Survey data shows that we have 82% positive responses in Student Voice and Leadership, which is a 5-point gain from the previous survey, along with gains in our Belonging and Relationships and Inclusionary Practices.

We also launched an additional student leadership effort this year. We are continuing to have 5th graders take on Teaching Assistant roles in our IDEA program, where they not only assist the teacher but can also help develop a lesson for the IDEA Time class. Additionally, we created student seats on our Positive Behavior Intervention System (PBIS) Committee. The student input from this committee has already helped us make more critical reviews of school-wide systems with adjustments that make them more student-centered.

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:

This fall we launched a Spanish language group for our families who speak Spanish, particularly for those families who have little to no English language proficiency. This is our largest and fastest growing group of Multilingual families. This group meets weekly, with interpretive services, to make

sure they have access to information about our school and their student's classroom, to listen to questions they have so we can learn how to better support them, and to help foster connections in our community so they can build a broader network of support amongst each other regarding both our school and the community at large.

Already this year this group has helped us make stronger partnerships with the Refugee Women's Alliance (ReWA) and Akin family services as we worked together to meet the needs of our families. The shared leadership with the Spanish language group has helped us in planning and supporting our annual enrollment clinic in February and Community Celebration Night each spring.

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

Measures and Targets

2023-26 Three-year Goal:

By Spring of 2026 our school climate survey will show at least 90% positive responses in the category of Belonging and Relationships.

2024-25 One-Year Goal:

By Spring of 2025 our school climate survey will show at least 85% positive responses to the question "I can be myself at school."

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 2 Restorative Practices: Educators will implement non punitive conflict resolution and repair strategies/practices for students and staff.

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Missed Instruction Log Discipline/Suspensions

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

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)

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

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

- Principal
 - MTSS
 - RET
 - PLCs
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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 at Cedar Park proficient or above in ELA on the SBA will increase from a baseline of 71% to a target goal of 90% by 2025-26.

2024-25 One-Year Goal:

The percent of 2nd grade students at Cedar Park proficient or above in Reading on MAP will increase from a baseline of 67% to a target goal of 77% by the Spring of the 2024-25 school year.

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)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

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

- Principal
- MTSS

- RET
- PLCs

Advanced Learning and Highly Capable Services:

At Cedar Park, we will provide advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student. Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities. Students who are achieving well above grade level standards are targeted under MTSS for Tier 2 interventions. Basic Tier 2 curriculum supports in Reading and Math are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

By the 2024-25 school year, the MTSS Tier 3 process will be in place for students with complex needs that can't be addressed in Tier 1 and Tier 2 supports. The Tier 3, MTSS process will result in an individual student plan, in collaboration with the AL Department.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services. Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC. Similarly, student growth is reviewed at various points throughout the school year in PLCs and educators plan for the needs of all students in their classrooms. Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

Homework Policy:

Cedar Park Elementary recognizes that purposeful home learning can be an extension of the classroom learning objectives and a constructive tool in developing self-discipline and associated good working habits.

We also recognize that students complete a full and rigorous academic day during school hours and deserve the time to participate in play, relaxation, and time with family.

Below are Cedar Park's homework expectations for each grade level. These expectations include maximum amounts of time per day and types of activities (this time can be flexed/grouped by a family to fit their scheduling needs).

- Kindergarten: 15 minutes of reading, 5 nights per week. Our goal is for Kindergarteners to learn the routine of using a folder to carry communication between home and school. Kindergarten students are expected to read for 15 minutes, five days per week at home. This can include independent reading (words and/or pictures), being read to by a family member, or reading aloud to a family member.
- 1st and 2nd Grade: 20 – 25 minutes of reading, 5 nights per week. Our goal is for 1st and 2nd Graders to continue the routine of using a folder to carry communication between home and school with more independence. Students are expected to read for 20-25 minutes, five days per week at home. When reading at home, students should be practicing reading strategies learned in class for 15 minutes of the nightly reading time – including reading independently or aloud to family members. The additional 10 minutes of reading could include an adult

reading aloud to the student. Please contact the teacher if you would like books sent home with your child during the week for reading homework.

- 3rd, 4th, and 5th Grade: At least 30 minutes of reading, 5 nights per week. Our goal is for 3rd, 4th, and 5th Graders to continue the routine of using a folder to carry communication between home and school independently. Students are expected to read for 30 minutes, five days per week at home. This should be primarily independently reading a chapter book (either from home or checked out from the Cedar Park or a public library).

There may be occasional special projects that require input or support from families at home. These projects and the expectations for them will be communicated to families by teachers well in advance. If families are interested in doing additional at-home practice, they should contact the classroom teacher to discuss what the student and family needs are so that appropriate supports can be made.

This homework policy is posted on Cedar Park's website in our Family Handbook, under the Policies and Procedures section. To ensure consistency across schools, school-based homework policies will be reviewed each fall as part of the school's Continuous School Improvement Plan (CSIP).

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By Spring of 2026 Cedar Park will see 100% of families engage and participate in our school community through at least one way. Staff and other families will collaborate to reach out to every family and arrange opportunities that work for them. These could include greeters, advocates, classroom helpers, chaperones, attendance support, art docent volunteers, expedition volunteers, IDEA time volunteers, etc.

2024-25 One-Year Goal:

By Spring 2025, Cedar Park will host at least 3 evening events, 3 field experiences per classroom, have community member representatives on both our BLT and RET, create a wide variety of volunteer opportunities for our families, and partner with our PTA and other community members to host events off school campus.

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:

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions
- Missed Instruction Log

Timeframe for Reviewing Outcome Data Measures:

- Beginning of Year
- Middle of Year

- End of Year

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- Volunteer Count

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

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

- Principal
- MTSS
- RET
- PLCs

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:** \$2,310,776
- **Activities Implemented to Meet Intent and Purpose:**
 - Appropriate supplies for all students.
 - Extra-Help Substitutes to support teachers and students.
 - Funding for Math & ELA Intervention Tutor who works with students assessed as being below grade level in the subject matter.

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds are designed to support the district language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$96,082
- **Activities Implemented to Meet Intent and Purpose:** Supports .6 ML Teacher and 1.0 ML IA and textual materials.

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:** \$64,525
- **Activities Implemented to Meet Intent and Purpose:** Supports .4 Math & ELA Interventionist who works with students who are assessed as being below grade level in the subject matter.

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.

- **Dollar Amount:** \$724,116
- **Activities Implemented to Meet Intent and Purpose:** Seattle Preschool Plus Program uses city levy funds to offer high-quality, affordable preschool for students 3-5, including those with special education needs

Other Funding Source (PTA Funds)

- **Intent and Purpose:** Removes access barriers for all students, particularly those furthest from educational justice.
- **Dollar Amount:** \$30,000
- **Activities Implemented to Meet Intent and Purpose:** Removes access barriers for all students, particularly those furthest from educational justice, by funding creative, deep learning experiences through in-school enrichment electives in SEL, STEAM, Arts & Culture, Literacy, and Entrepreneurship themes throughout the school year.

Creative Advantage

- **Intent and Purpose:** To ensure equitable access to arts education for all students within the Seattle Public Schools system, by providing funding for arts partnerships between schools and community arts organizations.
- **Dollar Amount:** \$3,000
- **Activities Implemented to Meet Intent and Purpose:** Funding for Teaching Artists and Programs to widen student exposure to all forms of Art.