



2024-25 CSIP Review and Updates Concord 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).

SIPs 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: Concord Elementary School

Principal: Surojit Pierce

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: BLT: Cristina Vargas, Barbra Zambrano, Keith Lindahl, Nerissa Hallberg, Andrea White, Sohee Kim, Rosa Ontivares, and Cara Carvallo. RET: Amica Dillon, Carla Carvallo, Leslie Flores, Rebecca Adams, and Kim Berman.

[2023-26 CSIP Concord](#)

[Concord International Elementary School Report](#)

[Concord International 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.

- Teachers provided differentiate for student learning needs (small groups, 1:1 support, adapting resources, preferential seating).
- Student choice and input through classroom inventory surveys of interests.
- Multilingual Learner Department and Special Educations department communicated regularly with the homeroom teacher to ensure learning targets are aligned.
- Inclusive classroom design (break space, visual schedule, Tier 1 strategies)
- Teachers met in PLCs to look at formative data and to collaborate on shared goals for students.

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?

Learning Environments: Risk: Without effective implementation, efforts to create joyful, safe, and anti-racist spaces may fail, leading to unwelcoming atmospheres that don't support social-

emotional growth. Vulnerable Groups: Students furthest from educational justice, particularly students of color.

Classroom Instruction and Academic Success (3rd Grade ELA): Risk: Not meeting growth targets for 3rd-grade multi-lingual students in ELA could widen the achievement gap. Vulnerable Groups: Multi-lingual learners and students not proficient in English.

Family and Community Engagement: Risk: Insufficient engagement with families, especially those with students in special education or multilingual services, could lead to reduced participation and trust. Vulnerable Groups: Families of students in special education and multilingual programs

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

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Student Council matches student population in race, gender identity, etc.
- Learning walks for teachers to visit other classrooms using the culturally responsive tool for peer-to-peer feedback.
- Administrators use tools, like the Ready for Rigor tool or Cultivating Genius framework for admin-teacher feedback loops, during pop-in learning walks.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- Interview statement during hiring to diversify workforce to match student population to staff hiring.
- Audit of who is participating on interview teams annually to make sure there is a diverse representation of staff on the team.
- Working with HR Analyst to make sure staff have easy access to the interview training to increase the number of people available to be on an interview team.
- Learning walks for teachers to visit other classrooms using the culturally responsive tool for peer-to-peer feedback.
- Administrators using tools, like the Ready for Rigor tool or Cultivating Genius framework for admin-teacher feedback loops, during pop-in learning walks.

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:

The comparison of baseline data (72%) with current data (75%) shows a modest increase in our target area, indicating some progress in our initiatives. However, while this 3% growth is positive, it falls short of our three-year goal of reaching 85%. This suggests that while current strategies are somewhat effective, there is room for improvement to accelerate progress.

Disproportionality between student groups remains a concern. The data highlights that certain student groups are not experiencing this growth equally, particularly students of color and those furthest from educational justice. These disparities suggest that current interventions may not be fully addressing the needs of our most vulnerable populations, indicating a need for more targeted support and culturally responsive practices.

Key takeaways include the necessity for more focused strategies to address these gaps and ensure equitable growth across all student groups. Emphasizing data-driven approaches and monitoring progress will be essential in closing these gaps and moving closer to our three-year target of 85%.

Summary of student strengths supported by data:

- Overall Improvement: The increase from 72% to 75% shows that most students are responding positively to current strategies, demonstrating their resilience and adaptability.
- Engagement in Learning Environments: Students are engaging with efforts to create inclusive and safe environments, indicating their openness to and benefit from these practices.
- Academic Growth: Progress towards the three-year goal indicates that students are making strides in their academic journey, particularly in English Language Arts.
- Willingness to Participate: The data suggests that students are actively participating in initiatives aimed at enhancing school culture and academic success, showing a strong desire to grow and succeed.
- Adaptation to New Strategies: The modest increase in positive outcomes suggests that students are adapting to new teaching methods and support systems, showcasing their ability to embrace change and new learning opportunities.

Identify and prioritize student needs supported by data:

- Targeted Support for Vulnerable Groups: Despite overall progress, there is a need for more focused interventions for students of color and those furthest from educational justice to address the persistent disparities.
- Enhanced Academic Support: While there has been some growth in English Language Arts, students need additional academic support to accelerate progress and reach the three-year goal of 85%.
- Culturally Responsive Practices: Students would benefit from more culturally responsive teaching methods to ensure that all learning environments are inclusive and supportive of diverse backgrounds.
- Strengthened Family and Community Engagement: Increased efforts are needed to engage families, particularly those with students in special education or multilingual services, to create a stronger support system for students.
- Social-Emotional Support: To create truly joyful and safe learning environments, students need continued support in their social-emotional development, including restorative practices and opportunities for building relationships.

Summary of possible root causes of the priority student need:

- Inequitable Access to Resources: Students of color and those furthest from educational justice may not have equitable access to resources, resulting in disparities in academic achievement and engagement.
- Gaps in Culturally Responsive Practices: A lack of fully implemented culturally responsive teaching strategies may contribute to students feeling less included and supported, affecting their overall success and sense of belonging.
- Limited Targeted Interventions: Current interventions may not be adequately tailored to meet the diverse needs of multilingual learners and students not proficient in English, leading to slower academic progress.
- Insufficient Family and Community Engagement: Limited engagement with families, especially those with students in special education or multilingual services, may result in a lack of support at home and reduced participation in school initiatives.

- Social-Emotional Learning Gaps: Inadequate focus on social-emotional development and restorative practices might be contributing to environments that do not fully support students' well-being and relationship-building.

School Staff

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

The comparison of baseline and recent data on a culturally responsive and anti-racist work environment shows some improvement, but key areas still need attention. There is a slight increase in the percentage of students and staff experiencing a more inclusive environment, indicating progress in implementing culturally responsive practices. However, disparities remain, especially among students of color, suggesting that these improvements are not yet fully consistent.

Disproportionality is evident, with students from marginalized backgrounds still experiencing the school environment differently. This points to ongoing biases and gaps in inclusivity, indicating a need for more professional development and intentional strategies to diversify curriculum and teaching practices.

Key takeaways include the importance of continuing efforts to build an anti-racist environment. This requires reinforcing culturally responsive methods, promoting open discussions on race and equity, and increasing staff diversity. Addressing these gaps is essential to ensure all students and staff feel valued and supported.

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

Data-Wise PLC Professional Development (PD) was conducted monthly, where teachers developed skills in data collection, analysis, and instructional improvement. They demonstrated their learning and application of these skills through detailed PLC meeting notes and the completion of SMART goal worksheets.

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

To enhance our professional learning, we will focus on strengthening Universal Design for Learning (UDL) practices and multilingual support strategies. This includes incorporating dynamic approaches like Guided Language Acquisition Design (GLAD) to create more inclusive and effective learning environments for all students.

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 our school, we have implemented a system where all teachers use "Talking Points" to communicate with families about classroom activities and individual student progress. This method not only facilitates regular updates but also fosters a more inclusive approach to family engagement.
- Data indicates that families strongly prefer using Talking Points as their primary method of communication. This platform allows for consistent and clear interaction between teachers and families, ensuring that parents are well-informed and involved in their children's educational experiences.
- Feedback from families has been overwhelmingly positive. Many have expressed their appreciation for the Talking Points updates, particularly those that include pictures of school-day activities. This visual element helps families feel more connected to their child's daily experiences and provides a more personal touch to the communication.

- By prioritizing this two-way communication approach, we are effectively centering families' voices and enhancing their involvement in their children's education. This method supports a shared responsibility model and strengthens the partnership between educators and families.

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

Measures and Targets

2023-26 Three-year Goal:

By June 2026, at least 85% of students will respond favorably that after conflicts occur, we work to fix relationships, as measured by the SPS student climate survey (Positive Behavior and Safety).

2024-25 One-Year Goal:

By June 2025, at least 85% of students will respond favorably that after conflicts occur, we work to fix relationships, as measured by the SPS student climate survey (Positive Behavior and Safety).

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.

2024-25 Evidence-based Practice #1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

Student Outcome Data Measures:

- SPS Climate Survey (Staff)
- School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Monthly
- End of Year

Student Outcome Data Measures:

Incident Report Log

Timeframe for Reviewing Student Process Data Measures:

Monthly

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

All staff

Additional context about your school's implementation of chosen evidence-based practice:

Resources needed to implement this evidence-based practice Restorative Practices professional learning.

2024-25 Evidence-based Practice #2:

Small-group Instruction

Process Data Measures:

Observation Notes

Timeframe for Reviewing Process Data Measures:

Daily

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

- Classroom teachers
- Interventionists
- ML teachers
- Instructional Assistants

Additional context about your school's implementation of chosen evidence-based practice:

Resources needed to implement this evidence-based practice are targeted instructional materials for reading and math, building-wide restorative practices.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percent of 3rd grade multilingual students proficient or above in ELA on the SBA will increase from a baseline of 4.3% to a target goal of 34.3% by 2025-26.

2024-25 One-Year Goal:

The percentage of 2nd grade multilingual students proficient or above in ELA based on MAP will increase from a baseline of 3.6% to a target goal of 13.6% by 2023-24.

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.

2024-25 Evidence-based Practice #1:

Targeted and flexible small-group instruction for reading and language development.

Student Outcome Data Measures:

Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

6 – 8-week cycles

Process Data Measures:

- Running records
- Observation notes

Timeframe for Reviewing Process Data Measures:

6 – 8-week cycles

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

- Classroom teachers

- ML teachers & IAs
- City Year Corps members
- Reading Interventionists.

Additional context about your school's implementation of chosen evidence-based practice:

Resources needed to implement this evidence-based practice are staffing of ML teachers and Reading interventionists, extended time for collaboration, research-based intervention, and language development curriculum.

2024-25 Evidence-based Practice #2:

Professional Learning Communities: Educators engage in regular PLC meetings supported through master scheduling and use the results of the SPS Curriculum Embedded Assessments and other common assessments to identify additional supports for and provide wise feedback to focal students.

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

At least 2-3 times a month.

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

- Teacher leaders
- Classroom teachers
- ML teachers
- Reading Interventionist

Additional context about your school's implementation of chosen evidence-based practice:

Resources needed to implement this evidence-based practice are staffing of ML teachers and Reading interventionists, extended time for collaboration, research-based intervention, and language development curriculum.

Advanced Learning and Highly Capable Services:

Differentiated Instruction: Tailor instruction to meet the individual needs of highly capable students. This can involve providing advanced materials, more complex assignments, or allowing students to explore topics in-depth.

Flexible Grouping: Implement flexible grouping strategies, including both homogeneous (grouping students of similar abilities) and heterogeneous (mixing students of different abilities) groups, to facilitate peer learning and challenge highly capable students.

Enrichment Activities: Offer enrichment opportunities that go beyond the standard curriculum. This can include additional reading materials, research projects, or participation in extracurricular activities related to their interests.

Critical Thinking and Problem-Solving: Emphasize critical thinking skills, problem-solving, and creative thinking in classroom activities and assignments to engage highly capable students intellectually.

Supportive Environment: Create a classroom atmosphere that values diversity and celebrates the unique abilities and interests of all students, including highly capable ones.

Collaboration: Collaborate with other educators, specialists, and parents to share insights and strategies for supporting highly capable students effectively.

Expanded Learning:

- Refer students to summer programming or City Year Vacation Programming (Spring Break Camp).
- Refer students to City Year Homework Club.
- Provide opportunities for students to participate in after school clubs and teams.
- Evening events that connect and engage families with student learning.
- Student leadership activities at Open House.

Homework Policy:

Homework is expected to be differentiated (academically and developmentally) and to be an extension of the school day. Work should be able to be completed by the student independently. Feedback on homework is expected to be given to students at least once per week.

Students that do not complete homework will not be penalized (i.e.: held from recess to complete).

- K-5 students should read a minimum of 20 minutes per night at their F&P independent level and record this time on their reading log.
- K-5 students should practice math fluency aligned to their grade level CCSS (i.e. counting, addition, subtraction, multiplication, division).
- Individualized work and projects to be completed at home, will be communicated with families ahead of time. The school will support students as necessary to complete this work.
- Students who are absent from school need to make arrangements to make-up their work with the teacher.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By June 2026, 90% of families with students receiving special education or multilingual services will respond favorably to a survey measuring that their child is seen, heard and valued, within an inclusive environment at Concord International Elementary School.

2024-25 One-Year Goal:

By June 2024, at least 70% of families with students receiving special education or multilingual services will respond favorably to a survey measuring that their child is seen, heard and valued, within an inclusive environment at Concord International Elementary 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.

2024-25 Evidence-based Practice #1:

Professional development to support 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:

School Attendance Dashboard on Atlas

Timeframe for Reviewing Process Data Measures:

Monthly

Process Data Measures:

- Teacher contact logs
- Record of messages
- Teacher attendance to professional development

Timeframe for Reviewing Process Data Measures:

Ongoing communication throughout the year monitored monthly in PLCs and Family Engagement Team.

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

- Classroom Teachers
- Specialists
- Family Engagement Team

Additional context about your school's implementation of chosen evidence-based practice:

Resources needed to implement this evidence-based practice are Extended hours for professional learning and collaboration.

2024-25 Evidence-based Practice #2:

Family Education Events

Process Data Measures:

- A Participation/Attendance (e.g., Events, Membership)
- Feedback from families

Timeframe for Reviewing Process Data Measures:

At least two times a year.

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

- Family Engagement Team
- Reading & Math Interventionsits

Additional context about your school's implementation of chosen evidence-based practice:

Resources needed to implement this evidence-based practice are staff extra time, materials, food.

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:** \$2,957,848
- **Activities Implemented to Meet Intent and Purpose:**
 - Grade-level classroom instruction
 - Librarian
 - Social Worker

- Non-teaching staffing support

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:** \$125,248
- **Activities Implemented to Meet Intent and Purpose:**
 - Instruction
 - Professional Development
 - Family Engagement

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:** \$479,677
- **Activities Implemented to Meet Intent and Purpose:**
 - Grade-level instructional support through multilingual learning staff
 - Translation and interpretation
 - 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:** \$83,570

High Poverty 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:** \$90,849.00
- **Activities Implemented to Meet Intent and Purpose:** Academic Intervention Specialist

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$359,000
- **Activities Implemented to Meet Intent and Purpose:**
 - .7 Academic Intervention Specialist
 - .5 Social Worker
 - .25 AP
 - .6 Nurse

PTA Grant

- **Intent and Purpose:** PTA DROF Grant
- **Dollar Amount:** \$40,000
- **Activities Implemented to Meet Intent and Purpose:**

- Supporting students with snacks
- Supporting teachers with materials
- Field trips
- After-school programming

OSSI Grant

- **Intent and Purpose:** To support implementation of district and school improvement planning and must be focused on positive impacts on student learning, as well as supporting the goals of basic education under RCW 28A.150.210, specifically in areas driving identification for improvement.
- **Dollar Amount:** \$ 47,920.00
- **Activities Implemented to Meet Intent and Purpose:** Instructional supports provided by an interventionist.