



2024-25 CSIP Review and Updates McDonald International 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: McDonald International School

Principal: Zoe Facilla

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Daniel Reveles, Jenny Holm, Tony Grob, Kelli Black, Marta Janer-Villanueva, Nicole Rule, Gillian Weiss, Amy Poffenbarger, Zoe Facilla, and Elizabeth Purvis.

[2023-26 CSIP McDonald](#)

[McDonald International Elementary School Report](#)

[McDonald 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.

Our priority practices identified in the CSIP and implemented during the 23_24 school year included consistent visual representations of learning targets and visual schedules posted in every classroom. Strong Tier I instruction with protected time for inclusive small groups provided structure for our students to work where they are with same level peers.

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?

With continued implementation of the current CSIP there is risk of growth plateau if continued Universal Design for Learning is not added. Students who already perform at or above grade level are most at risk. Additionally, staff and students with limiting factors to access will be most at-risk without further development and targeted implementation.

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

The short-term desired outcomes for student, family, and staff groups are progress toward meeting CSIP goals. The long-term goals center on increased performance for all our stakeholders.

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

Data used to monitor progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

We will measure our progress toward this goal using our Spring Student Climate Survey.

School Staff

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

Progress monitoring with MAP third grade ELA Fall to Spring Benchmark demonstrates a decreasing gap between all enrolled White students and SOCFEJ. From a gap of 10% the most recent progress monitoring indicates the average RIT narrowed to a difference of 5%.

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

The sit and get structure haven't served our staff in a way that positively impacts student outcomes. We have shifted to a menu of options in small group format for professional development.

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:

An increase in 50% of families have participated in mid-year conferences with our staff.

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

Measures and Targets

2023-26 Three-year Goal:

The percent of third-fifth graders who are Students of Color FFEJ designating favorable in positive behavior and safety on the Student Climate Survey will increase from a baseline of 80% to 94% by 2025-2026.

2024-25 One-Year Goal:

The percent of third-fifth graders who are Students of Color FFEJ designating favorable in "adults take action when students are being mean" on the Student Climate Survey will increase from a baseline of 82% to 90% 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:

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

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

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)

Timeframe for Reviewing Process Data Measures:

Quarterly

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

McDonald International MTSS Leadership Team

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percentage of 3rd grade Students or Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 72.5% to 90% by 2025-26.

2024-25 One-Year Goal:

The percentage of 3rd grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 84.2% to 87% 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:

Tier 1 and Tier 2 Foundational Skills Instruction: Educators provide strategic and targeted instruction in foundational skills to all students according to assessed needs, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

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

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
- School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

Quarterly

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

MTSS Leadership Team and PLCs

Advanced Learning and Highly Capable Services:

In our inclusive small groups (Scottie Time RTI daily for 30 minutes in each class), students are provided instruction based on their earned designation of highly capable or advanced learning and commensurate with current levels of academic performance in ELA and mathematics. Homeroom teachers provide learning opportunities structured to facilitate continuous rigor and demonstrated enrichment, and progress is communicated with families.

Expanded Learning:

After School opportunities are provided through our PTA partners and include cooking, coding, sewing, soccer, and other activities. We also have running clubs and engagement with one another in less formal play-date models.

Homework Policy:

Each grade level team coordinates home learning opportunities to practice and reinforce skills presented and practiced in class. Homework is encouraged in kindergarten for ten minutes, twice per week, ten minutes daily in first grade, twenty minutes daily in second grade, thirty minutes daily in third grade, forty minutes daily in fourth grade and forty five-sixty minutes daily in fifth grade. Homework should be independent and reinforcing rather than require a parent to teach new concepts. Homework is a communication tool to strengthen the home and school partnership.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

The percentage of families of color who designate a favorable response on deliberate engagement from school/home partnerships as reported in affinity group conversations will increase by 30% by 2025-2026.

2024-25 One-Year Goal:

The percentage of families of color who designate a favorable response on deliberate engagement from school/home partnerships as reported in affinity group conversations will increase by 10% by 2024-2025.

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:

Collaborating with Community: Develop and strengthen relationships with government and non-government agencies, community groups, businesses, and other educational providers to enhance learning opportunities and outcomes for students and families.

Outcome Data Measures:

- Student Attendance
- Elementary Progress Reports

Timeframe for Reviewing Outcome Data Measures:

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

Process Data Measures:

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

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:

BLT

2024-25 Budget Allocations to Support Continuous Improvement

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:** \$4,276,803
- **Activities Implemented to Meet Intent and Purpose:**
 - Classroom Instruction for all students
 - BLT stipend

- Tech stipend
- Learning materials
- Library materials

Multilingual Learners (Title III)

- **Intent and Purpose:** To increase the language acquisition and development of all of our learners.
- **Dollar Amount:** \$1,932
- **Activities Implemented to Meet Intent and Purpose:** Targeted intervention support for primary reading and inclusive small groups.

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:** \$66,856
- **Activities Implemented to Meet Intent and Purpose:** Targeted intervention support for primary reading and inclusive small groups.