



2024 C-SIP Review and Updates Queen Anne Elementary School

Purpose

The **C-SIP 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 (C-SIP).

C-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: Queen Anne Elementary

Principal: Dan Warren

Members of the Building Leadership Team, Racial Equity Team (if applicable), and Parent/Guardian Partners: In Progress

[2023-26 CSIP Queen Anne](#)

[Queen Anne Elementary School Report](#)

[Queen Anne Elementary School Climate Survey](#)

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 C-SIP 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:

Based on 2023-24 SBA Math Data Gr. 3-5-5, 80.5% of our students Gr. 3-5 demonstrated growth in Mathematics. This was a 9% increase from 2022-23.

Based on 2023-24 SBA ELA Data Gr. 3-5-5, 82a% of our students Gr. 3-5 demonstrated growth in Mathematics. This was a 10% increase from 2022-23.

Summary of student strengths supported by data:

Students at QAE are hardworking, compassionate, problem solving through project- based learning.

Identify and prioritize student needs supported by data:

- Small group instruction
- Phonemic awareness
- attendance

Summary of possible root causes of the priority student need:

School Staff

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

On the Student Climate Survey, 91% of all students responded favorably to the statement: "I enjoy math."

On the Student Climate Survey 89% of all students responded favorably to the statement: "I am sure I can learn everything taught in Math."

On the Student Climate Survey 98% of all students responded favorably to the statement: "My teacher believes I can do great things."

On the Student Climate Survey 93% of all students responded favorably to the statement: "My racial or ethnic group is important to who I am."

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

We have adjusted our positive discipline professional development.

Support Systems

Sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

All teachers and specialists use weekly newsletters to support two-way communication with the Talking Points tool.

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:

We are partnering with Sproutable this year to strengthen positive discipline professional development.

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

Measures and Targets

2023-26 Three-year Goal:

Queen Anne Elementary will increase our students' sense of belonging safety at school, as measured by our 3rd-5th Grade Student Climate survey, from 88.7% for all students in Spring 2023 to 100% Spring of 2026.

2024-25 One-Year Goal:

Queen Anne Elementary will increase our students' sense of belonging at school, as measured by our 3rd-5th Grade Student Climate survey, from 92% for all students in Spring 2023 to 100% Spring of 2026.

Action Plan

2024-25 Evidence-based Practice 1:

Focus on Positive Discipline

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year

Process Data Measures:

Building determine Schedule of MTSS Meetings

Timeframe for Reviewing Process Data Measures:

Monthly

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

MTSS Team

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percentage of 3rd Grade Students proficient or above in ELA on the SBA will increase from a baseline of 50% target goal of 80% by 2025-26.

2024-25 One-Year Goal:

The percent of 3rd Grade Students proficient or above in MAP Ready will increase from a baseline of 84% to a target goal of 90% by Spring of 2025.

Action Plan

2024-25 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:

- Smarter Balanced Assessment (SBA)
- DIBELS
- MAP

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

Monthly

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

PLCs

Advanced Learning and Highly Capable Services:

AL/HC Opportunities in Math: QAE teachers implement differentiated mathematics instruction in varied groups: whole class, small group, partners, and individual. The following instructional strategies are utilized in mathematics to support differentiation.

Parallel Tasks: All students work on the same core content with tasks of different complexity.

Curriculum Compacting. Use assessment to determine student skill level in a core content area. Then eliminate or enhance parts of the curriculum based on instructional need.

Flexible Groups: Students are grouped by interest, achievement, activity preference, or specific instructional needs.

Math Centers and Cooperative Games: Activities in small groups based on student choice or teacher designation.

Small Group Instruction. Teacher works with a small group of students on a targeted learning goal.

Tiered Assignments. Adjusted degrees of difficulty of a question, task or product to match student's current readiness level.

Open Questions. A question framed in such a way that a variety of responses/approaches are possible.

Targeted Questioning. Teacher is intentional about depth of questions asked. All students are asked questions that require critical thinking at a level that is challenging for them, and all students benefit from hearing their peers' thinking.

Computer-Adaptive Mathematics Practice. Students engage in computer-based learning adaptive to individual levels of development and understanding.

The Being a Reader component of the Center for the Collaborative Classroom curriculum supports advanced learning by:

- differentiating and teaching phonics and foundational skills to mastery
- developing comprehension, fluency, vocabulary, and independent thinking
- using open-ended questions and facilitated discussions to deepen understanding
- providing daily time and support for independent reading practice catered to the individual

The Being a Writer component of the Center for the Collaborative Classroom curriculum supports advanced learning by:

- Providing student-centered writing instruction in process, genres, and conventions
- Using collaboration and peer feedback to foster an engaged writing community
- Including time in each lesson for students to apply skills through independent writing at their level of development

Additional instructional strategies that support advanced learning in reading and writing:

- Flexible Leveled Reading Groups (K-3). Utilizing the Collaborative Classroom curriculum, students are placed in groups by current reading level to ensure appropriate instruction and reading materials. Groups can change as students' reading skills develop.

- Book Clubs (3-5). A group of students read the same book and engage in collaborative discussion around themes, cultural and historical connections, vocabulary, and author's purpose and style.
- Independent Daily Reading- IDR (K-5). Each student will have an opportunity for self-selected reading during the school day to develop reading fluency and get in the habit of reading.
- Individual Reading & Writing Conferences (K-5). Teacher holds individualized conference with student to target individual strengths and skills.
- Support for Students in Selecting Appropriate Books. Teacher will guide students in choosing just-right books for independent reading. (Criteria include instructional level, high-interest reading, and student choice.)
- Independent Book Study Projects. Opportunities for students to explore a topic of interest and apply analysis and comprehension strategies.
- Response to Literature. Opportunities for students to demonstrate understanding by using text to make connections and support reasoning

Expanded Learning:

- Global Reading Challenge
- Afterschool Enrichment Opportunities (Chess, Arts, Music, and Lego, Hip Hop Dance, Parkour, Film Making)

Homework Policy:

- Homework should not involve new learning but should rather expand what students are learning during the school day.
- Homework should be a shared responsibility between student, teacher, and family.
- Homework should include reading every night to help each student develop the habit of being a lifelong reader.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By partnering with families furthest from educational justice, Queen Anne Elementary will increase the influence of voice of families in the planning of school sponsored events over the period of 2023-26.

2024-25 One-Year Goal:

85% of families that responded will respond favorably to our Spring 2025 school created community-based survey that asks the same four race and equity questions present on the student climate survey.

The Survey will strive to include proportional rates of feedback and participation from our diverse community, including students of color furthest from education justice, special education, multilingual, and low income. The survey will be asked in the fall and spring of each year culminating in Spring 2026.

This community assessment survey will gauge the needs and priorities of the community in order to provide key input in establishing the PTA funded priorities (programs, events, resources).

Action Plan

2024-25 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.

Student Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

Quarterly

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

MTSS Team

2024-25 Budget Allocations to Support Continuous Improvement

The following 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:** \$2,199,843
- **Activities Implemented:** Certificated teachers provide instruction aligned to standards

Multilingual Learners (Title III)

- **Dollar Amount:** \$63,863
- **Activities Implemented:** ELL Specialist providing small group instruction and in-class supports to students who qualify for multilingual services

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:** Reading specialist focusing on K-2 phonemic awareness for students who qualify for LAP-funded interventions

Other Funding Source (PTSA Grant)

- **Dollar Amount:** \$131,488
- **Activities Implemented:**
 - 0.6 FTE Instructional Assistant to support students K-4 in Reading and Mathematics

- Art/Makers Space
- Kindergarten Tutor