



2024-25 CSIP Review and Updates Thornton Creek 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: Thornton Creek

Principal: Brandee Spencer

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Amanda Pattinson, Angela Suh, Eric Braden, Mark Fung, Jenny Stewart, Laurie Macy, Lisa Calvert, Kristen Easton, Alex Caldwell, Haley Hesselburg, Theresa Horstman, and Brenton Huang

Race and Equity Team: Alexis Chandra-Yang, Jennifer Lowe, Kristen Easton, Ben Conway, Alex Caldwell, Jady Tipton

Parent Partners: Thornton Creek Parent Group and Thornton Creek PTA

[2023-26 CSIP Thornton Creek](#)

[Thornton Creek Elementary School Report](#)

[Thornton Creek 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.

During the 2023-24 school year, our school prioritized the implementation of key practices outlined in the 2023-26 CSIP to foster a joyful, safe, anti-racist, and culturally responsive learning environment. Specifically, we focused on data-informed action planning to support inclusivity and equity while ensuring that instructional practices were aligned with district curriculum. To advance these priorities, we engaged in targeted professional development tailored to campus-specific needs, including Expeditionary Learning, Social-Emotional Learning (SEL), and the Science of Reading. These efforts were led by campus leadership teams, Teacher Leaders, and Interventionists, ensuring a collaborative and responsive approach to professional growth. A

significant focus was placed on Multi-Tiered Systems of Support (MTSS), specifically our systems for Response to Intervention (RTI) in order to enhance our ability to identify and support students requiring Tier 2 and Tier 3 interventions.

Additionally, we integrated regular check-ins to collect and analyze student data, reinforcing our commitment to race and equity-centered decision-making. To deepen community engagement, we implemented school-wide SEL practices, including “Think Sheets” for student reflection, and continued to use Responsive Classroom as our campus-wide SEL framework. We also provided opportunities for student voice and leadership through events such as Artifact Day and Art Night, celebrating student learning and creativity.

Finally, we strengthened our instructional alignment through Professional Learning Communities (PLCs), working to identify essential standards embedded within our Expeditionary Learning model and district curriculum.

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

One potential risk in the continued implementation of the 2023-26 CSIP lies within the priority area of family and community engagement. While our current focus emphasizes cultural sharing and community-building through events such as potlucks and Art Night, we risk not fully representing other aspects of student identity and voice. Ensuring that all students feel seen and heard requires expanding our approach to include diverse forms of expression and participation beyond cultural celebrations.

Additionally, students with Individualized Education Programs (IEPs)—comprising over 80 students within our school community—and their families are particularly vulnerable. If accessibility is not intentionally embedded into school-wide events and engagement efforts, these students may face barriers to full participation. To mitigate this risk, we must proactively design inclusive opportunities that accommodate diverse learning needs and family circumstances.

Another critical area of risk pertains to third grade reading proficiency. Our current model prioritizes third-grade students based on Spring SBA benchmarks, yet this does not extend structured reading support to fourth and fifth graders who continue to struggle. Given that reading proficiency is foundational to academic success, students who do not meet standards in third grade may face increasing challenges in accessing grade-level content in subsequent years. A more proactive approach, incorporating earlier intervention using MAP scores and progress monitoring in second grade, would provide targeted support before students reach a critical gap.

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

Short-Term Goals:

- Increase student voice and leadership from 84% in Fall to 89% by Spring, as measured by the Panorama Survey.
- Improve staff perceptions of safety and well-being, raising Spring survey results from 63% to 80%.
- Strengthen family engagement by unifying our two parent groups in supporting school-wide events, including the Connected in Culture Potluck, Talent Show Night, and a Special Education Parent Learning/Community Opportunity.

Long-Term Goals:

- Establish sustainable student leadership structures that ensure consistent opportunities for student voice and agency in decision-making.
- Increasing the Panorama Survey measurement for voice and leadership from 84% to 100% Foster a safe, inclusive, and supportive staff culture, where well-being and professional fulfillment are prioritized.
- Increasing the Panorama Survey measurement of safety and wellbeing from 91% to 100%

- Build a cohesive and collaborative family engagement model, ensuring all families—regardless of background or student needs—feel welcomed, valued, and involved.
 - Fully align our Expeditionary Learning scope and sequence with the district curriculum, creating a clear and structured framework that supports long-term academic success.
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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:

Progress toward our priority student academic goal of 79% of third graders meeting or exceeding grade-level standards by 2026 on the SBA is reflected in several key data points: Spring 2024 SBA results indicate that 63.1% of third-grade students were meeting or exceeding standards.

Fall MAP assessments report overall 76% of 3rd graders are at or above standard. 55.3% are meeting their expected growth. Within the overall 3rd grade data, Fall Map scores also report 80% of Students of Color FFEJ in 3rd, 66% of student identified for special education services, and 75% of 3rd grade English language learners being served by multilingual services also meeting expected growth progress measures.

Small group reading instruction has been expanded to more classrooms, supported by ongoing professional development (PD) on Wednesdays. This PD focuses on race and equity in access to reading and is facilitated by teacher leaders who support the implementation of small-group instruction.

Student engagement in reading is improving, with the Fall survey results showing a 2% increase in students' enjoyment of reading.

Second-grade students are demonstrating early success, with 63% already meeting standards and making the expected progress, positioning them well for future academic growth.

In addition to academic progress, we continue to cultivate learning environments that are joyful, safe, and anti-racist. Fall survey results show an overall increase in students' sense of belonging, with the most significant improvement being a 7% increase in perceptions of safety and well-being.

Summary of student strengths supported by data:

The data highlights several key student strengths that demonstrate progress toward our academic and learning environment goals: 76% of third graders are at or above standards in reading based on Fall MAP assessments, showing a solid foundation in literacy skills. 63.1% of third graders met or exceeded standards on the Spring 2024 SBA, indicating continued growth toward our 2026 goal of 79% proficiency.

Significant Growth Among Key Student Groups: 80% of Students of Color FFEJ are meeting expected growth, demonstrating strong progress in literacy development. 75% of English Language Learners (ELLs) are achieving expected growth, highlighting the effectiveness of multilingual

support strategies. 66% of students receiving Special Education services are meeting growth expectations, showing positive outcomes from targeted interventions.

Early Literacy Success in Second Grade: 63% of second-grade students are meeting standards and expected progress, positioning them for continued achievement as they transition to third grade. Positive Trends in Student Engagement and School Climate: A 2% increase in students' enjoyment of reading reflects growing enthusiasm for literacy and academic engagement. A 7% increase in students' sense of safety and well-being, based on Fall survey results, indicates that efforts to create a joyful, safe, and anti-racist learning environment are having a meaningful impact.

Identify and prioritize student needs supported by data:

We will continue to support Students of Color, multilingual learners, and students receiving Special Education services by expanding culturally responsive teaching practices and individualized literacy interventions. As measured by MAP 80% of Students of Color FFEJ and 66% of student receiving Special Education services are meeting expected growth, demonstrating strong progress; however, additional instructional support and differentiated interventions are necessary to further close achievement gaps.

In addition, 5% of third-grade multilingual learners are meeting expected growth, indicating strong progress. Continued language-rich, scaffolded instruction is essential to ensure they reach proficiency levels. Map data also show a gap between overall student proficiency (76%) and expected student growth (56%) suggesting a need for enhanced differentiated reading supports and progress monitoring. Early reading intervention in second grade will continue to be strengthened to ensure strong foundation reading skills going into third grade.

Summary of possible root causes of the priority student need:

As we reflect on the factors influencing student progress, it becomes clear that while we are making strides, there are areas that need continued focus and improvement. One challenge is ensuring early intervention reaches all students in time to build a strong foundation. While 76% of third graders are proficient, only 55.3% are meeting expected growth, highlighting the need for more targeted and adaptive reading support. Additionally, small group reading instruction has expanded, but variations in implementation suggest an opportunity to strengthen consistency and impact.

Equity remains a central focus, as we recognize that while 80% of Students of Color FFEJ and 75% of ML students are meeting expected growth, systemic barriers may still hinder long-term success. Similarly, while 66% of students receiving Special Education services are making progress, we must continue refining specialized instructional strategies to ensure their needs are fully met. Expanding culturally responsive literacy practices will be key in deepening student engagement and comprehension.

Beyond academics, our learning environment plays a crucial role. A 7% increase in students' sense of safety and belonging is promising, but we must be intentional in embedding SEL practices into daily instruction. Likewise, while student enjoyment of reading has increased by 2%, we must continue fostering a love for literacy in meaningful ways. Finally, strengthening the consistency of PLC inquiry cycles across teaching teams will support alignment and collaboration, ensuring that every student benefits from high-quality, equitable instruction.

School Staff

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

Key indicators of progress in equity-focused instructional strategies, student growth, and learning environments highlight the impact of ongoing efforts. Small group reading instruction has expanded across classrooms, providing personalized literacy support, while professional development on culturally responsive teaching and race equity in reading access continues to strengthen staff capacity.

As a result, —80% of Students of Color FFEJ, 75% of English Language Learners (ELLs), and 66% of students receiving Special Education services are meeting expected reading growth. Early intervention strategies are proving effective, with 63% of second-grade students meeting standards and making the expected progress.

Learning environments are also more inclusive, as reflected in a 7% increase in students' perceptions of safety and well-being and a 4% rise in their sense of community from Spring 2024 to Fall 2024. Additionally, a 2% increase in students' enjoyment of reading suggests that incorporating culturally relevant texts has made literacy more engaging.

Alignment with district curriculum has further reinforced instructional consistency, ensuring high expectations and cultural relevance. Teacher leaders and interventionists continue to support best practices in culturally responsive teaching, reinforcing the school's commitment to fostering equitable, engaging, and high-achieving learning environments.

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

Professional learning is contributing to increased pedagogical effectiveness, student literacy growth, and equity-driven instructional adjustments. The Student Panorama survey reflects a 3% increase in pedagogical effectiveness, indicating that instructional strategies are becoming more engaging and supportive of diverse learners. Growth in culturally responsive teaching and inclusionary practices highlights the impact of professional development focused on equity and differentiated instruction.

Early intervention strategies are proving effective, with 63% of second-grade students meeting standards and making the expected progress. The expansion of small group reading instruction ensures more personalized and equitable literacy support, guided by targeted professional development. As a result, historically underserved students are experiencing notable growth, with 80% of Students of Color FFEJ, 75% of English Language Learners (ELLs), and 66% of students receiving Special Education services meeting expected reading growth. These gains reflect the integration of culturally responsive teaching and equity-focused instructional strategies.

Collaboration among educators continues to strengthen instructional alignment. All PLC teams are engaging in cycles of inquiry focused on essential student learning outcomes, reinforcing a data-driven approach to instruction. Additionally, teachers are aligning expeditionary learning with district curriculum, ensuring consistency and coherence in lesson delivery. Together, these efforts demonstrate the effectiveness of professional learning in fostering equitable and high-impact instructional practices that support student success.

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

While professional learning has contributed to positive student outcomes, certain areas require strengthening to maximize impact. PLC teams are engaging in cycles of inquiry focused on essential outcomes, but continued refinement is needed to ensure a truly data-driven and responsive approach to student learning needs. Similarly, alignment between expeditionary learning and district curriculum must be strengthened to maintain consistency and coherence across instructional practices. Early intervention strategies, particularly in foundational literacy instruction, have shown effectiveness, and professional learning in this area should be deepened to further support struggling readers. Additionally, ongoing training in the Science of Reading remains essential to ensure that all educators are equipped with research-based strategies that enhance literacy instruction and student outcomes. Strengthening these areas of professional learning will allow for

more effective instruction, greater student growth, and a more cohesive learning experience 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:

Thornton Creek is committed to sharing power and responsibility with families by fostering two-way communication and centering family voices at multiple levels. The school actively engages with two parent groups—the Thornton Creek Parent Group and the Thornton Creek PTA—through regular meetings with administration to discuss school needs, budget, and mission. Efforts to unite support for school events have brought these groups together, strengthening collaboration and ensuring that all families have a voice in shaping the school community.

Additionally, parent representatives serve on key leadership teams, including the Building Leadership Team (BLT) further integrating family perspectives into decision-making processes. The school also sought family input in the Arts Grant Committee, incorporating parents as active members to ensure that arts initiatives reflect community values and priorities.

Beyond leadership involvement, Thornton Creek has hosted two community meetings, providing further opportunities for open dialogue and shared decision-making. These efforts demonstrate a strong commitment to centering families' voices and fostering meaningful partnerships in support of student success.

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:

Thornton Creek is committed to ensuring continuity of support for students by leveraging both school staff and community-based partnerships to enhance student voice and identity through arts education. A key example of this work is the Creative Arts Team, which collaborates with Seattle Public Schools (SPS) and the Creative Advantage initiative to develop a comprehensive arts vision and implementation plan.

During the initial planning phase, SPS will provide training sessions for the Thornton Creek Creative Advantage Arts Team, guiding them in establishing a shared vision, mission, and goals that reflect the school's unique community and values. This team, consisting of 13 members, including staff and parents, will work together to align arts instruction across grade levels (K-5) and across disciplines such as dance, theater, music, and visual arts.

To further strengthen these supports, Thornton Creek will partner with organizations from the Creative Advantage Community Arts Partner Roster, which includes 131 vetted community arts organizations. These partnerships will provide enrichment opportunities that align with the school's arts education goals, ensuring equitable access to high-quality arts instruction for all students.

Additionally, the Creative Arts Team will include representatives from special education (SPED) and all grade bands (K-1, 2-3, and 4-5) to ensure that decisions are inclusive and reflect the needs of diverse learners. The K-1 representative will also collaborate with the PreK team, ensuring continuity of arts integration across early learning.

Through ongoing collaboration, training, and community partnerships, Thornton Creek is dedicated to strengthening arts education, fostering student creativity, and ensuring all students have access to meaningful and culturally responsive arts experiences.

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

Measures and Targets

2023-26 Three-year Goal:

Based on our student climate survey taken in spring of 2023, 93% of our 3rd-5th graders say there are adults who care about them at school. Our goal is to continue to increase this percentage steadily each year, giving special attention to the responses from our multilingual and Black student by 2026.

2024-25 One-Year Goal:

Based on our Student Climate Survey, at least 98% of our 3rd-5th graders will say there are adults at school who care about them by the end of the 24-25 school year.

Action Plan

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 or students)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

Weekly

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

- MTSS Team
- Admin

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

By 2026, 90 percent of third graders at Thornton Creek will meet or exceed grade level standard in reading as shown on the Smarter Balanced Assessment.

2024-25 One-Year Goal:

By 2025, 70% percent of third graders at Thornton Creek will meet or exceed grade level standard in reading as shown on the Smarter Balanced Assessment.

Action Plan

2024-25 Evidence-based Practice 1:

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.

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Elementary Progress Report (EPR)
- 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

Timeframe for Reviewing Process Data Measures:

Monthly

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

- PLC's
- Admin

Advanced Learning and Highly Capable Services:

At Thornton Creek, we 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.

As an option school with an "expeditionary learning" approach, Thornton Creek teachers are highly experienced at creating authentic learning experiences that is motivating for advanced learners. The "expeditions" at each grade level, are integrated learning experiences that allow learners to investigate topics deeply, follow their talents and passions, as well as experiment collaboratively. We call this "extending instruction." Extending instruction is the mirror image of scaffolding: It allows students who learn quickly and/or who have well-developed background knowledge to move through the instruction in a way that respects their advancement.

Our expeditionary learning approach is also rooted in pedagogy of "deeper learning." We believe that this approach helps all children prepare to thrive in our rapidly changing world, enabling them to understand academic content deeply, think critically, solve complex and authentic problems, communicate effectively, work collaboratively, and learn how to learn continuously." We also want students to make connections within and between the academic environment to the real world; we want students to know their own selves, identities, and cultures, and to empathize with other

people. We want to empower our students to know themselves as learners and to build on their gifts to overcome their challenges.

For our students in need of advanced learning services, this approach forms the basis for differentiated instruction by utilizing strategies like 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.

Students who are achieving well above grade level standards are identified under MTSS for Tier 2 services. In reading and math, these programs 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.

Through the MTSS process, planning for support 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.

Expanded Learning:

Refer students to SPS Summer Programs.

Homework Policy:

At Thornton Creek, we expect all students to read for a minimum of ten to thirty minutes (depending on grade level) outside of school at least five nights a week. This reading can be done independently, with an adult, or with another child.

In addition, the following guidelines will be used by teachers for assigning additional skills practice:

- Fourth and Fifth Grade: (30 minute maximum/nightly)
- Math skills practice (i.e. related to daily lesson) (15 mins)
- Writing, assigned reading, responding and reflecting (15 mins)
- Long-term projects
- Planner use for weekly and long-term planning

We strongly recommend nightly routines of "homework," especially reading high-interest texts, and emphasizing:

- That regular practice is the best way to increase one's reading skills
- That having the discipline to follow nightly routines promotes a range of character traits (grit, self-control, long-term planning, stamina);
- When families can read in the same room together on a regular basis, this helps to promote reading as a habit.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

We will have 95% family participation in school run family events. This includes but not limited to, curriculum nights, conferences, any curriculum night, and any school sponsored event.

2024-25 One-Year Goal:

Thornton Creek will develop and implement at least two-family events oriented around inclusion and student voice.

Action Plan

2024-25 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.

Student Outcome Data Measures:

Quarterly

Timeframe for Reviewing Student Outcome Data Measures:

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

Process Data Measures:

Quarterly

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Admin
- BLT
- PTA
- TC Parent Group

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:** \$5,242,740
- **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:** Title III funds are designed to support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$96,014

- **Activities Implemented to Meet Intent and Purpose:**
 - Instructional support for multilingual students receiving ML services
 - Interpreters for family events

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:**
 - Resources for small group literacy
 - Interventionist support for students in Tier 2 and 3

Other Funding Source

- **Dollar Amount:** \$26,982
- **Activities Implemented to Meet Intent and Purpose:**
 - Interventionist support for students in need of Tier 2 and 3 supports for literacy and math
 - Librarian: increase access to literacy materials for all students