



2023-26 Continuous School Improvement Plan (C-SIP) Beacon Hill International School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Beacon Hill International School

Principal: Sahnica Washington

Members of the Building Leadership: James O'Hara, Hongbo Li, Heather Graves, Ashley Duncan, Meg Seward, Ying-Ying Wu, Isis Avila, Adam Kennedy, Stephanie Norman, Minh Tran, Romelle Bradford, Carolina Rangel, Shannon Foster, Brooke Kempner, and Sahnica Washington

Community Partners (Community Based Organizations): Launch and El Central De LaRaza



[Beacon Hill International Elementary School Report](#)

[Beacon Hill International Elementary School Climate Survey](#)

School Overview

The mission of Beacon Hill International School community is to educate students to be critical thinkers, problem solvers, and global citizens who are knowledgeable and curious about their natural and social worlds. It is our goal that Beacon Hill International School graduates are life-long learners and compassionate caring people who take action to make the world a better place for everyone. Beacon Hill International School is a diverse community of learners and educators who value the rich linguistic and cultural resources of our community. We seek to develop competent and confident multilingual, multicultural and socially responsible citizens with the strong academic skills and compassion needed in our global society.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

In partnership with student, school, and family teams, BHIS will increase student reports of "I can be myself at school" from 75% to 90% by the Spring 26.

One-year Goal:

In partnership with the global leadership team, PBIS team and family councils, BHIS will create more opportunities for explicit student leadership and increase student positive response to the question, "I can be a leader at my school if I want" from 64% to 80% by Spring 2024.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and

support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

Students who do not feel welcomed in the school environment will not have the emotional safety needed to take chances, learn from mistakes, and grow as student learners. In order to ensure that our students feel welcomed at school, we ensure that students are reflected in the classroom environment from day one. Teachers build community, present student work, and let students put their mark on the classroom space in some way. Our shared spaces in school are dedicated to showing student success, reminding students of our shared community values of "Safe, Kind, Responsible" and using student created school culture messages.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Displays of student work in hallways and classrooms
- Each classroom has a "break space" for students to choose to regroup when stressed
- At least twice/week community circle in all classrooms
- Schoolwide project on "why I'm proud to be bilingual/multilingual"
- Word walls that support metalinguistic awareness across languages of instruction

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

- Our professional learning plan focuses on increasing student discourse and restorative practices for conflict resolution.
- In PLCs teachers will use data to assess how their instructional practice is supporting growth and disrupting systemic inequities through the use of restorative practices and increasing student agency and opportunity for productive struggle via student led discourse. These strategies increase access and opportunity for our focus students: multilingual learners and Black boys.
- Additionally, classroom teachers will all receive CPI de-escalation training in October to better support students in crisis and learn to keep classroom environment conducive to calm students.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- As much as possible intervention and SpEd support is pushed into classrooms for students during station/group work time so learning is cohesive and connected and not stigmatized.
- Individually created success plans for students who need behavioral support to be successful in the general education classroom environment.
- Dual Language program offers tier 1 language supports for multilingual learners who speak Spanish or Mandarin/Cantonese at home.
- In class and out of school support/tutoring in home language available for students in English, Vietnamese, Mandarin/Cantonese and Spanish.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

- School Counselor facilitates SEL lessons with classes throughout the building that are developmentally appropriate and based on classroom needs.

- Schoolwide PBIS systems of support
 - Tenacious Tiger Awards
 - Check and connect system
 - Junior Coaches to support peer-to-peer mentoring/coaching
 - Afterschool program enrichment and intervention
 - Community building and conflict resolution in class support healthy relationships and sense of belonging.
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Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students’ academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

The percent of 3rd Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 30.4 to a target goal of 60.4 by 2025-2026.

One-year Goal:

The percent of 2nd Grade Students of Color FFEJ proficient or above in ELA on the MAP will increase from a baseline of 14.3 to a target goal of 24.3 by 2023-2024.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

To ensure that we move towards our priority 3-year SMARTIE goal, we will create and monitor each year’s interim SMARTIE goal. Teachers will identify the Students of Color FFEJ and track their progress in 1st-3rd grades during 3-week cycles of data PLCs. Additionally, we will track the 2025-26 cohort during their 1st grade in 2023-24, 2nd grade in 2024-25, and 3rd grade in 2025-26 by screening school and district measures.

During each interim SMARTIE goal cycle, we will create and monitor MAP 3 times per year, DIBELS in 1st and 2nd grade, CCC assessments, and Multi-Tiered Systems and Supports (MTSS) intervention data.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

This guardrail supports our goal to create a safe, welcoming and inclusive environment for students, staff and families. We honor and uplift the cultural and linguistic diversity of our community.

- We are a dual language school. Learning takes place in English, Spanish and Mandarin.
- Student climate survey
- Staff climate survey
- RET Parent survey
- Student RET survey
- Qualitative data from parent liaisons
- Qualitative data from family support worker

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Beginning at the Kindergarten and first grade level, students will receive literacy instruction in both English and Spanish/Mandarin. This strong foundation in literacy in both the home language and English supports students' abilities to leverage their full linguistic repertoire for expressive and receptive language.
- At the intermediate level, teachers will continue to implement strategies to support multilingual students that include increasing student discourse and agency through GLAD strategies, group worthy tasks and accountable talk.
- Use of data and progress monitoring
- Strong tier 1 instruction including tier 1 scaffolds and interventions
- Developing student agency in every classroom

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- Monthly professional learning during early release will focus on multilingual learner support. During this time and within PLC and collaboration days, teachers will have the opportunity to examine student work using WIDA standards to determine next steps in supporting student growth.
- Professional development focused on undoing inequitable systems and eliminating the opportunity gap
- Professional development on restorative practices and community building

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Intervention support is pushed into the classroom rather than pulled out.
- Support teachers meet regularly with classroom teachers to discuss student data and progress.
- Students are grouped intentionally, and those groups are changed regularly based on data.
- Parent liaisons connect with families coming from historically marginalized backgrounds to share information and support in a bidirectional manner with the school.
- The family support worker and the school counselor also support students and families in feeling safe and welcome in the school and connecting with resources.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- Progress is monitored in 6-week cycles.
- Teachers and Support Teachers meet on a regular basis to plan interventions and supports

- If academic growth is not met, teachers meet with the school team to further devise interventions. If interventions do not prove to be successful, then we move to a more intensive Student Intervention Team meeting with the family.
- Parent liaisons connect with families coming from historically marginalized backgrounds to share information and support in a bidirectional manner with the school.
- The family support worker and the school counselor also support students and families in feeling safe and welcome in the school and connecting with resources.

Advanced Learning and Highly Capable Services:

Students who are identified as advanced learners are receiving differentiated instruction to meet their educational needs.

Teachers are leveraging innovative approaches such as enVision's pick-a-projects to enhance and enrich students' mathematical understanding, fostering an environment that encourages them to explore complex mathematical concepts in depth.

Students are also engaged in content delivery in a second language (Spanish or Mandarin). This bilingual approach not only presents a valuable challenge but also promotes flexible thinking and cognitive development. Research has shown that bilingual education can have significant cognitive benefits, helping students develop strong problem-solving and critical thinking skills while also enhancing their overall academic performance.

Teachers are implementing inclusionary practices and Universal Design for Learning to create an environment where all students, including advanced learners, can thrive. By fostering an inclusive classroom culture, teachers ensure that students have equal access to educational opportunities and are able to fully participate in challenging and stimulating learning experiences.

Teachers are focused on promoting deep thinking through rich discourse, encouraging critical analysis, and the exploration of complex ideas. By nurturing these skills, teachers aim to foster a deep understanding of academic concepts and promote intellectual curiosity among advanced learners.

Expanded Learning opportunities for students through afterschool or summer programs:

- After School Targeted Intervention/Tutoring
- Launch afterschool program
- Latino academy
- Lego club
- Basketball
- Ultimate Frisbee
- Soccer
- Kickball
- Dance
- Crafts & Games
- Jump start (Kinder)

Homework Policy:

The homework policy is different for each grade and subject to our dual language program. While some programs will assign more homework, the general guidelines are as follows:

- Grades K/1: Read 15-30 minutes, and 5 to 10 minutes of writing, language, or math homework.
 - Grades 2/3: Read 30 minutes and 20 minutes of writing, language, or math homework.
 - Grades 4/5: Read 30 minutes and 20 minutes of writing, language, or math homework.
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Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

Three-year Goal:

In partnership with the PTA, Latinx, Chinese and Black Family Councils, Parent Liaisons, ILT and Student Support team BHIS will improve family response to "The school seeks out and responds to feedback from families and the community" (Via the family RET survey) from 72% agree or strongly agree to 90% agree or strongly agree by Spring of 2026.

One-year Goal:

In partnership with the PTA, Latinx, Chinese and Black Family Councils, Parent Liaisons, ILT and Student Support team BHIS will create a family engagement action plan to intentionally build systems to foster 2-way communication with families as measured on the RET family survey (current average is 2-3 times per year, improved to monthly) by Spring 2024.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

Beacon Hill International takes great pride in its identity as a community school. Our vibrant and diverse community is filled with families who possess a wealth of knowledge about our students and the most effective ways to support their education. To ensure that we meet the diverse needs of our families, we have established several community groups that actively participate in our decision-making process.

In addition to the traditional PTA, we have recognized the importance of fostering community groups that share racial or linguistic backgrounds. As a result, we have established the Latin-x Family Council, Black Family Council, and Chinese Family Council. These groups play a vital role in leading school events, providing valuable input on school-based decisions, and advocating for the concerns of their respective communities to the school administrators.

Furthermore, we have taken a proactive approach to address educational inequities by hiring a dedicated team of parents who serve as connectors within communities of color. These individuals are deeply committed to promoting educational justice and work closely with Beacon Hill International School to bridge the gap between these communities and the resources they need.

Through these collaborative efforts, Beacon Hill International School strives to create an inclusive and supportive environment where every student and family feels valued and empowered. We firmly believe that by embracing the strengths and perspectives of our diverse community, we can provide an exceptional educational experience for all.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

- After the finalization of the family engagement plan by the involved parties, all staff members will be trained on the plan including creating a welcoming environment for students and families, creating opportunities for two-way communication with family and community, and repairing relationships after conflict.
- Facilitate a parent panel as part of our family engagement and undoing racism work
- Multilingual Plan
- TLC Plan
- RET Plan
- MTSS Plan
- Instructional Vision

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

- PTA Board and Leadership Meetings
- Biweekly Parent Liaisons meetings
- CBO meetings
- RET Survey
- BLT Membership
- Family Council Leaders Input

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

At BHIS, we have a clear vision, values, and anti-racism initiatives that we expect all employees to align with. By not allowing adult behaviors that are misaligned with these initiatives we are promoting a school culture of respect, inclusion, and equity that supports the Superintendent's Guardrail 3.

When school staff members model behaviors that align with our district's values and anti-racism initiatives, they create a positive and safe learning environment for students. Students are more likely to feel valued and respected, regardless of their race, ethnicity, or background. This, in turn, can lead to improved academic outcomes, increased engagement, and a greater sense of belonging.

Artifacts and Evidence:

- Race and Equity Student Survey
- Race and Equity Parent Survey
- District Climate Surveys for staff and students
- "Students with Voices" Focus Group data

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

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

- Working with staff to create staff charter with a particular emphasis on how to address conflict.
- Race and Equity Team (RET) focused on analyzing school policies and practices that hinder diversity and inclusivity in the workplace and recommending strategies to address those issues.
- Social and wellness committee focused on staff community building and self-care. Teacher leadership focused on building community and staff wellness.
- Creating a safe and welcoming environment by ensuring that all employees feel valued, respected, and included regardless of their race, ethnicity, or cultural background.
- Engaging with diverse communities. This can be achieved by building meaningful relationships with diverse communities and engaging with them in a culturally responsive way.
- Providing multilingual support by providing language support and resources for employees who speak languages other than English.
- Hiring staff that represent the diverse backgrounds of our students.
- We engage with the community to build relationships and foster a sense of belonging.
 - We hired 5 Parent Liaisons/leads (2 Spanish speaking, Black, Chinese, and Vietnamese) that represent the diverse linguistic needs of our community.
 - We have Latinx, Black, and Chinese Family Councils.
 - We partner with El Centro De LaRaza and other organizations to host community events.
 - As a community, we host several events throughout the year to celebrate diversity and promote cultural understanding. These events are student-centered with performances from the students.

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

At BHIS, we value and promote respect and empathy to ensure a positive and inclusive school culture that positively supports all students, families, and staff/teachers. Here are some examples:

1. Recruiting and retaining diverse talent by implementing policies and practices that attract and retain employees from diverse backgrounds.
 - a. We hire professionals who are multilingual and reflect the diversity of our student population.
 - b. Actively recruit Instructional Assistants from our building to participate in the Academy for Rising Educators (ARE) Program
 - c. Partner with UW Bilingual Ed Department to recruit student teachers for Dual Language Schools
 - d. We have a strong induction plan to support new building staff and to ensure retention of them.
 - e. Recruit and hire parents and community members from diverse backgrounds
 - f. Ensure hiring teams represent diverse backgrounds and provide anti-bias training for all team members.

2. We provide ongoing professional development opportunities that focus on culturally responsive teaching practices and strategies.
3. Our Race and Equity Team problem-solves issues of race and inclusion. Based on student and family feedback, we create plans for equity and inclusion
4. We engage with the community to build relationships and foster a sense of belonging.
 - a. We have Latinx, Black, and Chinese Family Councils
 - b. We partner with El Centro De LaRaza and other organizations to host community events
5. Encouraging and celebrating diversity by recognizing and celebrating different cultural traditions and events and providing opportunities for employees to share their cultural experiences.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

Shared leadership opportunities are essential for promoting culturally responsive strategies, processes, and procedures that support the implementation of leadership opportunities. When teachers can collaborate and share leadership responsibilities, they can work together to develop and implement culturally responsive practices that meet the needs of all students.

1. Teachers and families have opportunities to participate in decision-making processes as Instructional Leadership Team (ILT) and Building Leadership Team (BLT) members.
 - a. Our BLT focuses on policies and practices that reflect the needs and perspectives of the diverse communities.
 - b. Our ILT focuses on instructional leadership within their grade bands and subject areas.
2. During monthly staff meetings, we will set aside time to build community and have open dialogue about problems of practice as well as inequities within our school.
3. Teachers work collaboratively to develop culturally responsive curricula, lesson plans, and instructional strategies that reflect the diversity of their students. This ensures that all students have access to high-quality instruction that meets their individual needs.
4. Mentoring and coaching partnerships support the development of culturally responsive teaching practices. Mentors and coaches can provide feedback, guidance, and support to teachers as they work to implement new strategies and practices.
5. We utilize the expertise of our teachers to lead professional development opportunities designed to support the development of culturally responsive teaching practices. Teachers work together to design and facilitate professional development workshops and training sessions that promote inclusive and equitable practices.

Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: LAP

Amount: \$157,639

How will funds improve student learning? 1.0 Academic Intervention Specialist – Reading/Math: Provides targeted math academic intervention groups to identified L1 and L2 students in grades K-5 in

both English and Spanish. Lead Math PD, support teachers with differentiating in math classrooms, and departmental/curriculum changes.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Title 1

Amount: \$78,000

How will funds improve student learning? .4 Academic Intervention Specialist – Reading/Math: Provides targeted math academic intervention groups to identified L1 and L2 students in grades K-5 in both English and Spanish. Lead Math PD, support teachers with differentiating in math classrooms, and departmental/curriculum changes.

.3 Spanish Immersion Instructional Assistant (Academic Intervention IA)-Reading/Math Provide targeted academic (reading and math) intervention to identified L1 and L2 students in grades 3-5 under a certified teacher's overarching instructional plans

\$2,241: Parent Liaisons: Spanish, Chinese, Black, and Vietnamese Parent Liaisons engage parents in school activities and events. They also provide information about school programs and services to parents who may not be familiar with the education system. They advocate for the needs of families, ensuring that their voices are heard and their concerns are addressed. They also provide emotional and social support to non-English-speaking parents who may be struggling to navigate the school system.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Levy

Amount: \$308,832

How will funds improve student learning? Head Teacher. Lead professional development in the areas of intervention and support. Coordination of Levy and schoolwide interventions, systems, data analysis, and liaison with community partners. Lead Levy Team meetings. Coordination of school wide Restorative Justice work, including staff coaching, leading staff community circles, facilitating Restorative Practices during student crisis or conflicts.

Family Support Worker: Supporting social and emotional needs of students, working with families, homeless students and McKinney Vento to increase attendance. Coordinates CBO and in school supports for families in need. Supports implementation of LatinX family council.

1.5 Instructional Assistant (Academic Intervention IA)-Reading/Math Provide targeted academic (reading and math) intervention to identified L1 and L2 students in grades 3-5 under a certified teacher's overarching instructional plans.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Levy Performance

Amount: In Progress

How will funds improve student learning? .2 Spanish Immersion Instructional Assistant (Academic Intervention IA)-Reading/Math Provide targeted academic (reading and math) intervention to identified L1 and L2 students in grades 3-5 under a certified teacher's overarching instructional plans. .15 Academic Intervention Specialist – Reading/Math: Provides targeted math academic intervention groups to identified L1 and L2 students in grades K-5 in both English and Spanish. Lead Math PD, support teachers with differentiating in math classrooms, and departmental/curriculum changes.