



## **2023-26 Continuous School Improvement Plan (C-SIP)** **Concord International Elementary 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:** Concord International Elementary School

**Principal:** Suro Pierce

**Members of the Building Leadership Team and Parent/Guardian Partners:** Marisol, Keith Lindahl, Cristina Vargas, Andrea White, Kathryn Tabor, Sohee Kim, Barbra Zambrano, Michael White, and Robin Maxwell

**Community Partners (Community Based Organizations):** South Park Community Center Coordinator



[Concord International Elementary School Report](#)

[Concord International School Climate Survey](#)

## School Overview

Concord International Elementary School is a unique school that sets itself apart through its exceptional learning community and innovative approach to improving student outcomes. Here are six key aspects that make Concord International Elementary School stand out:

1. **Inclusive Learning Environment:** Concord International Elementary School fosters an inclusive and diverse learning environment where students from various backgrounds feel welcomed, valued, and supported. This sense of belonging enhances collaboration and understanding among students.
2. **Engaging Curriculum:** The school employs an engaging and dynamic curriculum such as CCC and ARC in literacy, Envision for math, Amplify for science, and Ethnic Studies from the District that goes beyond traditional teaching methods. By incorporating interactive activities, project-based learning, and real-world applications, students develop critical thinking, problem-solving, and creativity skills.
3. **Individualized Support:** Concord International Elementary School recognizes the unique needs of every student and provides individualized support to ensure their academic success. Whether through personalized learning plans, additional intervention supports, or special education services, the school strives to meet each student at their level and help them thrive.
4. **Community Partnerships:** City Year Page Ahead , Early Literacy Partners to help our K-2 students grow their own libraries and prevent summer slide by providing them with libraries of their own.
5. **Data-Driven Approach:** Concord International Elementary School utilizes a data-driven approach to track student progress and identify areas for improvement. By analyzing student performance data through district curriculum, DIBELS, F&P, and SBA , the school can tailor instructional strategies and interventions to meet individual needs, ensuring continuous growth for all students.
6. **Professional Development:** The school places a strong emphasis on professional development for its educators. By providing ongoing training and support, teachers stay abreast of the latest research-based instructional practices and are equipped to deliver high-quality education that meets the evolving needs of their students.
7. **Overall,** Concord International Elementary School commitment to fostering an inclusive learning community, coupled with its innovative approach to improving student outcomes, sets the stage for a transformative educational experience. Students not only gain academic knowledge but also develop essential skills and values that prepare them for success in an ever-changing world.

## 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](#)

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## 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:

By June 2026, at least 80% 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).

#### One-year Goal:

Concord International Elementary School goal: By June 2024, 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).

### 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:

Concord International Elementary School strives to provide an inclusive and welcoming environment for all students through social-emotional learning, building relationships, inclusion, and acknowledging all cultures and backgrounds. Guardrail 5 supports this vision by ensuring that all student learning environments are welcoming. This will be monitored and evident through our student climate survey responses.

### 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:

- Restorative Practices model
- Student leadership opportunities
- Celebrating and incorporating student identity
- Incorporating student voice and choice
- Affinity groups

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

- Culturally responsive teaching strategies
- Restorative practices
- Culturally responsive assessment strategies/Street Data

**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:**

- Differentiation of learning needs (small groups, 1:1, adapting resources, preferential seating)
- ML, SPED and general education teachers will communicate regularly to collaborate on student progress
- Inclusive classroom design (break space, visual schedule)
- MTSS meetings to discuss progress, keeping forefront the needs of students FFEJ

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

- Social groups with social worker
- Check and connect with trusted adult
- Class meetings
- Restorative practices
- Honoring student identity
- Affinity groups
- Holding high expectations for all students with a warm demander stance
- Giving each student a voice and opportunity to share their identity, feelings, and strengths

## **Priority Area: Classroom Instruction and Academic Success—3<sup>rd</sup> 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 Multi-Lingual 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.

**One-year Goal:**

The percent of 2nd Grade Multi-Lingual 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.

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

We will use common formative/classroom-based assessments and Street Data to improve instruction by:

- Having check-ins with teachers
- Educators and students develop and monitor student goals together.

- Examining and analyzing data in PLC's
- Using exit tickets to monitor student progress
- Biliteracy benchmark?

## **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:**

- The principal and staff will reinforce building wide expectations to maintain an inclusive and antiracist environment.
- We will follow our vision, mission and staff norms outlined in our staff handbook.

## **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:**

- Teachers will 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 will communicate regularly with the homeroom teacher to ensure learning targets are aligned.
- Inclusive classroom design (break space, visual schedule, Tier 1 strategies)
- Teachers will meet in PLCs to look at formative data and to collaborate on shared goals for students. This will help drive instruction and will focus on students furthest from educational justice as well as advanced learners.

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

- PD on Differentiation, Accommodation and Modifications
- PD on how to use data to inform instruction (PD Series: Supporting Student Growth)
- PLC time focused on student outcomes and strategies

### **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:**

- Analyzing disproportionality by demographics at various intervals
- Regularly scheduled MTSS Tier 1-3 Team meetings and PLC meetings to analyze data and implement interventions and initiatives
- Ensuring that we are removing barriers and providing accommodations to learning for all students

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

- Regularly scheduled MTSS Tier 1-3 Team meetings and PLC meetings to analyze data and implement interventions and initiatives
- Small group instruction

- LAP intervention services

### **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 opportunities for students through afterschool or summer programs:**

- 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 (ie: held from recess in order 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.

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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:**

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.

### **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.

## **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:**

The guardrail supports the values of the school by ensuring that each child is known by name, strength and need; and the intersectionality of their identity is celebrated.

## **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:**

- Sharing strategies at staff meetings and in grade level teams
- PD on translation apps methods
- Multilingual action plan

### **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:**

- Affinity Groups
- Calling families to invite them to PTSA
- Having interpreters at PTSA meetings and/or Open House
- Having more teachers participate in PTA meetings
- Having more BIPOC parents be part of the PTA
- Having families come into the classroom to share their culture, ideas, etc.

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## **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:**

Concord International Elementary School is committed to aligning adult practices to district-wide vision, values and anti-racist initiatives by through our vision, mission and staff norms:

Vision: We foster lifelong learners who acquire a sense of responsibility and compassion for our school, our community and our world.

Mission: We nurture and empower students to learn and develop a solid foundation of skills within a collaborative community, focusing on equity, diversity and inclusion.

Norms:

- Listen for understanding and respect difference of experience and opinion.
- expect and accept non-closer.
- Promote a spirit of inquiry and problem solving.
- Talk about our students, colleagues and school leaders responsibly.
- Foster a safe and positive climate invested in mutual purpose.

Artifacts:

- Fall and Spring Student Climate Survey Equity/Anti-racism and Belonging and Relationships section

## **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:**

- 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.

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



- Annual audit of staff leadership roles to analyze the representation of staff in leadership roles—looking at it through disaggregated data based on gender identity, race/culture, age/experience, and sexual orientation.
- Thoughtful recruitment and onboarding process for staff to take on a leadership role on BLT, R&E Lead, TLC, or curriculum/technology leads.

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## Budget Allocations to Support Continuous Improvement

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

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** LAP

**Amount:** \$150,332

**How will funds improve student learning?** Keeping highly qualified educators and AP to support all students.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** TITLE

**Amount:** \$98,980

**How will funds improve student learning?** Support the health and social-emotional learning of our students.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** Equity Dollars

**Amount:** \$40,686

**How will funds improve student learning?** Will support ML learners.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** Levy

**Amount:** \$89,000

**How will funds improve student learning?** Family engagement and hiring qualified educators.