



# 2023-26 Continuous School Improvement Plan (C-SIP)

## McDonald 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:** McDonald International School

**Principal:** Zoe Facilla

**Members of the Building Leadership Team and Parent/Guardian Partners:** Natalie Pret, MaryLynn Halpin, Susan Finnegan, Gillian Weiss, Tony Grob, Amy Poffenbarger, Miwa Casper, Mayra Castanos-Burgueno, Kelli Black, Elizabeth Purvis, Jackie Martinez, and Zoe Facilla.

**Community Partners (Community Based Organizations):** KidsCo



[McDonald International Elementary School Report](#)

[McDonald International Elementary School Climate Survey](#)

## School Overview

McDonald International School is a language immersion school offering a curriculum infused with global awareness and cultural competence at every grade level. This means students receive instruction for half the day in English and half the day in either Spanish or Japanese.

At McDonald International School, we engage in anti-racist and trauma-informed education in our daily practices with students.

The mission of McDonald International school is: Through teaching and practicing our core values, our school community will challenge stereotypes and promote social justice in a diverse world. We will foster outstanding academic achievement through integrated, collaborative learning. In our international education program, students will celebrate their own identity as they investigate the world, recognize different perspectives, and communicate effectively across cultures so they are empowered to act.

To meet the goals stated in our school improvement plan we identify our strengths, prioritize our needs, and then establish our goals. During this process we examine how our instructional practices and school-wide routines and procedures are impacting student achievement.

## 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:

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

### One-year Goal:

The percent of third-fifth graders who are Students of Color FFEJ designating favorable in “adults take action when students are being mean” on the Student Climate Survey will increase from a baseline of 78% to 85% by 2023-2024.

## **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:**

At McDonald International School, we are committed to antiracism and engage in regular, bimonthly professional development to understand and learn about how we effectively support social and emotional development for all our students.

## **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:**

There are essential practices and strategies that we use at McDonald for meeting the goals of our students of color furthest from educational justice. First, we use classroom routines that foster a culture of collectivism, inclusion, and identity safety. Second, we create regular structures and opportunities for student voice and agency to inform instruction and to assess instruction. Many McDonald International teachers use the Democratic Model of teaching. Third, we deliver instruction with high expectations for every student’s intellectual engagement and to support their development as independent learners. Finally, we deliver core instructional strategies that are differentiated, and culturally responsive.

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

Within our instructional community, we are providing feedback on culturally responsive teaching through explicit shared learning and practice during our building leadership directed professional development centered on the 3 Pillars. We are working to achieve collective efficacy on our staff by structuring our shared learning on multi-tiered structures of support, universal design for learning, and restorative practices.

### **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:**

Daily, in McDonald Intl classrooms, we reserve 30 minutes for Scottie Time. This is our Tier 2 response to intervention that uses baseline data and progress monitoring data to inform inclusive small groups. Partnering with other teachers, students receive multiple access points addressing highly capable and advanced learning eligible need, multilingual priorities, bubble students who are approaching grade level and appropriate structures for students who are served by section 504 and individualized education plans. Deliberate planning, collaboration, and staff efficacy in year two of Scottie Time implementation is on target to support continued academic growth.

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

Strong and culturally responsive tier 1 instruction for social and emotional learning, restorative practices, Second Step and RULER curricula, PBIS and common area expectations are accessed in our classrooms daily. Learning communities engage in class council and circle time. We begin and conclude our time together with engaging opportunities to participate in these shared experiences.

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## **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 3<sup>rd</sup> grade Students or Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 72.5% to 90% by 2025-26.

#### **One-year Goal:**

The percent of 2<sup>nd</sup> grade Students of Color FFEJ projected proficient or above in ELA on the MAP will increase from a baseline of 84.2% to 90% by 2023-24.

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

Within our professional learning communities, we have set progress monitoring schedules and planned opportunities to regularly look at common student data and how instruction impacts student learning. In our data tracker on the share drive, the MTSS team has common access to looking at multiple data points for each student as we consider providing additional supports and utilizing our Scottie Time inclusive groups to increase access.

### **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:**

Our McDonald International Vision is Engage all students, in partnership with family and community, to become informed, compassionate global citizens. In support of guardrail 3, our mission is through teaching and practicing our core values, our school community will challenge stereotypes and promote social justice in a diverse world. We will foster academic achievement through integrated, collaborative learning. In our international education program, students will celebrate their own identity as they investigate the world, recognize different perspectives, and communicate effectively across cultures so they are empowered to act. As a staff, in our communication with one

another and in our modeling, teaching, practice and reinforcement with our students, we center in our core values of cultural competence, respect, responsibility, justice, empathy, courage, honesty and perseverance. Along with these values, we actively practice, learn about and teach the black lives matter principles.

## **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:**

The instructional techniques/services we implement for our Students with Disabilities include Wired for Reading, Reading Mastery, touch math, Social Thinking Curriculum, Zones of Regulation Curriculum, one-on-one support, small group pull-out and push-in support, scaffold support, modification of assignments, visual supports, sentence starters, hundreds chart, manipulatives, fidgets, and sensory breaks.

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

The alternative instructional techniques and services we implement for our Multilingual students are a mixed approach model with push-in and pull-out services depending on student need. Students who are pulled out work with the ML teacher using the "Being a Reader" component of the Center for Collaborative Classroom (CCC) and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS).

The alternative instructional techniques and services we implement for our Advanced Learners (AL) include flexible (and/or cluster) grouping, project-based learning, inclusive small group instruction, moderate acceleration, independent projects, and extension activities. These students, who are achieving well above grade level standards, are targeted under MTSS for these tier 2 interventions. HC eligible students who choose not to attend their HCC pathway site also receive these tier 2 interventions.

The alternative instructional techniques and services we implement for our Students with Disabilities include Wired for Reading, Reading Mastery, Reading A to Z, touch math, Social Thinking Curriculum, Zones of Regulation Curriculum, one-on-one support, small group pull-out and push-in support, scaffold support, modification of assignments, visual supports, sentence starters, hundreds chart, manipulatives, fidgets, and sensory breaks when appropriate.

The alternative instructional techniques and services we provide for our students who are below grade level include receive intervention support from our interventionists. For ELA, the interventionists use the "Being a Reader" book sets from the CCC curriculum, CCC writing supports, and the SIPPS curriculum. For mathematics in inclusive small groups, the teacher uses manipulative and math games. Students are progress monitored monthly and continue receiving research-based interventions until they are making adequate progress. In the classroom, the teacher also supports these students with strategies such as one-on-one and small group support, scaffold support, preferential seating and breaking down large tasks into steps.

### **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:**

At McDonald International, we use research-based strategies that help targeted students. We address the needs of all children in the school, through Multi-Tiered Systems of Support (MTSS). The MTSS team meets with each teacher regularly to discuss student progress, to determine the effectiveness of interventions, and to develop new interventions. We progress monitor student

learning on a regular basis in ELA through our F&P assessments, running records, Common Formative Assessments, SIPPS, DIBELS, and assessment provided by the CCC curriculum. Teachers take baseline data in late September/early October, then progress monitor in January/February and take end of year growth data in May/June. In math, teachers administered the Beginning of the Year (BOY) assessment provided by SPS (of the SPS Math screener when in remote learning) and continue to create Common Formative Assessments, to monitor student progress. In the area of Language Acquisition, teachers in grades 3-5 administer several oral fluency assessments throughout the year. Based off how students do on assessments, we determine the instructional steps the teacher and/or school take with each student.

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

Enrichment opportunities are also available during our inclusive small groups/Scottie Time. We have provided this space in our master schedule to give flexibility to our instructional block and reserve time for specifically focused UDL strategies to be practiced increasing access for all learners.

### **Advanced Learning and Highly Capable Services:**

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

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

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

### **Homework Policy:**

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

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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:**

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



## **One-year Goal:**

The percent of families of color who designate a favorable response on deliberate engagement from school/home partnerships as reported in affinity group conversations will increase by 10% by 2023-2024.

## **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:**

Our vision is centered on engaging all in learning, aligning with guardrail 1 effectively.

## **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:**

There are essential practices and strategies that we incorporate at McDonald to maintain a safe and welcoming environment. We provide orientation activities including summer playdates, Kindergarten orientation, meet the teacher and curriculum night. Emailed newsletters to families from school leaders and teachers occur weekly on Fridays. We teach social and emotional regulation weekly and engage in the McDonald Mile in the morning to reset our mind/body connection and come to the classroom ready to learn. Our restorative practices provide a framework for us to engage in elevated student voice and center our practice around our students of color furthest from educational justice.

### **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:**

We engage parent representatives in our BLT, Racial Equity and Hiring Teams which improves our practice and creates avenues to engagement. Our goal is to incorporate all stakeholders in the decision-making process and to facilitate transparency in collaboration.

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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:**

Our commitment to one another and core values support this guardrail.

## **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:**

Providing peer walk throughs, ways to share leadership, and encouraged participation in decision making has empowered more voices from our staff.

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

Engaging in staff norms and commitments, regular restorative practice and equity-based hiring principles continue to be effective.

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

Rotating voice and supporting this collaboration will continue to improve leadership opportunities. Thoughtfully collaborating around this structure in building leadership team and larger staff conversations increases transparency and elevates additional voice.

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## **Budget Allocations to Support Continuous Improvement**

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

**Academic Year:** 2023-2024

**Funding Type:** Specific

**Funding Source:** Equity

**Amount:** \$3,770

**How will funds improve student learning?** All School read and staff book club to build shared experiences around Black characters and stories.

**Academic Year:** 2023-2024

**Funding Type:** Specific

**Funding Source:** LAP

**Amount:** \$45,506

**How will funds improve student learning?** Targeted intervention support for primary reading and inclusive small groups.