



2024-25 CSIP Review and Updates Whittier 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: Whittier Elementary School

Principal: Cindy Watters

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Heidi Hansen, Jeremy Keener, Katie Dahlen, Faith Olomon, Anne Richmond, Alex Parekh, Stephanie Turner, Brennan Buck, Monica Ganyard, Katie Stiver (parent), Lindsay Robillard (parent), Kate Scher (parent), and Kathy Valencik (CBO)

[2023-26 CSIP Whittier](#)

[Whittier Elementary School Report](#)

[Whittier 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.

Restorative practices, diversifying our classroom literature, professional development focused on creating culturally responsive teaching and inclusive classroom environments.

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?

Students who are supported by IEPs and their inclusion in our classroom communities, fragile families who do not have the same access to resources in support of student learning. Staff retention of high-quality Special Educators (certificated & classified) who are committed to inclusionary practices.

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

Increasing access for students to intervention or extension of their learning in reading and mathematics. Family engagement that is meaningful and authentic. Staffing that supports both high levels of support for students and retention of high-quality staff members.

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:

Whittier continues to have high levels of engagement, student voice opportunities and strong focus on inclusionary practices and relationships. Students have identified that knowing “The rules at my school are the same for everyone” is an opportunity for growth.

Summary of student strengths supported by data:

More than 70% of students in grades 3-5 are proficient in both ELA and Math as measured by the SBA. Students supported by an IEP have an increased level of proficiency in both ELA and Math as measured by the SBA.

Identify and prioritize student needs supported by data:

We continue to need to prioritize reading intervention for students in grades K-2 (G.2 MAP Reading Met % Baseline 62.9%) who do not receive support from an IEP.

Summary of possible root causes of the priority student need:

The highest student need is students who need reading intervention and are not supported by an IEP. Because we have only one staff person (part-time) who provides intervention, there is limited capacity to fully meet all student needs.

School Staff

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

Whittier has seen a 10-point increase in staff response rate to “Leadership Opportunities and Support” on staff climate surveys. And an additional increase to 84% on “Culturally responsible & anti-racist work environment.”

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

Our staff professional learning continues to focus on inclusionary practices and creating welcoming, culturally responsible learning communities. Student climate surveys identify “Identity and Culturally Responsive Teaching” as an area of strength for our school.

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

Whittier staff continues to focus on inclusionary practices and creating differentiated opportunities for learners to demonstrate proficiency.

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:

As of the 25-26 school year, by utilizing teacher and office data, 100% of our student body will be publicly recognized or celebrated at least three times through our PBIS school wide and classroom recognition system.

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

Measures and Targets

2023-26 Three-year Goal:

As of the 25-26 school year, by utilizing teacher and office data, 100% of our student body will be publicly recognized or celebrated at least three times through our PBIS school wide and classroom recognition system.

2024-25 One-Year Goal:

As of the 24-25 school year, by utilizing teacher and office data, 80% of our student body will be publicly recognized or celebrated at least twice through our PBIS school wide and classroom recognition system.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

As of the 24-25 school year, by utilizing teacher and office data, 80% of our student body will be publicly recognized or celebrated at least twice through our PBIS school wide and classroom recognition system.

Student Outcome Data Measures:

- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)
- Celebration tracking

Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- End of Year

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- PLC Meetings and Student Support Team Meetings
- Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

- Monthly
- Middle of Year
- End of Year

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

- Cindy Watters
 - Lauren Molloy Johnson
 - Rebecca Adamson
 - Jessica Worotikan
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Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

In partnership with family, general education teachers, and support staff, Whittier Elementary will decrease the gap of 33.7% between the 3rd grade ELA SBA met standard percentages between all students and SOCFEJ by 50% by June 2026.

2024-25 One-Year Goal:

In partnership with family, general education teachers, and support staff, 75% of 3rd grade students will be proficient in reading as measured by the ELA SBA by June 2026.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Tier 1 and Tier 2 Foundational Skills Instruction: Educators provide strategic and targeted instruction in foundational skills to all students according to assessed needs, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

- MAP
- DIBELS
- Elementary Progress Report (EPR)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Cindy Watters
- Trilby Cohen
- Lauren Molloy Johnson

Advanced Learning and Highly Capable Services:

At Whittier students are provided opportunities to extend or deepen their learning when they demonstrate mastery of the grade level content standards. There is no district provided staffing or separate curriculum resources provided for advanced learning in neighborhood schools. There is not a separate classroom. Advanced learning differentiation is provided in the child's general education classroom and based on the child's ongoing demonstration of mastery of grade level common core standards and readiness to extend their learning/thinking.

At Whittier, we will 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.

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: 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.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Students who are achieving well above grade level standards are targeted under MTSS for Tier 2 interventions. Basic Tier 2 curriculum supports in Reading and Math 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.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports 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

Whittier does not offer outside of school enrichment or instructional support due to lack of resources provided by the school district.

Within the school day, Whittier offers limited Tier 2 reading intervention funded by the Whittier PTA in addition to extended visual arts opportunities.

Homework Policy:

In order to support the growth and development of the whole child, we value opportunities for students to play outside, participate in clubs and join sports teams. Students benefit from engaging in real-world application of skills such as shopping or cooking with family, socializing with others, reading for pleasure, and maintaining healthy amounts of sleep.

To that end, teachers will focus their energy on creating lessons that support the child's development and mastery of skills to be delivered within the classroom:

- K-3rd grade teachers will not assign work to be completed on a regular basis at home.

- 4th-5th grade teachers may assign no more than 50 min of homework per week (Monday-Thursday).

Teachers may occasionally give students “application” activities to enrich their learning in the real-world setting, such as identifying objects in their home with a particular shape or asking someone a question. Students may bring books to read in their free time and we highly encourage reading to and with your child. Thank you for supporting us in the effort!

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

Whittier will increase Family and Community Engagement using talking points and languages services that meet the communication needs of multilingual families and will use the fragile family resource team to identify and mitigate financial barriers. We will measure this by comparing conference attendance rates, email engagement percentages (who is opening teacher emails) and attendance at school-wide events.

2024-25 One-Year Goal:

For the 2024-25 school year we will measure this by comparing conference attendance rates, email engagement percentages (who is opening and responding to teacher emails) and attendance at school-wide events.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students’ achievements and learning needs, school policies, practices, and community initiatives.

Outcome Data Measures:

- Student Attendance
- Elementary Progress Reports

Timeframe for Reviewing Outcome Data Measures:

- Middle of Year
- End of Year

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Middle of Year

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

Building Leadership Team

2024-25 Budget Allocations to Support Continuous Improvement

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

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$3,251,609
- **Activities Implemented:** Whittier received an allocation for 15 homeroom teachers K-5.

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$32,058
- **Activities Implemented:**
 - Whittier uses non-staff ML allocations to provide text and learning support for ML students
 - Whittier receives a 0.2 ML Teacher allocation

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:** Whittier receives a 0.4 FTE for LAP instruction and uses this resource to focus on Reading in grades K-2

Other Funding Source (PTA Flexible Staffing Grant)

- **Dollar Amount:** \$70,000
- **Activities Implemented:** To provide additional Reading Intervention in grades K-2 beyond the 0.4 FTE provided by SPS.