



## 2025-26 Annual CSIP Cedar Park Elementary School

### Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

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### 2025-26 School Information and Leadership Team Members

**School Name:** Cedar Park

**Principal:** Andrew Zillig

**Instructional Vision Theory of Action:** If we implement 6-week MTSS data cycle review and analysis coupled with PD on equitable and inclusive teaching strategies with dedicated blocks of time for Tier 2 & 3 instructional supports aligned to UDL principles to inform our instructional and assessment practices, then we will have strong, robust Tier 1 instruction with Tier 2 & 3 supports that are responsive to student learning and whose efficacy is regularly reviewed to best meet academic needs and addresses access barriers, especially for our Students of Color Furthest From Educational Justice, which will then result in high academic growth for all students and help close our achievement gap.

**Members of the Building Leadership Team:** Andrew Zillig, Kelley Hofmann, Madison Kruso, Wendy Hix, Alicia Nygard, Julia Horn

[2023-26 CSIP Cedar Park](#)

### OSPI School Report Card Information (2024-25 School Year)

**Student Enrollment:** 255

**Special Education Percentage:** 11.8%

**Multilingual Learning Percentage:** 14.9%

**Highly Capable Percentage:** 7.1%

**Low Income:** 33.3%

**Washington School Improvement Framework Status:** Foundational

[Cedar Park OSPI School Report](#)

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# Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

## Data analyzed for the CNA:

- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- SPS Climate Survey (staff or students)

**Top Strengths from Multiple Data Sources:** What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

We have strong overall academic scores that outpace district averages. We have a strong and connected community.

**Top Needs from Multiple Data Sources:** What top needs (2 or 3) have emerged from the analysis of multiple data sources?

We need a stronger MTSS review of student data to have a better understanding of Tier 1 instruction and more responsive and effective Tier 2 and 3 instructional practices. We need more metrics for family engagement

**Disproportionalities:** What disproportionalities exist among student groups?

We see higher percentages of White and Asian students meeting standard than our other racial demographic groups.

**Root Causes of Disproportionalities:** What root causes have been identified for disproportionalities among student groups?

We believe that our academic interventions have not been effective enough in monitoring progress towards standard, leaving students in intervention groups too long, with instruction that may not be rigorous enough, and thereby limiting such resources to other students who need academic supports.

**Greatest Potential for Impact:** What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

We are launching an MTSS 6-week data review cycle that will focus on the different tiers of instructional practices so that we better understand when we are moving students towards standard with more effective teaching and respond to students who need additional support.

**Interconnected Needs:** How are needs related to each other or influencing each other?

We designed our MTSS protocols and data cycles to reflect essential standards at each grade level, a more focused and more frequent review, and better connectivity and collaboration between grade level teachers and our support staff (LAP, ML, and Special Education)

**Quick Wins:** Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

The MTSS protocols and data cycles are designed to give us important data analysis every 6 weeks so that we can start to implement and review the effectiveness of targeted instructional supports sooner than in previous years and with more frequently.

**Technology Use to Strengthen Student Learning:** How is technology being used to strengthen classroom instruction and student engagement?

We are continuing to use the online instructional resources embedded within the curriculum. We have also procured additional online learning tools to augment our instruction in science and reading.

**Support for Staff to Use Technology to Strengthen Student Learning:** What ongoing support is provided to ensure staff are proficient with required use of technology?

We are using a school-wide data tracker for MTSS that allows all staff to see data and monitor progress, including specialists. Staff are being supported by our on-staff Educational Technology representative in using management systems for online learning.

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

### Measures and Targets

#### 2023-26 Goal:

By Spring of 2026 our school climate survey will show at least 90% positive responses in the category of Belonging and Relationships.

#### 2025-26 Goal:

By Spring of 2026 our school climate survey will show at least 85% positive responses to the question "I can be myself at school."

### Action Plan

#### Evidence-based Practice 1:

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships.

#### Implementation Activity:

Group Agreements/Charters: Our school will engage in co-creating Group Agreement and/or Charter processes as a staff community as well in classrooms.

#### Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- MTSS Team Meets Regularly

#### Timeframe for Reviewing Process Data Measures:

Every 6 weeks

**Student Outcome Data Measures:**

SPS Climate Survey (staff or students)

**Timeframe for Reviewing Student Outcome Data Measures:**

- SPS Climate Survey (staff or students)
- Beginning of Year
- End of Year

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

- PBIS
  - RET
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## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

**2023-26 Goal:**

The percent of 3rd grade students at Cedar Park proficient or above in ELA on the SBA will increase from a baseline of 71% to a target goal of 90% by 2025-26.

**2025-26 Goal:**

The percent of 2nd grade students at Cedar Park proficient or above in Reading on MAP will increase from a baseline of 61.3% to a target goal of 63.3% by the Spring 2026.

**2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy**

As school staff transitions from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

Teachers will participate in their PLCs at least every 6 weeks along with our 6-week MTSS Data Cycles to monitor student progress and collaborate with teachers and specialists to inform instructional support for students.

### **Action Plan**

**Evidence-based Practice 1:**

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS Curriculum-Embedded Assessments and other common assessments to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

**Implementation Activity:**

During PLC meetings, teachers will spend time reviewing student work or data and discussing the Four Critical Questions: 1. What do we expect students to learn? 2. How will we know if they learn it? 3. How do we respond when students experience difficulty in learning? 4. How do we respond when student do learn?

**Process Data Measures:**

- Walkthrough/Observational Data
- Teacher Observational Data
- Lesson Exit Tickets

#### **Timeframe for Reviewing Process Data Measures:**

Every 6 weeks

#### **Student Outcome Data Measures:**

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- PLC selected essential standards

#### **Timeframe for Reviewing Student Outcome Data Measures:**

Every 6 weeks

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

- MTSS
- PLCs

### **Highly Capable Services**

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- Independent Study Projects: Students pursue self-directed learning based on interests.
- Critical and Creative Thinking Frameworks: Educators integrate structured thinking routines across subjects to support depth and complexity in learning.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.

### **Homework Policy**

Cedar Park Elementary recognizes that purposeful home learning can be an extension of the classroom learning objectives and a constructive tool in developing self-discipline and associated good working habits.

We also recognize that students complete a full and rigorous academic day during school hours and deserve the time to participate in play, relaxation, and time with family.

Below are Cedar Park's homework expectations for each grade level. These expectations include maximum amounts of time per day and types of activities (this time can be flexed/grouped by a family to fit their scheduling needs).

- Kindergarten: 15 minutes of reading, 5 nights per week. Our goal is for Kindergarteners to learn the routine of using a folder to carry communication between home and school. Kindergarten students are expected to read for 15 minutes, five days per week at home. This can include independent reading (words and/or pictures), being read to by a family member, or reading aloud to a family member.
- 1st and 2nd Grade: 20 – 25 minutes of reading, 5 nights per week. Our goal is for 1st and 2nd Graders to continue the routine of using a folder to carry communication between home and school with more independence. Students are expected to read for 20-25 minutes, five days

per week at home. When reading at home, students should be practicing reading strategies learned in class for 15 minutes of the nightly reading time – including reading independently or aloud to family members. The additional 10 minutes of reading could include an adult reading aloud to the student. Please contact the teacher if you would like books sent home with your child during the week for reading homework.

- 3rd, 4th, and 5th Grade: At least 30 minutes of reading, 5 nights per week. Our goal is for 3rd, 4th, and 5th Graders to continue the routine of using a folder to carry communication between home and school independently. Students are expected to read for 30 minutes, five days per week at home. This should be primarily independently reading a chapter book (either from home or checked out from the Cedar Park or a public library).

There may be occasional special projects that require input or support from families at home. These projects and the expectations for them will be communicated to families by teachers well in advance. If families are interested in doing additional at-home practice, they should contact the classroom teacher to discuss what the student and family needs are so that appropriate supports can be made.

This homework policy is posted on Cedar Park’s website in our Family Handbook, under the Policies and Procedures section. To ensure consistency across schools, school-based homework policies will be reviewed each fall as part of the school’s Continuous School Improvement Plan (CSIP).

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## **Priority Area: Family and Community Engagement**

### **Measures and Targets**

#### **2023-26 Goal:**

By Spring of 2026 Cedar Park will see 100% of families engage and participate in our school community through at least one way. Staff and other families will collaborate to reach out to every family and arrange opportunities that work for them. These could include greeters, advocates, classroom helpers, chaperones, attendance support, art docent volunteers, expedition volunteers, IDEA time volunteers, etc.

#### **2025-26 Goal:**

By Spring 2026, Cedar Park will host at least 3 evening events, 3 field experiences per classroom, have community member representatives on both our BLT and RET, create a wide variety of volunteer opportunities for our families, and partner with our PTA and other community members to host events off school campus.

### **Action Plan**

#### **Evidence-based Practice 1:**

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

#### **Implementation Activity:**

We developed simple QR codes to monitor family attendance at school events, will use the new sign in system to track volunteer work in our school, expand the scope of our Coffee and Conversation weekly meetings to a broader range of our community, and all school staff have completed the On Demand Talking Points training provided on the MySPS Talking Points Webpage. Educators will use Talking Points to communicate announcements and reminders as well as individual messages for the purpose of increasing student and family engagement.

#### **Process Data Measures:**

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey
- Volunteer Count

**Timeframe for Reviewing Process Data Measures:**

- Beginning of Year
- Middle of Year
- End of Year

**Student Outcome Data Measures:**

- Student Attendance
- student and family surveys

**Timeframe for Reviewing Student Outcome Data Measures:**

- Beginning of Year
- End of Year

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

BLT

## 2025-26 Budget Allocations to Support Continuous Improvement

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

**Fund Program: Basic Education**

**Intent and Purpose:** Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards and include differentiation and enrichment.

**Activities Implemented to Meet Intent and Purpose:** The intent and purpose of Basic Education dollars include but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

**Fund Program: 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:** \$99,087

**Activities Implemented to Meet Intent and Purpose:** Cedar Park is allocated a .6 FTE ML teacher and a 1.0 FTE Multilingual IA. Both work with ML students every day both in the student's homerooms and in small group pull-outs. The ML team designs instruction for homeroom teachers to deliver.

**Fund Program: 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:** \$65,985

**Activities Implemented to Meet Intent and Purpose:** Cedar Park is allocated a .4 FTE LAP teacher who designs instruction for homeroom teachers to deliver and who works directly with students daily both in the student's homerooms and in small group pull-outs.

#### **Fund Program: Levy Funds**

**Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.

**Dollar Amount:** \$590,904

**Activities Implemented to Meet Intent and Purpose:** Seattle Preschool Plus Program uses city levy funds to offer high-quality, affordable preschool for students 3-5, including those with special education needs.

#### **Fund Program: PTA IDEA Time**

**Intent and Purpose:** Removes access barriers for all students, particularly those furthest from educational justice, by funding creative, deep learning experiences through in-school enrichment electives in SEL, Arts & Culture, STEAM, Literacy and Entrepreneurship themes throughout the school year.

**Dollar Amount:** \$30,000

**Activities Implemented to Meet Intent and Purpose:** Removes access barriers for all students, particularly those furthest from educational justice, by funding creative, deep learning experiences through in-school enrichment electives in SEL, Arts & Culture, STEAM, Literacy and Entrepreneurship themes throughout the school year.