



2025-26 Annual CSIP McDonald International Elementary

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.

2025-26 School Information and Leadership Team Members

School Name: McDonald International Elementary

Principal: Zoe Facilla

Instructional Vision Theory of Action: With Strong Tier 1 instruction and inclusionary practices our multilingual learners and monolingual peers will demonstrate the same rate of student growth.

Members of the Building Leadership Team: Marta Janer Villanueva, Nicole Rule, Tony Grob, Jenny Holm, Kelli Black, Gillian Weiss, Miwa Casper, Elizabeth Purvis, Amy Poffenbarger, Zoe Facilla

[2023-26 CSIP McDonald](#)

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

Student Enrollment: 443

Special Education Percentage: 9.9%

Multilingual Learning Percentage: 14.0%

Highly Capable Percentage: 9.8%

Free and Reduced Lunch Percentage: 6.1%

Washington School Improvement Framework Status: Foundational

[McDonald OSPI School Report](#)

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:

- DIBELS
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Walkthrough/Observational Data
- SPS Climate Survey (staff or students)
- Meeting Agendas and Minutes (e.g., Grade-level, Content Area, MTSS, RET, BLT, etc.)

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.)?

Our student strengths are reflected in strong performances, particularly in mathematics. As measured on MAP, with a baseline of all students meeting or exceeding standard at 85%. From Spring 2025, successful student outcomes continue through SBA, with 90% of fifth graders meeting or exceeding the standard in math.

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

Our multilingual learners are making growth at a lower rate than their peers. DIBELS and MAP scores show an average of a 6% gap in these growth measures.

Disproportionalities: What disproportionalities exist among student groups?

Students of color furthest from educational justice are experiencing the biggest impact of the lower growth.

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

Instructional strategies rooted in culturally responsive teaching need to be consistently facilitated in classrooms to impact this disproportionality.

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

Addressing CHRE across all classrooms and providing language-rich strategies for development have the greatest potential to impact student outcomes.

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

The needs are related to each other because the data is demonstrating a missed opportunity to better serve our students of color furthest from educational justice.

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

The growth gap between our multilingual learners and their peers is closing. We can build on this win with additionally rich experiences in language learning strategies.

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

Our professional learning communities meet regularly to incorporate universal design for learning in our inclusive small groups, called Scottie Time. Stations that require the iPad or laptop as a tool for learning are infused with other mediums and opportunities to communicate what they have learned. Students are explicitly encouraged to use their devices in support of research, writing, and creating. Staff are monitoring operations with Go Guardian while bolstering digital citizenship.

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?

During purple early release days, our Elementary Technology Teacher provides just-in-time training, including example lessons to strengthen digital literacy and citizenship. In our weekly newsletter, Mac's Memo, tips and high-leverage teaching moves are shared for continued support of our technology learning.

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

Measures and Targets

2023-26 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.

2025-26 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 90% to 95% by 2025-2026.

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. For example, educators will use one of the following resources.

Implementation Activity:

Group Agreements/Charters

Process Data Measures:

- Comprehensive School Counseling Program School Plan
- Walk-through/Observational Data
- Professional Development Attendance and Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- PLCs
 - BLT
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Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percent of 3rd 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.

2025-26 Goal:

The percent of 2nd grade Students of Color FFEJ projected proficient or above in ELA on the MAP will increase from a baseline of 54.2% to 56.2% by 2025-2026.

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?

Staff are working closely in Professional Learning Communities to analyze baseline data, adjust instruction and progress monitor. For our K-2 pathway, DIBELS has been a useful tool in understanding how to structure inclusive small groups to strengthen foundational skills. We have identified 4.5 hours of concentrated time dedicated to this data analysis and informed instruction.

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:

Active reflection on student performance and instructional shifts that will respond to student need.

Process Data Measures:

Walkthrough/Observational Data

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- PLCs
- TLCs
- BLT

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.

Expanded Learning

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.

Homework Policy

Homework is designed as a practice of concepts instructed in class. Students receive homework commensurate with developmental milestones. K (0), 1 (10 min), 2 (20 min), 3 (30 min), 4 (40 min), and 5 (50 min).

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 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.

2025-26 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 2025-2026.

Action Plan

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.

Implementation Activity:

Formal Listening Sessions with Affinity Groups and Monthly Game Nights for informal check-ins.

Process Data Measures:

- Engagement Event Exit Tickets
- School-based Family Survey

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- Student Attendance
- Elementary Progress Report (EPR)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- PLCs
 - TLCs
 - BLT
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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 that includes differentiation and enrichment. 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: \$164,708

Activities Implemented to Meet Intent and Purpose:

- Instructional supports for eligible students
- Translation and Interpretation
- Textual materials that provide visual experiences and strategies such as GLAD to increase access for multilingual learners.

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: Provide services only to students who have not met, or are at risk of not meeting, state or local graduation requirements.

Dollar Amount: \$65,985

Activities Implemented to Meet Intent and Purpose:

- Targeted intervention support for primary reading
- Inclusive small-group instruction