



2025-26 Annual CSIP Thornton Creek 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.

2025-26 School Information and Leadership Team Members

School Name: Thornton Creek Elementary School

Principal: Brandee Spencer

Instructional Vision Theory of Action: Through multi-tiered systems of support, we will live our mission of placing students at the heart of all we do and advance our vision of a joyful, inclusive community where every child grows into a confident learner and empathetic leader.

Members of the Building Leadership Team: Amanda Pattinson, Julie Clayton, Eric Braden, Emma Swanson, Jenny Stewart, Mim Turnbull, Kristen Easton, Alex Caldwell, Haley Hesselburg, Caleb Weaver, Margaret Wooley, and Brenton Huang

[2023-26 CSIP Thornton Creek](#)

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

Student Enrollment: 404

Special Education Percentage: 22.5%

Multilingual Learning Percentage: 8.2%

Highly Capable Percentage: 3.5%

Free and Reduced Lunch Percentage: 15.8%

Washington School Improvement Framework Status: Foundational

[Thornton Creek 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:

- Special Education Eligibility/Disproportionality Data
- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Walkthrough/Observational Data
- SPS Climate Survey (staff or students)
- Family Participation/Attendance (e.g., Events, Team Membership)
- 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.)?

Across multiple data sources, several strengths have emerged for Thornton Creek. The Panorama climate survey results show a strong sense of belonging and care, with 96% of students and staff indicating they feel valued and that someone at school knows and cares for them. Family and community partnership remains a hallmark: our CSIP target of 95% engagement at events was met multiple times last year, including WOW Art Night, Connected in Culture Night, and Expedition Night. Academically, reading data shows overall progress, with many students receiving interventions demonstrating measurable gains. Progress toward our priority student academic goal—79% of third graders meeting or exceeding grade-level standards by 2026 on the SBA—is reflected in several key data points; notably, on the Spring 2025 SBA, 71% of third graders met or exceeded standard. Finally, grade-level teams continue to strengthen a culture of inquiry through PLC and RTI structures, using common planning tools and regular data reviews to set short-cycle goals and adjust instruction in service of student growth.

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

First, we are strengthening a *cohesive instructional system* where Tier 1 instruction and Special Education work in partnership—using common language, intentional scheduling that reliably delivers minutes, and aligned curriculum and accommodations. This alignment supports consistent instruction and ensures that all students experience equitable access to grade-level learning. Second, teams are continuing to build collaborative structures between general education and SPED staff, with protected time before IEP meetings to co-review student needs, co-write measurable goals, and align classroom accommodations and instructional strategies. This time also allows SPED staff to collaborate around support for students both inside and outside of the general education classroom, ensuring continuity and coherence across learning environments. Third, we are developing a schoolwide Response to Intervention (RTI) progress-monitoring cycle with a predictable assessment cadence, a single agreed-upon data home, and clear decision rules for

entry, adjustment, and exit. These systems are creating timely feedback loops that inform instruction and strengthen early intervention efforts.

Disproportionalities: What disproportionalities exist among student groups?

In ELA SBA Data, overall proficiency rates were 70% in Grade 3, 67% in Grade 4, and 73% in Grade 5. Within these cohorts, students of Color Furthest from Educational Justice (SOCFFEJ) met standards at 63% in Grade 3 (-7 below overall), 53% in Grade 4 (-14 below overall), and 52% in Grade 5 (-21 below overall). Students receiving Special Education services (SPED) met standard at 29% in Grade 3 (-41 below overall), 23% in Grade 4 (-44 below overall), and 0% in Grade 5 (-73 below overall). These patterns show consistent disproportionality that widens by Grade 5, underscoring the need to strengthen Tier 1 access to grade-level ELA and accelerate targeted support for SOCFFEJ and students receiving special education services.

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

Based on our analysis, we are identifying areas of growth that will strengthen both systemic and instructional coherence. Our PLC structures are evolving to become more consistently anchored to each subject's essential outcomes, with common assessments and protected time to analyze results and adjust instruction. As these systems strengthen, teams will be better able to respond quickly to learning gaps and ensure equitable Tier 1 access across classrooms. We are also building a more cohesive, schoolwide Response to Intervention (RTI) system for both academics and behavior—clarifying entry and exit criteria, establishing predictable progress-monitoring cycles, defining intervention pathways, and centralizing data collection. These improvements will lead to more consistent supports and follow-through for students who need them most. Ongoing work includes refining the use of accommodations, strengthening scheduling and fidelity of services, and expanding protected collaboration time to align goals, classroom plans, and accountability for implementation.

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

Findings point to a small set of high-leverage systems that, if tightened, will improve outcomes. First, strong PLC cycles anchored to a unit of study—with clear essential outcomes, common assessments, and short feedback loops—will ensure consistent Tier 1 access and timely re-teach/enrichment. Second, set and reliable RTI meetings every six weeks (with agreed entry/exit criteria, progress-monitoring cadence, and a single data home) will drive responsive intervention decisions. Third, dedicated SPED PLC time to align accommodations/SDI, service schedules, and quick daily CICO tools will increase fidelity and follow-through. Finally, predictable schoolwide routines for reviewing common assessment data after each unit will turn evidence into concrete instructional adjustments, benefiting students across groups, especially SOCFFEJ and SPED students.

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

These needs are deeply interconnected, each influencing the effectiveness of the others. Strengthening PLC structures ensures that Tier 1 instruction is clear, aligned, and responsive to student data—creating the foundation on which intervention systems can operate effectively. A coherent RTI framework then builds this foundation, using the same shared data and outcomes to identify students who need additional support and to guide timely intervention. Protected collaboration time acts as the bridge between these systems, allowing general education and SPED staff to align instructional plans, monitor progress, and adjust supports both inside and outside the classroom. Together, these systems create a cohesive cycle of teaching, assessing, and responding that drives equitable access and continuous growth for all students.

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

In the next 3–6 months, we can build quick momentum using our existing PD calendar and master schedule. Immediately, we'll protect collaboration time by locking in PLC blocks and a six-week RTI cadence. Within 4–6 weeks, we'll stand up simple data routines—a single data home, and a common assessment reflection after each unit. Over 4–8 weeks, we'll launch a biweekly SPED PLC time for both teachers and instructional assistants.

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

Technology is being used to strengthen classroom instruction and engagement in a variety of foundational ways. Students regularly use digital tools such as Typing Club to build keyboarding skills, and they engage in research projects that support inquiry-based learning across content areas. Many classes also use technology to create and share presentations, allowing students to demonstrate understanding, collaborate with peers, and build confidence in communicating their ideas. These activities help students develop essential digital literacy skills while deepening engagement with classroom learning.

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?

Staff receive support through district-provided technology training focused on required platforms and tools. These sessions help ensure consistent use of instructional technology across classrooms and build staff confidence in integrating digital resources to support teaching and learning.

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

Measures and Targets

2023-26 Goal:

Based on our student climate survey taken in spring of 2023, 93% of our 3rd-5th graders say there are adults who care about them at school. Our goal is to continue to increase this percentage steadily each year, giving special attention to the responses from our multi-lingual and Black student by 2026.

2025-26 Goal:

Based on our Student Climate Survey, at least 98% of our 3rd-5th graders will say there are adults at school who care about them by the end of the 25-26 school year.

Action Plan

Evidence-based Practice 1:

Restorative Practices: Staff will implement Tier 1 Restorative Practices by building restorative and relational culture across the school community.

Implementation Activity:

Our School will engage in co-creating Classroom Agreements as well as our RET team will be leading student leadership groups to problem solve and support campus SEL needs.

Process Data Measures:

- School-based Survey (staff or students)
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Discipline/Suspensions

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- RTI Team
- RET Team

Additional context about the implementation of the selected evidence-based practice and/or implementation activity.

This year our Race and Equity team will be working with a group of students K-5 to discuss student needs and solutions. This team will be collecting various data points throughout the year focused on the student experience at Thornton Creek.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

By 2026, 90 percent of third graders at Thornton Creek will meet or exceed grade level standards in Reading as shown on the Smarter Balanced Assessment.

2025-26 Goal:

The percentage of 2nd Grade students projected proficient or above in ELA based on MAP will increase from a baseline of 55.7% to a target goal of 57.7% by Spring 2026.

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

As school staff transition 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?

To pivot from the former Grade 3 ELA SBA goal to the new Grade 2 Foundational Literacy goal, staff need a shared understanding of the essential outcomes for foundational skills (e.g., phonological awareness, phonics/decoding, high-frequency words, accuracy/fluency) and the pacing for each unit.

They must be able to administer, score, and interpret end-of-unit common assessments; set short-cycle, measurable progress goals; and use PLC cycles to quickly adjust instruction and deliver targeted small-group lessons. Within RTI, teams should follow clear entry/exit criteria and a predictable progress-monitoring cadence, then act on the data (reteach/enrich, regroup, adjust minutes/materials) and document changes.

To do this well, staff need ready access to regular curriculum assessment data, quick progress-monitoring tools aligned to the unit (weekly/biweekly checks), a single data home for charting growth, protected PLC/RTI time to analyze results and plan next steps, and viable small-group materials (e.g., SIPPS as the default when not trained elsewhere, with agreed supplements) plus simple templates for goal-tracking and one-page classroom plans. This combination—clear outcomes, skillful data use, and reliable tools/time—enables consistent, responsive monitoring toward the new measure over time.

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?

Teams will work on Green RET days to review common assessment data to determine next move in Tier 1 or small group instruction.

Process Data Measures:

- Walkthrough/Observational Data
- PLC Unit Planning
- Data Analysis Protocols

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- 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:

PLC Teams

Highly Capable Services

- Cluster Group Model: Highly Capable identified students are integrated with peers using a cluster group model to support appropriate differentiated instruction. The cluster group model in ELA and Math includes tiered assignments, flexible grouping, and complexity of learning options.
- 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.

Expanded Learning

Refer students to SPS Summer Programs

Homework Policy

At Thornton Creek, we expect all students to read for a minimum of ten to thirty minutes (depending on grade level) outside of school at least five nights a week. This reading can be done independently, with an adult, or with another child.

In addition, the following guidelines will be used by teachers for assigning additional skills practice:

- Fourth and Fifth Grade: (30 minute maximum/nightly) Math skills practice (i.e. related to daily lesson) (15 mins)
- Writing, assigned reading, responding, and reflecting (15 mins)
- Long-term projects

We strongly recommend nightly routines of "homework," especially reading high-interest texts, and emphasizing:

- That regular practice is the best way to increase one's reading skills.
- That having the discipline to follow nightly routines promotes a range of character traits (grit, self-control, long-term planning, stamina).
- When families can read in the same room together on a regular basis, this helps to promote reading as a habit.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

We will have 95% of family participation in school run family events. This includes, but is not limited to, curriculum nights, conferences, and any school sponsored event.

2025-26 Goal:

Thornton Creek will develop and implement at least two-family events oriented around inclusion and student voice.

Action Plan

Evidence-based Practice 1:

Shared Decision making: Provide opportunities for families to play meaningful roles in the school decision-making processes through parent-representative bodies, committees, and other forums.

Implementation Activity:

- BLT has 3 parent representatives.
- Admin will have monthly Parent Group Chair meetings.
- Quarterly Community Meetings

Process Data Measures:

- School-based Family Survey
- Community Meeting Attendance

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- PLC
- School Admin

2025-26 Budget Allocations to Support Continuous Improvement

The following 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: \$98,926

Activities Implemented to Meet Intent and Purpose:

- Instructional support for students who qualify for multilingual services.
- Translation and interpretation services.

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: Our Instructional Interventionist is meeting with students to support reading skills with students who are at risk of not meeting grade level standards.

Fund Program: Parent Group Grant

Dollar Amount: \$71,914

Activities Implemented to Meet Intent and Purpose:

- Funding for our academic intervention to support .3FTE of continued reading support for students at risk of not meeting grade level standards.
- .2 FTE also is supported from this fund for our Library position which supports literacy skills for all students across our campus.