



2025-26 Annual CSIP Whittier 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: Whittier Elementary School

Principal: Cindy Watters

Instructional Vision Theory of Action: If the Leadership Team creates stronger alignment between our Comprehensive School Improvement Plan (CSIP), collaborative structures, job-embedded professional development, and Professional Learning Community (PLC) expectations, then teachers will:

- Align their planning and instruction to effectively engage all students in learning
- Collaboratively monitor student progress toward standards
- Provide targeted and actionable formative feedback to students
- Use learning evidence to implement flexible grouping that identifies students who need additional support, practice opportunities, or academic challenges

Members of the Building Leadership Team: Jeremy Keener, Maggie Shellenberger, Alex Parekh, Steph Turner, Katie Dahlen, Kathy Valencik, Faith Olomon, Kate Scher, Katie Stiver, Cindy Watters.

[2023-26 CSIP Whittier](#)

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

Student Enrollment: 346

Special Education Percentage: 21.7%

Multilingual Learning Percentage: 3.8%

Highly Capable Percentage: 5.5%

Free and Reduced Lunch Percentage: 8.7%

Washington School Improvement Framework Status: Foundational

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:

- WaKIDS
- 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.)?

- Strong overall academic achievement, particularly in upper grades
- Grade 3 reading shows 85% of tested students projected to meet SBA standards
- Grade 4 shows exceptional performance with 95% projected to meet reading standards
- Mathematics performance is strong across grade levels with many students exceeding benchmarks
- 91% of staff report they can "really be themselves" at school
- Strong PBIS implementation and recognition systems in place.

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

- DIBELS data shows students in K-2 with "Well Below Benchmark" scores not consistently progressing.
- Limited Tier 2 reading intervention capacity (only 0.5 FTE funded by PTA, not district).
- Some students showing persistent struggles across multiple assessment points.

Disproportionalities: What disproportionalities exist among student groups?

- Students with IEPs (SpEd) are disproportionately represented among students not meeting benchmarks.
- Hispanic students show concerning patterns: multiple students scoring "Well Below Benchmark" on DIBELS across grades.
- Heavy reliance on standardized assessments may not capture culturally and linguistically diverse students' full capabilities.

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

- Lack of district-funded intervention resources: Reading intervention depends entirely on PTA funding, creating inequitable access dependent on fundraising capacity.
- Limited staffing for targeted support: No dedicated AL/HC staffing; MTSS Tier 2/3 supports are under-resourced.

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

- Current "Well Below Benchmark" students in K-2 can be identified and supported before gaps widen
- Strengthening the MTSS structures with explicit equity protocols
- Embedding data review cycles that examine student performance disaggregated by race/ethnicity

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

- PTA-funded intervention creates inequitable access, limiting the ability to serve all students needing support.
- Limited intervention capacity means staff have fewer tools to differentiate effectively.
- The current assessment system (DIBELS, MAP, SBA) provides data but may not fully capture the cultural assets students bring.

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

- Create clear criteria for identifying students needing intervention (not just the lowest performers)
- Building on existing PLC work
- Leverages the existing MTSS framework

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

- Differentiated Learning Platforms: Adaptive literacy and math programs to provide Tier 2 support, given limited staffing.
- Digital Libraries: Culturally responsive digital book collections to supplement the physical library expansion goal.

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?

- TLC Support: Teacher on Special Assignment (TLC) provides mentorship and support
- Wednesday Collaboration Time: Built-in time for PLC work that could include technology training

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

Measures and Targets

2023-26 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.

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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:

All classrooms have Classroom Charters and engage in SEL Lessons daily.

Process Data Measures:

- Comprehensive School Counseling Program School Plan
- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

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

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Unified Insights

Timeframe for Reviewing Student Outcome Data Measures:

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

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

- MTSS Team
 - Building Leadership Team
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Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percent of 3rd Grade projected proficient or above in ELA based on Smarter Balanced Assessment will increase from a Spring 2022 and 2023 baseline of 66.4% to a target goal of 90% by Spring 2026.

2025-26 Goal:

The percent of 2nd Grade projected proficient or above in ELA based on MAP will increase from a baseline of 75.5% to a target goal of 77.5% by 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?

Whittier Elementary has significant strengths in staff culture and overall academic performance that provide a strong foundation for equity work. Our priority is leveraging these strengths to address the persistent achievement gaps for SoCFFEJ students through intensive early intervention, stronger MTSS implementation, and continued development of staff capacity for culturally responsive teaching.

Action Plan

Evidence-based Practice 1:

High-Quality Instruction: Educators will implement high-quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including those with IEPs, multilingual learners, and advanced learners.

Implementation Activity:

Educators will implement high-quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

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

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

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

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

- MTSS Team
- Building Leadership Team

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.
- 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.
- Social Emotional Learning: SEL programming is tailored to support the needs of Highly Capable Learners. Learning may include strategies that nurture self-awareness, empathy, and resilience. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.

Expanded Learning

Whittier does not offer outside-of-school enrichment or instructional support due to a 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

We believe children grow best when they have time to play outside, join clubs and sports, and engage in real-world activities like cooking, shopping, socializing, and reading for fun. Getting enough sleep is also essential.

For this reason, we're limiting traditional homework:

Grades K-3: No regular homework assignments

Grades 4-5: Maximum of 50 minutes per week (Monday-Thursday)

Teachers will focus on creating engaging lessons that build skills during school hours. Occasionally, they may suggest optional activities that connect learning to everyday life—like finding shapes around your home or asking family members questions.

Reading: Students are always welcome to take books home, and we strongly encourage reading together as a family.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

Whittier will increase Family and Community Engagement using TalkingPoints and language 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.

2025-26 Goal:

Increase family engagement using TalkingPoints and other district-provided tools as measured by community survey.

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:

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:

School-based Family Survey

Timeframe for Reviewing Process Data Measures:

- Middle of Year
- End of Year

Student Outcome Data Measures:

Elementary Progress Report (EPR)

Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- End of Year

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

- MTSS Team
 - Building Leadership Team
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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: \$33,398

Activities Implemented to Meet Intent and Purpose:

- Whittier uses non-staff ML allocations to provide text and learning support for ML students.
- Whittier receives a 0.2 ML Teacher allocation.

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: The use of state LAP revenue is allowable if it can be shown that 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: Whittier receives a 0.4 FTE for LAP instruction and uses this resource to focus on Reading in grades K-2.

Fund Program: Other Funding Source

Intent and Purpose: PTA Flexible Staffing Grant

Dollar Amount: 130,000

Activities Implemented to Meet Intent and Purpose: The PTA flexible staffing grant funds our MTSS structures and supports strong PLCs, Math Intervention in grades 3-5, and Reading Intervention in grades K-2.