



2024 CSIP Review and Updates Genesee Hill 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: Genesee Hill Elementary

Principal: Liz Dunn

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Liz Dunn, Stacy Pritchard, Kay Yano, Krissy Marklund, Erin Munavu, Margaret Lewis, Kyle Vercammen, Dorothy Wells, Stephen Katz, Sarah Lara Silva

[2023-26 CSIP Genesee Hill](#)

[Genesee Hill Elementary School Report](#)

[Genesee Hill 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.

- Developed a foundation for high quality PLC work and assessed our place in the PLC journey.
- Regularly worked in collaborative teams toward our shared mission, vision, and goals.
- Came to collaborative team meetings ready to analyze evidence of student learning.
- Used Culturally Responsive Teaching & the Brain and UDL Now! texts as resources to develop and follow aligned clock hour proposal.
- Observed colleagues and provided feedback on PLC work.
- Addressed conflicts and celebrated achievements.
- Intentionally focused PLC work in UDL and Inclusionary Practices leaning heavily into the works of Zaretta Hammond and Katie Novak through book studies and consistent use of the UDL Principles and the Ready for Rigor Framework.
- UDL Early Adopter PD
- Measured success by school and staff working condition surveys, student and family culture and climate surveys, and student goal setting and reflections of learning.

- Administration participation in WERD book Study of Brilliant Teaching: Using Culture and Artful Thinking to Close Equity Gaps by Dr. Adeyemi Stenbridge
- Strengthened our protocol for MTSS data tracking to be reviewed at pre-SIT meetings.
- Redesigned the master schedule to include Success Groups at every grade level.
- Utilized the GH Intervention Toolbox for classroom interventions/supports.
- Continually tracked assessment data and progress monitored.

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?

No risks. We are on a positive trajectory to meet our goals.

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

We know that students, staff, and families do best in environments that is intellectually and socially safe. To ensure agency, belonging, voice, and joy, we will continue to proactively work at building and maintaining learning environments that are inclusive of all learners, and community events that are inclusive and welcoming by removing barriers as we embrace and plan for our positive outcomes.

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:

- 79% favorable responses/all students
- 80% favorable responses/SOCFFEJ

Our students may confuse culture with race and/or ethnicity.

Summary of student strengths supported by data:

Highest responses: “My teacher believes I can do great things”

Identify and prioritize student needs supported by data:

Lowest responses: “I get to learn about my culture at school”

Specifically teach what “culture” is. Make certain that all students understand all that the word/concept includes.

Summary of possible root causes of the priority student need:

Because we are an elementary school that is predominately white, our students aren’t exposed to this concept as much as older students in a more diverse environment might be. We also think our students may not see themselves as having a unique culture as they confuse culture with race and ethnicity.

School Staff

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

Our one-year goal was to increase the overall score for the domain "Culturally responsive and anti-racist work environment" on our Spring Staff Climate Survey from 55% in Spring 2023 to 70% in Spring 2024 and 90% by Spring 2026. At the end of year one, Spring 2024, we were at 93% favorable responses.

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

In all grade levels and in both Math and ELA, achievement on the Spring 2024 MAP assessment ranged from the 64th percentile to the 82nd percentile. Additionally, our students overall MAP growth percentile ranged from the lowest of 54th percentile in 4th grade reading, to the highest area of growth of 85th percentile in 5th grade Math.

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

We will continue our PD work with the Novak Group. As we move into this second year of UDL implementation, we are working with our consultant in Affinity Group work centering this work around the areas of SEL, use of Flexible Methods and Materials, Clear Learning Objectives, and Student Self-Reflection.

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

Measures and Targets

2023-26 Three-year Goal:

By June 2026, we will increase our Identity and Culturally Responsive Teaching favorability responses from 79% to 90%, and for our Students of Color Furthest from Educational Justice from 81% to 90% favorable responses as recorded by our Student Climate Survey.

2024-25 One-Year Goal:

By June 2025, we will increase our Identity and Culturally Responsive Teaching favorability responses from 79% to 83% and for our Students of Color Furthest from Education Justice 80% to 85% favorable responses as recorded by our Student Climate Survey.

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:

Specifically teaching what culture is making certain that all students and families understand all that the word/concept includes. Our school community may confuse race and/or ethnicity.

Student Outcome Data Measures:

SPS Climate Survey (staff or students); student and family engagement in "Culture Night" both in terms of attendance at the event and the families participation in the student work around family traditions and identity.;

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year

- Middle of Year
- Street data will inform our work throughout the year in Social Studies and class meetings

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)
- School-based Survey (staff or students)
- Professional Development Attendance and Exit Tickets
- tier 2 SEL support through the school counselor

Timeframe for Reviewing Process Data Measures:

- Weekly
- Monthly
- Quarterly
- Beginning of Year
- Middle of Year
- End of Year
- MTSS/monthly - survey/2xyr

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

Entire staff

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percent of 3rd Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 66.1% to a target goal of 83% by 2025-26.

2024-25 One-Year Goal:

The percent of 3rd Grade Students of Color FFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 55% (at 2nd grade) to a target goal of 66% by end of 3rd grade, 2024-25.

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:

High Quality Tier Instruction: Educators will implement adopted instructional resources to serve all students, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

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

- Elementary Progress Report (EPR)
- Smarter Balanced Assessment (SBA)
- F&P
- SIPPS
- CCC BAR Sets,
- Pre-SIT/SIT

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Trimesterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)
- Professional Development Exit Tickets
- Lesson Exit Tickets

Timeframe for Reviewing Process Data Measures:

- Monthly
- Weekly

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

- PLCs
- MTSS Team
- Administration
- BLT

Advanced Learning and Highly Capable Services:

Classroom Differentiation—At Genesee Hill, we have high expectations for all students, and we know that each will be challenged by the rigor and depth of our curriculum. To that end, we follow an inclusion model in which teachers differentiate instruction for all students. Current research shows that inclusion is generally the best educational practice for all learners, including advanced learners, especially in math. An inclusion model is also consistent with the Seattle Public Schools’ Strategic Plan focus on “undoing legacies of racism in public education.” The following are various Genesee Hill Family Handbook strategies we use to meet the needs of all learners, including those identified as advanced either by their teachers or district testing.

ALO Math Strategies—Genesee Hill now utilizes the enVision Math 2020 curriculum, which builds conceptual understanding through a combination of problem-based and visual learning strategies. Teachers implement differentiated instruction in varied groups: whole class, small group, partners, and individual. Listed below are instructional strategies used at Genesee Hill (note that not every strategy will be used in every classroom): Parallel Tasks. All students work on the same core content with tasks of different complexity. Curriculum Compacting. Use assessment to determine student skill level in a core content area. Then eliminate or enhance parts of the curriculum based on instructional need. Flexible Groups. Students are grouped by interest, achievement, activity preference, or specific instructional needs. Math Centers and Games. Activities in small groups based on student choice or teacher designation. Small Group Instruction. Teacher works with a small group of students on a targeted learning goal. Tiered Assignments. Adjusted degrees of difficulty of a question, task, or product to match student’s current readiness level. Open Questions. A question framed in such a way that a variety of responses/approaches are possible. Targeted

Questioning. Teacher is intentional about depth of questions asked. All students are asked questions that require critical thinking at a level that is challenging for them, and all students benefit from hearing their peers' thinking.

ALO Reading Strategies—The strategies listed above are also adapted for use in reading instruction. We use a wide variety of reading materials from our classroom and school libraries, Junior Great Books, teacher read-alouds, and content area reading. Classroom groupings include: Flexible Leveled Reading Groups (K-2). Utilizing the Collaborative Classroom curriculum, students are placed in groups by current reading level to ensure appropriate instruction and reading materials. Groups can change as students' reading skills develop. Literature Groups (3-5). A group of students read the same book. They ask peer questions, discuss major themes, study vocabulary, and analyze author's purpose and style. Independent Reading. Each student will have an opportunity for self-selected reading during the school day to develop reading fluency and get in the habit of reading. Support for Students in Selecting Appropriate Books. Teacher will guide students in choosing just-right books for independent reading. (Criteria include instructional level, high interest reading, and student choice.)

Teachers may also use the following differentiated approaches to support the ALO Reading Strategies above: Reading Logs. Students keep a reading record to allow both student & teacher to monitor choices. Independent Book Study Projects. Opportunities for students to explore a topic of interest to them. Book Reports (2-5). Depth of student analysis and comprehension is appropriate to student reading level. Genesee Hill Family Handbook Response to Literature. Opportunities for students to demonstrate understanding by using text to make connections and support thinking. Projects could include art, drama, writing, reports or other presentations.

Expanded Learning:

- District Summer Learning Program
- Enrichment classes (scholarships if needed)
- School music/theater

Homework Policy:

Because we know . . .

- That homework can be a valuable way to extend, reinforce and refine learning;
- That reading is the best way to become a better reader;
- That writing supports reading and helps develop critical thinking skills;
- That knowing math facts at a level of automaticity (meaning, instant recall) provides a solid base for engaging in more complicated mathematics.

And we believe . . .

- That reading time strengthens family relationships while nurturing a love of reading and learning within your child. Reading can be fiction or non-fiction—full-length books, magazines, newspapers, learning websites, whatever is of interest and develops the child's love of learning.
- That abundant research shows that attaching punishments to homework practices (like graded or corrected packets/worksheets which can result in lost privileges in school or at home) can cause significant stress for students and families and can negatively impact students' perceptions of school and learning;
- That homework should not be graded (because there is no way to ensure who did the work);
- That correcting homework takes a lot of time (time that could be spent designing excellent lessons);
- That homework should not involve new learning, but should rather expand what students are learning during the school day;

- Students learn habits of mind that come from regular practice, self-assessment and independent learning;
- Homework can promote good home-school communication about what and how a child is learning.

We will . . .

- Ensure that every child has a book at his/her independent reading level to read each night. Of course, if a child has another book at home that they want to read . . . that works, too!
- Ensure that every child has access to notebooks, pencils, and other supplies to promote writing at home whenever they need it.
- Support families to assist students to finish class work at home as needed.
- Provide parents with guidance for supporting the development of math facts at home.
- Promote a home-school connection through occasional assignments such as:
- Having students tell two people at home what they had learned about electricity (or another topic);
 - Having students use their home environment to make connections to school (draw a map of your neighborhood, find things that come in pairs, find various shapes in your environment);
 - Practicing problem solving using bar models;
 - Providing opportunities for extensions for interested learners, such as themed backpacks or supplies to bring home to extend school learning;
 - Providing organizational and planning tools such as logs, weekly calendars, and planners (grades 3-5);
- Finally, we will work with individual students and their families to make reasonable modifications for special circumstances.

Simply put, the homework policy at Genesee Hill is: **Read, Write, Practice Your Math.**

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. Sometimes, students in older grades may have assigned reading.

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

- Kindergarten through Third Grade: (5-15 minutes/nightly)
- Sight word fluency practice
- Math skills fluency practice
- Global Passport geography fluency practice (grades 1-3)
- 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)
- Global Passport geography fluency practice
- Long-term projects
- Planner use for weekly and long-term planning

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.
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Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By June of 2026, Genesee Hill will create a system which informs decision making about culture building, community events and PTA initiatives to ensure that all families are considered when making decisions that are within locus of control of our community including offerings for afterschool enrichments, events that are sponsored during and beyond school, and understanding the best ways to communicate with families. This would include use of the Genesee Hill website, Weekly Bulletins to families, clear information for families around processes/protocols, Genesee Hill Family Handbook, and aligned use of volunteers across the building and across all programs.

2024-25 One-Year Goal:

By June of 2025, Genesee Hill will create a system which informs decision making about culture building, community events and PTA initiatives to ensure that all families are considered when making decisions that are within locus of control of our community including offerings for afterschool enrichments, events that are sponsored during and beyond school, and understanding the best ways to communicate with families. This would include use of the Genesee Hill website, Weekly Bulletins to families, clear information for families around processes/protocols, Genesee Hill Family Handbook, Parent/teacher listening conferences, Parent Education nights, classroom family events and celebrations of learning at every grade level, and aligned use of volunteers across the building and across all programs.

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
- Discipline/Suspensions
- Missed Instruction Log
- Elementary Progress Reports
- Student Grade Reports
- IEP progress reports, student climate survey

Timeframe for Reviewing Outcome Data Measures:

Trimesterly

Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)
- Volunteer Count
- Principal/PTA President Coffee Chats, PTA membership and involvement

Timeframe for Reviewing Process Data Measures:

Trimesterly

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

- Administration
 - BLT
 - PTA Board
 - Staff
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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:** \$4,050,664
- **Activities Implemented to Meet Intent and Purpose:**
 - Provide standards-based aligned instruction to all students
 - Equity dollars used to implement Universal Design for Learning (UDL) supports for all students.

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds are designed to support the district language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$63,886
- **Activities Implemented to Meet Intent and Purpose:** Provides small group and push-in support for multilingual learners.

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 to Meet Intent and Purpose:**
 - Students not meeting standards in reading receive targeted Tier 2 supports, delivered 1:1 or in small groups by a reading interventionist.
 - Supports are data-informed, and progress is monitored in 6–8 week cycles.

Other Funding Source

- **Source:** PTA Grant
- **Dollar Amount:** \$80,000
- **Activities Implemented to Meet Intent and Purpose:**
 - Provides an additional 0.1 FTE for a Reading Specialist.
 - Funds an additional 0.5 FTE for a school counselor to deliver Tier 1 supports in all classrooms and Tier 2/3 supports through MTSS.