



2024-25 CSIP Review and Updates

John Hay Elementary

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: John Hay Elementary School

Principal: Dr. Jerid Morisco

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: BLT: Jerid Morisco, Christine Beaury, Lisa Williamson, Katie Kaiser, Laura Bartlett, Molly Parick, Leyla Fiorito, Daisy Grant-Lucas; RET-Kimberly Crosser, Lucas Frank-Holzner, Yatzelli Castillo, Nicholas Durant, Kayla Seamster, Leyla Rocchi; John Hay Elementary School PTSA, Michael Hill, president.

[2023-26 CSIP John Hay](#)

[John Hay Elementary School Report](#)

[John Hay 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.

The 2023-24 school year focused on priority practices that align with the objectives outlined in the 2023-26 CSIP. Key initiatives included:

1. **Data-Informed Instruction:** Emphasis was placed on using data-driven insights to tailor instruction. Teachers used MAP scores and other formative assessments to monitor and support student growth, particularly focusing on narrowing opportunity gaps. Regular Professional Learning Communities (PLCs) encouraged collaborative analysis of student data, which informed differentiated instructional strategies.
2. **Culturally Responsive Teaching:** A school-wide commitment to inclusive practices aimed to ensure that all students saw their identities reflected in the curriculum. Teachers started to adopt Universal Design for Learning (UDL) principles, with a focus on Look-For 2: Student Identity, to foster a more inclusive classroom environment.

3. **Equity in Literacy:** Recognizing disparities in reading proficiency, particularly among African American students, we set a specific goal to increase reading MAP scores. A targeted intervention plan was implemented for third-grade African American males, addressing the opportunity gap and aligning with district equity goals.
4. **Enhanced Student Voice and SEL:** Student surveys indicated a high level of satisfaction in areas of equity and social-emotional learning (SEL). The school continued to foster an inclusive environment, encouraging student agency and reinforcing SEL practices to promote a sense of belonging for every student.

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?

The continued implementation of the 2023-26 CSIP prioritizes equity and academic growth, yet several groups remain vulnerable to unintended gaps in support and resources.

At-risk groups include:

1. **Students with Disabilities:** While efforts toward inclusion are underway, students with disabilities may not fully benefit from standard interventions if adaptations aren't sufficiently individualized. Collaboration between general education and special education teachers is critical; however, varying levels of expertise may hinder consistent support. Without strengthened partnerships and tailored instructional strategies, students with disabilities risk falling behind academically and socially.
2. **English Language Learners (ELLs):** ELL students may still encounter challenges in fully accessing the curriculum due to language barriers. However, the addition of a new Multilingual Language Learner (MLL) teacher has already elevated collaboration between MLL and general education teachers, resulting in a stronger, more integrated support system. This enhanced partnership is expected to drive substantial growth in language acquisition and academic engagement for ELL students.
3. **African American and Hispanic Families:** Despite efforts to address opportunity gaps, African American and Hispanic families may feel marginalized if engagement strategies do not authentically involve them. Limited family involvement in school decision-making could reduce the impact of initiatives meant to foster inclusivity and equity.
4. **Staff Facing Burnout and Uncertainty:** The demands of data analysis, culturally responsive instruction, and targeted interventions require sustained effort. Staff are also navigating the uncertainty surrounding potential school closures, mergers, and community shifts, contributing to frustration and a sense of instability. These factors may impact staff well-being and hinder the fidelity of CSIP initiatives, ultimately affecting the students they serve.

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

In the short term, the goal is to strengthen connections among students, families, and staff, fostering a supportive, cohesive community focused on student success and well-being. By enhancing collaboration and consistent communication, we aim to create a safe, inclusive environment that empowers students to excel academically and socially. Short-term outcomes also include meaningful gains in student engagement, increased family involvement in school activities, and bolstered staff morale through professional development and mutual support.

Looking toward the future, the long-term vision is to establish our school as a model of resilience, inclusivity, and excellence. For students, this means achieving growth in academic performance, social-emotional development, and a strong sense of belonging that extends beyond graduation. Families will feel more engaged, actively participating in the school community, and collaborating in their children's educational journey. For staff, the aim is to cultivate a positive, supportive workplace that values professional growth and stability, empowering educators to make a lasting impact.

With the recent confirmation that our school will remain open through at least the 2025-26 school year, we have an extended opportunity to focus on these goals, maximizing positive outcomes and building a lasting legacy of excellence for our students, families, and community.

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:

The data from last year reveal progress toward our priority student academic goals and our commitment to fostering a joyful, safe, and anti-racist learning environment. In terms of academic achievement, students across grade levels demonstrated measurable growth in reading and math proficiency, with significant gains observed among our African American and Hispanic students, whose MAP scores reflect improvements in both growth and attainment. However, the data also indicate persistent opportunity gaps, particularly for students with disabilities and English Language Learners (ELLs), who, while showing progress, continue to lag behind their peers in overall proficiency levels.

Qualitative feedback gathered through student surveys highlights a positive shift in school climate. Students report feeling safer and more included, with an increased sense of belonging attributed to the implementation of culturally responsive teaching practices and social-emotional learning (SEL) initiatives. Notably, African American students report feeling more supported by staff and more connected to the curriculum, aligning with our goal to create an inclusive and anti-racist learning environment.

Disproportionate outcomes remain, with students from low-income backgrounds and those receiving special education services facing more barriers to engagement and achievement. These findings underscore the need for targeted interventions and continuous improvement in collaborative practices between general and special education teachers, as well as in language-specific support for ELLs. Through ongoing focus on inclusive and data-informed strategies, we are committed to closing these gaps and ensuring every student benefits equitably from a thriving school environment.

Summary of student strengths supported by data:

Our students demonstrate numerous strengths, as evidenced by both academic and social-emotional data from the past year. One of the most prominent strengths is resilience; students have shown a remarkable ability to adapt and thrive within our rigorous learning environment. MAP data indicates consistent growth in reading and math proficiency across most grade levels, reflecting their engagement with data-driven instructional practices. African American and Hispanic students, in particular, have shown impressive gains, demonstrating both academic growth and increased confidence in their abilities.

Social-emotional learning (SEL) surveys also highlight strengths in students' ability to collaborate, empathize, and participate actively in the school community. A high percentage of students' report feeling supported by their teachers and valued by their peers, suggesting that our emphasis on SEL and culturally responsive practices has fostered a positive and inclusive atmosphere. Students regularly display strong communication and interpersonal skills, which are evident in collaborative projects and classroom discussions.

Additionally, students' engagement in enrichment activities and school events has been robust, underscoring their commitment to a well-rounded educational experience. This active participation contributes to a stronger sense of school community and belonging, which is reinforced by qualitative feedback indicating that students feel connected and proud of their school. Together, these strengths provide a solid foundation for continued growth and development, both academically and personally.

Identify and prioritize student needs supported by data:

The Positive Behavior & Safety category saw a 7% decline since Fall 2023, with only 73% favorable responses, indicating a growing concern among students. This suggests an urgent need to reinforce behavior expectations, strengthen conflict resolution strategies, and enhance supervision to create a safer and more supportive school environment.

Summary of possible root causes of the priority student need:

The decline in Positive Behavior & Safety may stem from increased post-pandemic behavioral challenges, inconsistent enforcement of schoolwide expectations, and student concerns about peer interactions and supervision. Addressing these gaps through structured behavior interventions and stronger social-emotional support can help improve school climate.

School Staff

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

The data indicate that staff have made notable progress in culturally responsive professional practices, with significant improvements following targeted professional development (PD) initiatives. This growth is highlighted by increased self-reported confidence in implementing inclusive teaching strategies, as well as positive shifts in student feedback related to classroom inclusivity and representation.

One of the most impactful PD sessions was the Culturally Responsive Teaching and Universal Design for Learning (UDL) workshop. This training provided staff with actionable strategies to create more inclusive lesson plans, and follow-up coaching sessions ensured these practices were consistently reinforced. Teachers reported a 20% increase in confidence using UDL to reflect diverse identities and perspectives in the classroom.

The Implicit Bias and Anti-Racism training was also particularly effective, leading to heightened awareness among staff about the nuances of race and bias within the educational environment. Surveys show a 15% rise in teachers feeling equipped to recognize and address bias in their interactions with students.

Quantitative data confirm that these PD efforts have contributed to a more equitable classroom environment. Student survey results reflect a decrease in reported incidents of bias, especially among African American and Hispanic students, though some disproportionality remains in perceived support for students with disabilities and English Language Learners. The data

underscores that while staff have grown in culturally responsive practices, continued focus on differentiated support for diverse learning needs is essential to sustain equitable outcomes across all student groups.

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

The data affirm that recent professional learning initiatives are positively impacting student outcomes. One key area of growth is student academic performance, particularly in reading and math, where MAP scores indicate consistent gains across most grade levels. This improvement correlates with the implementation of data-informed instruction strategies, reinforced through targeted professional development sessions. Teachers now feel more equipped to analyze student data effectively and adjust instruction to meet diverse needs, resulting in higher student engagement and measurable academic progress.

Professional learning in culturally responsive teaching has also contributed to enhanced social-emotional outcomes. Qualitative data from student surveys reveal increased feelings of belonging and support among African American and Hispanic students, aligning with our goals to foster an inclusive, anti-racist environment. Students report more frequent and meaningful connections with teachers, suggesting that staff training in culturally responsive practices has made a tangible difference in student-staff relationships.

Despite these positive trends, some disproportionality persists. English Language Learners and students with disabilities continue to face greater barriers to academic achievement compared to their peers. While professional development in differentiated instruction has been effective, this disproportionality indicates a need for further support in tailoring interventions to meet the unique needs of these groups.

Overall, the data underscore the effectiveness of professional learning in advancing student outcomes, while highlighting areas for continued focus to ensure equitable benefits for all student groups.

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

The data indicate that while professional learning in Universal Design for Learning (UDL) has been beneficial, consistent application remains a challenge. Reinforcing UDL practices is essential, particularly for integrating diverse student identities and learning preferences into classroom instruction. Continued reminders and follow-ups on UDL strategies are recommended to ensure that all teachers consistently implement these principles, enhancing accessibility and engagement for all students.

Through our Teacher Leadership Cadre (TLC), the focus on strengthening Tier 1 universal interventions in both instruction and classroom management has shown promising early results. However, the data suggest that further development is needed to maximize the effectiveness of these strategies. Many staff members express a need for additional support in applying universal interventions consistently across varied classroom environments, highlighting this as an area for deeper professional learning.

Our Multi-Tiered System of Supports (MTSS) meetings have proven valuable in targeting specific student needs, yet data show that identifying and implementing effective interventions can be further streamlined. MTSS processes are still evolving to support timely and strategic decisions that address student needs holistically. Additionally, the reimplementation of our Student Intervention Team (SIT) has reinforced our capacity to support individual students and families, yet ongoing training for staff in best practices for intervention planning would be beneficial.

Overall, professional learning should focus on strengthening UDL and refining universal and targeted interventions within MTSS and SIT frameworks to improve consistency and impact on student outcomes across all classrooms.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

The data demonstrate that our commitment to sharing power and responsibility with families and fostering two-way communication has effectively centered family voices across various engagement levels. One key indicator of success is the notable increase in PTSA membership and active participation. PTSA meetings consistently draw a diverse group of parents, reflecting broader community involvement and a shared investment in school initiatives. The ongoing, near-daily dialogue between the PTSA board and the principal has strengthened collaboration, enabling more responsive decision-making that aligns with families' priorities and insights.

Family participation in school events, particularly our Cultural Heritage Night, has also increased significantly, showcasing the value families place on celebrating their identities within the school community. These events offer a platform for families to share their cultures, contributing to a more inclusive and enriching school environment. Targeted evening meetings with our Hispanic Heritage Club further reinforce our commitment to inclusivity, allowing us to connect with Hispanic families in a meaningful way that respects their schedules and perspectives. Attendance and engagement at these meetings have been high, providing a direct channel for families to voice their aspirations and concerns.

Through these efforts, families report feeling more connected and empowered to contribute to school decisions, indicating a successful shift toward a partnership model. This data underscores the effectiveness of our approach in centering family voices and ensuring that their input actively shapes our school's priorities and practices.

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

Measures and Targets

2023-26 Three-year Goal:

By June 2026, at least 85% of students will respond favorably that after conflicts occur, we work to fix relationships, as measured by the SPS student climate survey (Positive Behavior and Safety).

2024-25 One-Year Goal:

By June 2025, at least 81% of students will respond favorably that after conflicts occur, we work to fix relationships, as measured by the SPS student climate survey (Positive Behavior and Safety).

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:

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

Building determine Schedule of MTSS Meetings

Timeframe for Reviewing Process Data Measures:

Quarterly

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

MTSS

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percent of 3rd Grade Students of Color FFEJ projected proficient or above in ELA on the SBA will increase from a baseline of 25.0% to a target goal of 70% by 2025-26.

2024-25 One-Year Goal:

The percentage of 2nd Grade Student of Color FFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 42.9% to a target goal of 52.9% by 2024-2025.

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

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

Quarterly

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

MTSS & TLC

Advanced Learning and Highly Capable Services:

The faculty at John Hay Elementary School provides Highly Capable Services for its students through universal design for learning, differentiated instruction, and talent development/enrichment. We also increase depth and complexity of learning through extensions for assignments.

Expanded Learning opportunities for students through afterschool or summer programs:

- Refer students to summer programming.
- Evening events that connect and engage families with student learning
- Student leadership activities at Open House

Homework Policy:

The faculty at John Hay Elementary School recommend 20 minutes of reading each evening; however, teachers assign no other homework.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By June 2026, 90% of families with students receiving special education or multilingual services will respond favorably to a survey measuring that their child is seen, heard and valued, within an inclusive environment at John Hay.

2024-25 One-Year Goal:

By June 2025, at least 80% of families with students receiving special education or multilingual services will respond favorably to a survey measuring that their child is seen, heard, and valued within an inclusive environment at John Hay.

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:

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.

Outcome Data Measures:

Elementary Progress Reports

Timeframe for Reviewing Outcome Data Measures:

Quarterly

Process Data Measures:

Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

Quarterly

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

MTSS & TLC

2024-25 Budget Allocations to Support Continuous Improvement

The following table 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:** \$2,733,507
- **Activities Implemented:**
 - To meet the intent and purpose of Basic Education, the school will deliver instruction aligned with grade-specific state standards across core subjects.
 - Educators will use differentiated strategies to address diverse learning needs, offering tailored support for students who require additional help and enrichment opportunities for advanced learners.
 - Activities include implementing evidence-based curricula, facilitating small-group interventions, and conducting formative assessments to monitor and adjust instruction.
 - Staff will engage in ongoing professional development to refine instructional practices and enhance student outcomes.
 - The program will ensure equitable access to rigorous content, fostering academic growth for all students.

Multilingual Learners (Title III)

- **Intent and Purpose:** To support multilingual learners in achieving English proficiency and academic success through tailored instruction, language development, and culturally responsive practices that honor diverse linguistic backgrounds.
- **Dollar Amount:** \$128,141
- **Activities Implemented:**
 - To meet the intent and purpose for multilingual learners, the school will implement targeted English language instruction and scaffolded content learning, ensuring access to grade-level standards.
 - Educators will use differentiated strategies, including visual aids, peer support, and language-focused small groups.
 - Regular assessments will track language progress, and professional development will equip staff with effective strategies for multilingual engagement.

- Family outreach will encourage involvement, fostering a supportive environment that values students' cultural and linguistic diversity.

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 the intent and purpose of the Learning Assistance Program (LAP), a 0.4 Interventionist has been hired to provide targeted Tier 2 instruction in math and reading for students who are at risk of not meeting state or local graduation standards.
 - This interventionist delivers small-group support focused on foundational skills and academic growth, reinforcing classroom instruction and addressing specific learning gaps.
 - Progress is regularly monitored to adjust instruction based on student needs, ensuring that the intervention effectively supports students' journey toward meeting grade-level expectations and graduation requirements.

Other Funding Source (Grant from PTSA)

- **Intent and Purpose:** Grant from PTSA
- **Dollar Amount:** \$152,051
- **Activities Implemented:**
 - The PTSA grant funds supported a 0.6 Interventionist, paired with the 0.4 LAP-funded portion, to deliver consistent Tier 2 math and reading interventions for students needing targeted support.
 - Additionally, the grant provided an extra 0.5 for the Office Assistant role, making it a full-time (1.0) position.
 - This full-time role enables a single, dedicated individual to meet the operational and administrative needs of the entire school more effectively, ensuring timely student support, streamlined communication, and enhanced overall efficiency within the school environment.