2024-25 CSIP Review and Updates
John Rogers 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: John Rogers Elementary

Principal: Dr. Casie Dimsey

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Building Leadership Team (Casie Dimsey, Veronica Ainsa, Lexie Thomas, Zane Hashmi, Mary Gordon, and Jen Mackler-parent rep)

[2023-26 CSIP John Rogers](#)

[John Rogers Elementary School Report](#)

[John Rogers 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 priority practices that were implemented during the 23-24 school year included implementing high leverage universal design of learning practices and culturally responsive instruction at the Tier 1 level, analyzing student work in our professional learning communities to inform instruction, developing a schoolwide MTSS system that utilizes a triangulation of data to include both qualitative and quantitative data to plan for Tier 2 and Tier 3 interventions, incorporating restorative practices into daily classroom and school wide support systems starting with community circles, while partnering with families and community members to support the elimination of opportunity gaps and provide a high quality education for each student at JRE.

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 (Comprehensive School Improvement Plan) could pose several risks that might disproportionately affect certain groups within the school community. Here are some potential risks and the groups that may be most vulnerable:

Equity Gaps - Risk: The plan may not adequately address existing disparities in educational access and outcomes. Vulnerable Groups: Students from marginalized backgrounds, including those with disabilities, Multilingual language learners, students new to country, and students furthest from educational justice.

Implementation Fidelity- Risk: Inconsistent application of the plan across the school can lead to varied educational experiences. Vulnerable Groups: Students in the school with less experienced or supported staff may not receive the same quality of education.

Community Engagement- Risk: Lack of genuine engagement with families and communities can hinder buy-in and support for initiatives.

Vulnerable Groups: Families who may feel disenfranchised or lack access to information about the plan. To mitigate these risks, it's crucial to prioritize equity in resource distribution, engage all stakeholders in meaningful ways, and provide necessary support to both students and staff. Regular assessments and feedback loops can help ensure that the CSIP is effectively meeting the needs of all groups involved.

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

Short-Term Desired Outcomes

- Increased Engagement: Students show greater participation in class activities and discussions through culturally relevant content.
- Immediate Academic Gains: Early assessments indicate improvements in understanding and retention of material among diverse learners.
- Positive Behavior Trends: Reduction in disciplinary incidents as restorative practices begin to take effect.
- Enhanced Communication: Families receive timely updates and resources about their children's learning and available support systems.
- Increased Participation: More families participate in school events, community circles, and discussions about educational practices.
- Awareness of Supports: Families become informed about MTSS processes and how to engage with them for their children's benefit. Staff- Professional Growth: Teachers and staff participate in ongoing professional development focused on UDL, WIDA, and culturally responsive practices.
- Collaboration in PLCs: Increased collaboration in Professional Learning Communities (PLCs) leads to shared strategies and insights from analyzing student work.
- Positive Climate: Staff report improved morale and a supportive environment as restorative practices foster collaboration and community.

Long-Term Desired Outcomes:

- Equitable Academic Achievement: Significant reductions in opportunity gaps, with all student groups achieving at or above grade level.
- Social-Emotional Growth: Students develop strong social-emotional skills, leading to improved relationships and school climate.
- Empowered Communities: Families feel empowered and engaged in their children's education, advocating for their needs and supporting school initiatives. Sustained Partnerships: Strong, lasting partnerships between the school and community organizations that continue to support educational equity.
- Culturally Responsive Advocacy: Families actively participate in discussions around curriculum and policy that affect their children. Staff- Retention of Effective Educators: Higher retention rates of skilled educators, reflecting a supportive and collaborative work environment.

- Culture of Continuous Improvement: A sustained commitment to professional learning and improvement based on data-driven decision-making.
- Inclusive and Diverse Workforce: A staff that reflects the diversity of the student body, enhancing representation and understanding of student needs.

By implementing these strategies, John Rogers Elementary can create a more equitable and supportive educational environment. Continuous monitoring and feedback will be essential to adjust practices as needed and ensure that all stakeholders are progressing toward these desired outcomes. Regular assessments of both qualitative and quantitative data will help to refine interventions and enhance overall effectiveness.

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:

Based on the Student Climate Survey in the Spring of 2024, the overall social emotional learning component of the survey showed an average of 84%, with questions, "At school, I learn how to make good friendships at 87% and At School, I learn how to make good choices for myself and my community at 94%. However, the first question as aligned to the smart goal shows that only 70% of students overall feel that they can speak up for what they need.

The data shows that 74% of Black/African American and SFFEJ students responded favorably to the question, "At school, I learn how to speak up for what I need." In turn, our multiracial student population showed a lower agreement to the question with a 46% response and our multilingual students reported 69% in favorable responses for the question as well.

Data: Participation in non-culturally relevant family nights will increase from 25% to 50% in June 24-25 (such as Back to School Night, Curriculum Night, Open Mic Nights). All JRE working committees including BLT, Racial Equity, MTSS, Social, Common Expectations and Creative Advantage will have at least one family member per committee.

Summary of student strengths supported by data:

Strengths as shown by the Student Climate survey revolved around equity and anti-racism at 88% overall in which students felt that this school is a safe and welcoming place for people of all cultures and backgrounds at 96%. In addition, students also responded favorably at 84% overall in the social emotional category.

Identify and prioritize student needs supported by data:

Prioritization areas include Identity and Culturally Responsive Teaching with a specific focus on "I get to learn about my culture at school and I have adults at school that can teach me about my culture and history." This trend has been consistent over several years amongst all subgroups.

Another priority area includes: Student Voice and Leadership with a specific focus on both "my school values what I think and what I have to say, and "I can be a leader at my school if I want."

Students from differing subgroups shows similar agreeableness, however, our Multilingual students scored this area at least 12% lower than their peers.

Summary of possible root causes of the priority student need:

Based on the identified priority areas of Identity and Culturally Responsive Teaching, as well as Student Voice and Leadership, several potential root causes for the student needs can be outlined:

1. Lack of Culturally Relevant Curriculum
   Description: The curriculum may not adequately reflect the diverse cultures and histories of all student groups, leading to a lack of engagement and connection.
   Impact: Students may feel that their identities are not valued or represented, which affects their overall school experience.

2. Insufficient Training for Educators
   Description: Teachers and staff may require more targeted training and practice in culturally responsive teaching practices, limiting their ability to effectively support and engage students from diverse backgrounds.
   Impact: This can result in missed opportunities to connect with students and validate their cultural identities.

3. Limited Student Participation in Decision-Making
   Description: Students may not have sufficient opportunities to voice their opinions or participate in leadership roles within the classrooms and school (SPAR=C student leadership is currently open for grades 4-5).
   Impact: A lack of representation in school decisions can lead to feelings of disempowerment, particularly among multilingual students.

4. Inadequate Support Systems
   Description: A lack of strong mentorship, community partnerships or support systems in place for students to explore their cultural identities and leadership skills beyond the classroom.
   Impact: Without guidance and encouragement from adults, students may struggle to see themselves as leaders or advocates for their cultural backgrounds.

5. Communication Barriers
   Description: Multilingual students may face language barriers that prevent them from fully participating in school activities and discussions.
   Impact: This can lead to lower levels of engagement and feeling undervalued in their contributions to school culture.

6. Historical Marginalization
   Description: Ongoing historical and systemic inequities may contribute to a culture where certain identities and voices are less valued or are hyper visible based on the population of students.
   Impact: Students from marginalized backgrounds might feel that their experiences and perspectives are not recognized or respected.

7. Community Involvement
   Description: There may be limited partnerships with families and community organizations that support cultural learning and student leadership.
   Impact: This can hinder the development of a school culture that values and incorporates diverse perspectives and experiences.

Addressing these root causes through targeted interventions, professional development, and community engagement can help create a more inclusive environment where all students feel valued and empowered to share their identities and lead within the school community.

School Staff

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

The data highlights significant advancements in staff engagement with culturally responsive professional practices at JRE. Key areas of focus include:

1. Strength-Based Lens in Special Education
   Review Process: All staff are now examining the Special Education qualification process through a strength-based perspective, ensuring that students' abilities are prioritized.

2. Effective MTSS Implementation
   Confident Discussions: When discussing more restrictive supports, teachers demonstrate an ability to articulate current student performance levels, the effectiveness of supports, differentiation strategies, and family communication with clarity and cohesion.

3. Training in Universal Design Strategies
   Ongoing Professional Development: Through MTSS and Universal Design for Learning (UDL) training, staff are gaining skills to effectively differentiate instruction to meet diverse student needs.

4. Consistent Racial Equity Training
   Implementation of Theoretical Learning: The Racial Equity Team, in consultation with the principal, has been instrumental in moving from theoretical understanding to practical application across various programs, including Multi Language Learners (MLL), Special Education, and students furthest from educational justice.

5. Structured Professional Development
   Leadership and Collaboration: The professional development plan has seen significant leadership improvements, with staff taking active roles in planning and implementing professional development days. The focus on "UnEarthing Joy" by Gholdy Muhammad has facilitated discussions around culturally responsive practices. While also incorporating the HILL model and racial equity tool into school wide decisions.
   Team Contributions: Approximately 50-75% of professional development sessions for Purple and Green Days have been led by the MTSS, RET, and Common Expectations Teams, reflecting a collaborative approach to staff training.

6. Early Adopter Status for UDL
   New Initiatives: JRE has been accepted into the early adopters cohort for UDL, with training sessions beginning in December 2023 and continuing into the 24-25 school year, indicating a commitment to implementing these frameworks in classroom practices.

7. Focused Support for Teacher Leaders
   Teacher Leader Cadre: The cadre is concentrating on UDL and MTSS processes and practices as an alignment to Tier 1 practices and Tier 2/3 practices, with specialized training being provided to enhance classroom instruction and develop practical walk-through tools.

8. Improved Communication and Collaboration
   File Sharing System: A re-evaluation of the school's file-sharing system (via SharePoint) has made important information more accessible, allowing staff to stay updated and engaged with shared resources.

9. Cycles of Inquiry and Feedback
   Continuous Improvement: Establishing frequent cycles of inquiry and feedback supported staff development through walk-throughs and evaluations, fostering an environment of ongoing learning and responsiveness.

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

Overall, the data from the staff survey reflects a strong commitment to enhancing culturally responsive teaching practices among JRE staff increasing 28 points from Fall 23-Spring 24.

However, this continues to be an area of growth as both the student and staff climate surveys reflect a consistent percentage at 72-73% as seen in the Spring 24 data. Through targeted training, collaborative leadership, and effective communication systems, staff are increasingly equipped to meet the diverse needs of their students, fostering a more inclusive and equitable learning environment. Data also supports that Black/African American Males had an increase from 28.6% meeting proficiency to 50% in ELA on the SBA. Additionally, our MLL students increased by 8.2% from Spring of 23 to 24.

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

A continued focus on Identity and Culturally Responsive Teacher and Inclusionary practices needs to continue to be strengthened as a continuation from prior work in this area. Additionally, theoretical learning will be supported through active action plans for focal students and an increase in learning labs with a focus on UDL Tier 1 practices and streamlining the school wide MTSS process and data review that is consistent and timely utilizing Common Embedded Assessments.

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:

John Rogers Elementary actively embraces the Seattle School District's commitment to involving parents in the educational process, recognizing it as essential for academic success. The school has implemented a comprehensive plan to share power and responsibility with families, ensuring their voices are central to the community. Key elements include:

- Regular Communication: Weekly newsletters are translated and distributed through various platforms (School Messenger, Talking Points, Kid Mail) to keep families informed.
- Teacher Engagement: Classroom teachers provide regular newsletters to update parents on classroom activities and upcoming events.
- Informational Displays: Hallway displays communicate volunteer opportunities, events, and educational programs, enhancing transparency and engagement.
- Bilingual Support: A qualified bilingual teacher and instructional assistants maintain regular contact with families, facilitating communication through phone and face-to-face interactions.
- Parent Education Nights: Twice-yearly educational events are held in collaboration with the principal and staff during PTA meetings, empowering families with knowledge.
- Targeted Family Engagement Nights: Grade-level events and bilingual family nights allow families to learn about school initiatives and foster connections.
- Support Services: A social worker provides direct support to families and children in crisis, reinforcing the school's commitment to student well-being.
- Document Translation: Essential school documents and the website are available in multiple languages, ensuring accessibility for non-English-speaking families.
- Interpretation Services: Formal and informal interpretation services support families during conferences and meetings, ensuring they can fully participate in their child's education.
- PTA Involvement: Regular PTA meetings offer opportunities for family engagement and community building.
- Funding for Activities: The school provides funding for parent-initiated educational activities, further encouraging family involvement in the school community.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

In the 2023/2024 school year, parents took a more active voice in school and are volunteering for parts of a job such as room parents (Raft Captains) and developing a team of parents to support the classroom to include our Art Docents.

In addition, community partners such as UW and Roosevelt HS volunteered throughout the week to support all students in reaching the standards in reading and math. Community input surveys also acted as a means to uplift parent voices and the use of various methods of communication by staff and administration to families/caregivers supports teacher-parent communication and opportunities for dialogue and understanding (including Talking Points, School Messenger, and Email).

In September Kindergarten teachers held Family Partnership conferences either in person or by phone. In November academic conferences were held which include soliciting parents' perspectives on their children. Formal interpreters are available for these conferences. Parents are encouraged to make appointments with their child's teachers throughout the year to stay informed about their child's academic progress.

Supports will be strengthened by incorporating new community partnerships that serve the NE region specific to family and community needs. Additionally, focusing on supports to provide afterschool tutoring, family connections, and mentorships for students.

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

Measures and Targets

2023-26 Three-year Goal:

By June of 2026, 90% of students will respond favorably to the statement "At school, I learn how to speak up for what I need" or a similar question around self-advocacy, up from 70% in 2023.

2024-25 One-Year Goal:

By June of 2025, 79% of ELL/Multilingual students will respond favorably to the statement "At school, I learn how to speak up for what I need" or a similar question around self-advocacy, up from 69% in 2024.

Evidence-based Practice 1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community, including RULER instruction.

Process Data Measures:

- Walk-through/Observational Data
- Interactive anchor charts
- Regular occurrence of morning meetings

Timeframe for Reviewing Process Data Measures:

Daily (general education classrooms)

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

Racial Equity Team

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidenced-based practice are RULER curriculum and materials and extended time for meetings and coordination with teachers.

Evidence-based Practice 2:

Professional Development to support multilingual students.

Process Data Measures:

- Teacher attendance
- Walk-through/Observational Data
- PD presentations

Timeframe for Reviewing Process Data Measures:

- November/December PD Cycle
- March/April PD Cycle

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

- Principal
- District Coaches

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidenced-based practice are extended time for collaboration, staffing of SPS Multilingual Coach and Title I Consulting Teacher.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percentage of Black/African American boys who achieve English Language Arts proficiency or higher on the 3rd grade Smarter Balanced Assessment will increase from 28.6% in June 2023, to 7% in June 2026.

2024-25 One-Year Goal:

The percentage of Black/African American boys who achieve English Language Arts proficiency or higher on the 3rd grade Smarter Balanced Assessment will increase from 50% in June 2024, to 65% in June 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:

Targeted Small Group instruction

Student Outcome Data Measures:

- MAP
- DIBELS

Timeframe for Reviewing Student Outcome Data Measures:

October - June

Process Data Measures:

- Flexible student groupings
- Mastery tests
- Running records

Timeframe for Reviewing Process Data Measures:

October - June

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

- Reading Interventionist
- MTSS Team

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidenced-based practice are the Reading Interventionist and curriculum and materials.

Evidence-based Practice 2:

Professional Development

Process Data Measures:

- Teacher attendance
- Evidence of teaching practices during classroom walkthroughs
- PD presentations

Timeframe for Reviewing Process Data Measures:

- November/December PD Cycle
- March/April PD Cycle

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

- Principal
- District Coaches

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidenced-based practice are extended time for collaboration, staffing of SPS Multilingual Coach and Title I Consulting Teacher.

Advanced Learning and Highly Capable Services:

At John Rogers Elementary, we will provide advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Students who are achieving well above grade level standards are targeted under MTSS for Tier 2 interventions. Basic Tier 2 curriculum supports in Reading and Math are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

By the 2024-25 school year, the MTSS Tier 3 process will be in place for students with complex needs that can't be addressed in Tier 1 and Tier 2 supports. The Tier 3, MTSS process will result in an individual student plan, in collaboration with the AL Department. HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC. Similarly, student growth is reviewed at various points throughout the school year in PLCs and educators plan for the needs of all students in their classrooms.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

Learning opportunities for students through afterschool or summer programs:

- After school tutoring
- SPAR=C (Student Participatory Research Equals Change-4th and 5th grade)
- Enrichment Programming
- After school care with Meadowbrook Community Center
- Global Reading Challenge

Homework Policy:

At John Rogers Elementary our homework policy is that students are able to read nightly for at least 20 minutes through various methods such as reading to others, reading with others, or listening to stories via technology. Additionally, students are encouraged to practice mathematical skills through various methods such as IXL, SuccessMaker, and real-world applications.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By the end of the 2025-26 school year, JRE will see participation rates amongst subgroups of students and families increase by at least 85 percent that are aligned to the subgroups of the student population.

2024-25 One-Year Goal:

During the 2024-25 school year, JRE staff will collect attendance data at each whole school event including: Back to School Night, Open House, Multi-Cultural Night, any parent education nights and events such as Open Mic Night. JRE staff will then disaggregate the data to determine which sub-groups need further supports to attend.

Evidence-based Practice 1:

School newsletters translated and sent every Monday evening either via School Messenger, Talking Points, or Kid Mail.

Process Data Measures:

Records of newsletters

Timeframe for Reviewing Process Data Measures:

Weekly

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

- Administrators
- Multilingual (ML) Team
- Classroom Teachers

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidenced-based practice are extended Time for translation, Talking Points trainings and collaboration with Multilingual Team.

Evidence-based Practice 2:

Parent Education Nights

Process Data Measures:

- Family Attendance
- Feedback

Timeframe for Reviewing Process Data Measures:

Twice a school year

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

- Family Engagement Team
- Multilingual (ML) Team
- Reading Interventionist

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidenced-based practice are extended time for planning and facilitating.

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:** $2,012,422

- **Activities Implemented to Meet Intent and Purpose:**

    o Implementing Tier 1 UDL Practices through learning labs, sub release days, and professional development
    o Supporting MTSS processes and practices

Title 1

- **Intent and Purpose:** To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.

- **Dollar Amount:** $52,797.00

- **Activities Implemented to Meet Intent and Purpose:**

    o 0.4 General Ed IA will support students at Tier 1 levels of support through Tier 2/3 for both academic and behavioral
    o Interventionist will track and provide MTSS for students at the Tier 2/3 levels of support

Multilingual Learners (Title III)

- **Dollar Amount:** $192,326

- **Activities Implemented to Meet Intent and Purpose:**

- 1.20 FTE ML Staff
- Other family and instructional supports (e.g., translation, interpretation, and materials)

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:** $60,674

- **Activities Implemented to Meet Intent and Purpose:** 0.4 Interventionist will track and provide MTSS for students at the Tier 2/3 levels of support

Creative Arts Pathway Grant

- **Intent and Purpose:** Arts Enrichment

- **Dollar Amount:** $4,054.00

- **Activities Implemented to Meet Intent and Purpose:**
  - Support students and staff with expanded opportunities to enrich their learning in the Arts pathways
  - Professional development, assemblies, school-wide projects, and Art docents