



2024-25 CSIP Review and Updates Rainier View 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: Rainier View Elementary

Principal: Justin Booker

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Rose Valente, Emma Rice, Marc Martinez, Vanessa Lewis, Jenica Nordstrom, and Sarah Fingado.

[2023-26 CSIP Rainier View](#)

[Rainier View Elementary School Report](#)

[Rainier View 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.

- Advanced Learning PD (Family Nights)
- Developing Culturally Responsive Making Meaning Lessons
- Science Institute PD
- enVision Math Training
- Flexible, small group push in reading and math, HC/AL

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?

What is at risk is families disengaging from the school activities because they do not feel included in the planning process. The children and families of children furthest away from education justice are most at risk.

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

Measures and Targets

2023-26 Three-year Goal:

Based on SY 2022-23 data, we will improve the percentage of students feeling belongings and relationships from 74% to 90% by June 2026. Rationale: Based on our 3rd-5th grade SY 2022-23 student survey data, 65% of students indicated that there is an adult at Rainier View Elementary who share the same culture and background. This is a decrease of 5% from year before

2024-25 One-Year Goal:

Based on SY 2023-2024 data, we will improve the percentage of students feeling belonging and relationships from 73% to 85% by 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.

2024-25 Evidence-based Practice 1:

Cultivating Student Restorative Leadership: Students will learn key leadership skills and lead community building and conflict resolution across their schools. Educators will co-lead and mentor students in this work.

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Justin Booker
- Amanda Simington

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percent of 3rd grade students of color projected proficient and/or above in ELA on SBA will increase from 39% to 76.2 by 2025- 2026.

2024-25 One-Year Goal:

3rd grade ELA goal for the 2024-2025 school year be determined using MAP (3x a year), fall assessment 2024, CCC assessments, and MTSS intervention data.

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.

2024-25 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:

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

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Justin Booker
- Diedra Jones

Advanced Learning and Highly Capable Services:

Students are provided 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) differentiated instruction is provided by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement and acceleration in depth and complexity to grade level curriculum, based on the needs of each student.

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

Curriculum supports in content areas are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

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.

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.

It is important to note, there is not separate staffing or different curriculum designated only for advanced learning in the neighborhood school services. Differentiation is provided through tier 1 and tier 2 extensions and learning opportunities by the child's general education classroom teacher and grade level team partners. The differentiation is provided for a child that demonstrates ongoing mastery of grade level common core standards and readiness to extend their learning/thinking in depth and complexity within grade level content.

Expanded Learning:

- SPS Summer Learning Programs
- Family Nights (Literacy, Math, HL, ML)
- Title 1 Curriculum Night
- Enrichment

Homework Policy:

It is the policy of the Seattle School Board to recognize that homework can be a constructive tool in the teaching and learning process when it is geared to the needs and abilities of students. Purposeful homework assignments not only enhance student achievement but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned, organized, and connected to the learning objectives of the lesson.

The purposes of homework assignments, the basis for evaluating the work performed and the guidelines and/or rules should be made clear to the student at the time of the assignment. Assigned homework should be able to be completed independently by the student.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By the end of the 2025-26 school year, 90% of Rainier View Elementary families will participate in family conferences using talking points, email, and/or in person. We will be able to use talking point data and communication logs for teachers. During the 2023-2026 fall conferences, Rainier View Educators will increase from 90% to 100% of families will attend and participate in parent teacher academic conferences.

2024-25 One-Year Goal:

By the end of the 2024-2025 school year, 90% of Rainier View Elementary families will attend at least one school wide event.

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.

2024-25 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:

- Number of parent volunteers
- Student Attendance

Timeframe for Reviewing Outcome Data Measures:

Quarterly

Process Data Measures:

- School-based Family Survey
- Volunteer Count
- Engagement Event Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Justin Booker
 - Jenica
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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:** \$1,453,788
- **Activities Implemented to Meet Intent and Purpose:**
 - 11 teachers
 - MAP
 - DIBELS
 - Supplemental curriculum, IXL

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:** \$78,792
- **Activities Implemented to Meet Intent and Purpose:**
 - Social worker
 - MAP
 - DIBELS
 - Supplemental curriculum

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds are designed to support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$160,314

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

- ML Instructional Supports
- Translations and Interpretation
- Bilingual Textual 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:** \$80,657
- **Activities Implemented to Meet Intent and Purpose:** 1.0 Academic Interventionist

High Poverty 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:** \$60,000
- **Activities Implemented to Meet Intent and Purpose:** 1.0 Instructional Assistant