



## 2024-25 CSIP Review and Updates Rising Star 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:** Rising Star Elementary School

**Principal:** Huyen Lam

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** Huyen Lam, Jennifer Kovach, Mark Juaton, Monica Sylver, Danielle Meier, Ramona Goncalves, Andre McKinney, Kyle Jackson, Kayla Peth, Jeffrey Farmer, Ibijoke Idowu, RET Lead: Angela Feng, CBO: City Year, PTA: Jessica Gomez, Leslie Sugiura

[Rising Star 2023-26 CSIP](#)

[Rising Star Elementary School Report](#)

[Rising Star Elementary School Climate Survey](#)

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### 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.**

There are several priority practices identified in the 2023-26 CSIP during 2023-24 school year that enhanced student learning outcomes.

- **Robust ELA block and instruction:** We developed a schedule that facilitated comprehensive reading and writing instruction across all grades. Teachers utilized high-quality curricular materials provided by the district to ensure alignment, access, and opportunities for every student. Our instruction focused on text-centered comprehension, fluency, phonics, writing about reading, and writing across various genres to continue to strengthen Tier 1 instruction. In addition, targeted differentiated small group instruction was implemented to match students with appropriate interventions and curricular programs.
- **K-5 PLCs:** All staff, including Special Education (SPED) and Multilingual Learner Development (MLD) teams, participated in regular cycles of inquiry. We made use of assessment data to inform differentiation and interventions for reading instruction.

- Coaching Cycle: Teachers participated in regular coaching cycle where they engaged in guided reflection and conversations using student data to enhance learning outcomes for students.
- PBIS Work: We continue to strengthen Rising Star Firebird Way to positively reinforce school-wide and classroom behavior expectations. We held regular Firebird award assemblies to foster a culture of celebration. Also, the Firebird Leadership Council was utilized to increase student voice and leadership opportunities, particularly for Hispanic and Black students.
- APTT: We held 3 Academic Parent Teacher Teams events to continue to strengthen relationships between families and teachers, and to promote student learning and growth.
- MTSS Practice: We organized and provided tiered instructional support for all students through a comprehensive adult schedule, using data to inform decisions and employing evidence-based practices. A targeted curricular support system was established to address the specific needs of students. For Tier 2a, we used the BaR program for students on grade level and Close & Scaffolded Reading to expose students to complex texts. For Tier 2b, we implemented SIPPS and i-Ready (a personalized learning platform). Tier 3 support included the Seeing Stars program.
  - Extended Learning Programs: We offered several extended learning opportunities to enhance student learning outcomes: 1:1 Tutoring: Students in grades K to 4 who required additional support participated in Reading Partners for personalized tutoring.
  - Somali After School Program: Over 50 students attended this program led by Ms. Ilham and her staff, who provided homework assistance and instructional support in reading and math.
  - Rising Star after school Program: In partnership with City Year, we provided an academic and enrichment program three times a week after school, enrolling over 100 students. Priority was given to those receiving Tier 2 services in math and reading.
  - Summer Academic Learning: In partnership with Schools Connect WA, we will provide an intensive academic and enrichment program five days a week in summer of 2025, enrolling at least 100 students and priority will be given to students who are below grade level based on the MAP/iReady data.

**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?**

There are no significant risks associated with the priority instructional practices highlighted above. However, based on the data, some refinements are necessary to better support specific student groups, including our SOC FFEJ population, with a particular focus on Black students, Multilingual Learners (ML), and students receiving Special Education (SPED) services. The proposed refinements are as follows:

- **K-5 PLCs:** Our current K-5 PLC structure has positively impacted student learning outcomes. To build on this success, we will adopt the **PLC+ framework** by Fisher & Frey, which emphasizes both student and teacher development. This framework includes five guiding questions designed to structure team discussions and reflections, ensuring we stay organized and focused on critical aspects of teaching. It encourages us to critically examine our instructional practices, aligning with our identified area for growth—**teacher clarity**, as observed during our walkthroughs. Effective use of Universal Design for Learning (UDL) principles will be key, particularly in establishing clear goals that guide our learning. The framework also emphasizes equity and high expectations for all students, promoting both individual and collective efficacy. Each grade level has designated PLC leads who are enhancing their skills to facilitate group discussions that focus on improving student learning outcomes. These teacher leaders meet monthly for deep learning sessions focused on “coaching” teams and advancing teaching practices that prioritize teacher clarity.
- **APTT (Academic Parent-Teacher Team):** To deepen family engagement, particularly with harder-to-reach families, we will incorporate **home visits**. These visits will help strengthen personal connections, better understand student needs, improve communication, and

support social-emotional development. Priority will be given to students receiving Tier 2 and Tier 3 services, as well as those with a history of tardiness and absenteeism. Our goal is to complete 50% of home visits by the end of the winter break.

- **MTSS (Multi-Tiered System of Supports):** To refine our MTSS practices and address learning outcome gaps for specific subgroups of students, we will more closely analyze our data. This detailed review will help identify patterns, trends, and root causes during MTSS meetings, enabling us to provide tailored support and interventions. Additionally, we will introduce **Tier 3 evidence-based practices** focused on language comprehension, an area previously lacking in our support system. The **Verbalizing and Visualizing curriculum** will be implemented to offer more intensive support for students in need of language comprehension development.
- **PBIS (Positive Behavioral Interventions and Supports):** To strengthen our PBIS efforts and improve the learning experiences of Black students—who have been identified as experiencing gaps in the student climate survey—we will focus on cultivating an **inclusive classroom environment**. Specifically, we aim to address statements like “My classroom feels like a community” and “I feel like I belong in my classroom.” This year, we will implement **Habits of Mind** school-wide, dedicating each month to one or two specific habits that align with our **Firebird Ways**. This initiative will support inclusion by helping students understand the importance of belonging and appreciating others. It will foster collaboration, interdependence, and relationship-building, ensuring all students—especially Black students—have positive and supportive experiences within their learning communities. **What are short-term and long-term desired outcomes for students, families, and staff groups?**

Short-Term:

- Students in grades 3 to 5 will respond favorably to the climate survey category of Belonging and Relationship from 79% to 85% by June of 2025.
- By June 2025, 56% of 2<sup>nd</sup> grade Multilingual Learners, will meet or exceed proficiency on Reading MAP. In addition, by June 2025, 38 % of Students receiving SPED services will move tiers measured by reading i-Ready Diagnostic and/or MAP Reading.

By February 2025, at least 50% or more of students in K-5 will receive one home visit from their classroom teachers. Long-Term:

- Students in grades 3 to 5 will respond favorably on student climate survey item, “My teacher shows me how learning is fun”, from 77% (from spring 2023) to 85% by June of 2026.
- By Spring 2026, percentage of 3rd grade Multilingual Learners will score proficient or higher in ELA on the SBA from baseline of 36.3% to a target goal of 66.3%.
- By June of 2026, we will increase family engagement and attendance at APTT from 60% to 67% overall.

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## 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:

#### Learning Environment – Joyful, Safe, and Anti-Racist:

- In reviewing our one-year goal, we observed an overall upward trend in 4th grade students responding favorably on the Spring 2024 student climate survey, with increases ranging from +2 to +11 points across all categories. Notably, there was a +2-point increase in Student Voice & Leadership and a +1-point increase in Pedagogical Effectiveness. 76% of 4th grade students felt they had opportunities to lead, while 69% agreed that “My teacher shows me how learning is fun,” compared to 89% for “I get to be creative and think deeply at school.” The first statement is our priority focus, and there was a -10-point decrease in the perception of teaching effectiveness, with only 65% of students in grades 3 to 5 responding favorably. Among these, 63% of students of color from the FFEJ group, 70% of Hispanic students, and 61% of Black students felt positively about this statement.
- The data reveals some discrepancies between SOC, Hispanic and Black Students. Black students’ response rate decreased -2 to -7 points across all categories, with a notable -3-point drop in Student Voice & Leadership, a change from the previous year of upward trend of +4-point increase in Spring 2023. However, the two-descriptor statements within this category, 82% of Black students still felt that they had voice in school to make a difference. On the other hand, the Pedagogical Effectiveness category, there was a -2-point decline in Spring 2024. There is overall trend of downward decline in this category, especially in “My teacher shows me how learning is fun” for all students, especially for our Black students responding 61% favorably.

#### Classroom Instruction & Academic Success – 3<sup>rd</sup> Grade English Language Arts:

- Although Spring 2024 Reading MAP data show that 20% of SOCFEJ met or exceeded grade level proficiency, there was a lot of growth observed. For those SOCFEJ with Spring-to-Spring scores, there were 63% who met or exceeded their projected RIT scores. Similar trend is seen in i-Ready Diagnostic assessment. 62% of SOCFEJ met or exceeded annual typical growth in reading i-Ready Diagnostic, and of these students, 56% of them met or exceeded annual stretch growth. The latter data point (stretch growth) is important as it signifies the percentage of students on target to enter a path to attaining grade-level proficiency.
- On Spring 24 DIBELS data, there were 47% SOCFEJ who met or exceeded grade level proficiency compared to 29% meeting or exceeding MAP Foundational Skills. However, on i-Ready Diagnostic assessment there were 57% who met or exceeded Foundational Skills section of the test. For both MAP and i-Ready test results show that students fared worse on the reading comprehension and vocabulary sections of the assessment.
- There are discrepancies between MLL student performance versus SOCFEJ MLLs and SOCFEJ. On Spring 24 MAP Reading, 26% of MLL students met or exceeded grade level proficiency compared to 20% SOCFEJ and 8% of SOCFEJ MLLs. This data trend is also seen in Spring 24 DIBELS. 52% of MLLs met or exceeded grade level expectations, whereas 47% SOCFEJ and 29% SOCFEJ MLLs did. However, there is a slight difference in i-Ready diagnostics data. 37% of MLLs met and exceeded grade level proficiency compared to 31% SOCFEJ MLLs.

### Summary of student strengths supported by data:

#### Learning Environment – Joyful, Safe, and Anti-Racist:

- Overall, Hispanic students, a priority group, showed significant improvements with increases of +4 to +14 points across all categories compared to Spring 2023 and 2022. Notably, there

was a +14-point increase in Student Voice & Leadership and a +10-point increase in Pedagogical Effectiveness. Within Student Voice & Leadership, 95% of Rising Star Hispanic students felt their opinions were valued, outperforming 82% in neighboring schools. Additionally, 80% felt they could be leaders at their school, compared to 72% in neighboring schools. In Pedagogical Effectiveness, while the +10-point increase was less pronounced in the area of “My teacher shows me how learning is fun”, 100% of RS Hispanic students agreed they could be creative and think deeply, surpassing 90% in neighboring schools.

- The positive impact of our initiatives, such as the Student Firebird Council, collaboration with the PBIS coach, and after-school enrichment programs, is evident in the data. Our intentional outreach to enroll students of color, particularly multilingual learners, Black, and Hispanic students in the Firebird Leadership Council, has fostered a sense of voice and agency among these students. Additionally, the targeted efforts during school recess and after-school enrichment have strengthened connections to the school community, enhancing positive relationships among students and between students and adults. These intentional practices are empowering Hispanic students and promoting their engagement and leadership in school.

#### Classroom Instruction & Academic Success – 3<sup>rd</sup> Grade English Language Arts:

- We observed great growth among our SOCFEJ receiving SPED services. 54% met or exceeded annual typical growth in i-Ready diagnostics, and of these students, 50% met or exceeded annual stretch growth. While we are unable to directly compare this positive trend in MAP Reading data due to the lack of Spring 23 results for many of these students. However, we are encouraged by 100% made growth in DIBELS assessments from Fall to Spring 23-24. Although most students did not advance tiers – except for 2 who moved from “well below” to “at benchmark”.
- The upward trend we are witnessing can be attributed to the adoption of the Tier 3 phonics program, Seeing Stars. Many students in our SPED program were not responding effectively to SIPPS, necessitating the implementation of a research-based program tailored to their specific needs. Furthermore, the i-Ready learning platform has proven to have a promising impact, as the customized lessons are designed to meet the individual needs and skill levels of our students, further supporting the positive trends we are seeing.

#### **Identify and prioritize student needs supported by data:**

##### Learning Environment – Joyful, Safe, and Anti-Racist:

- As noted earlier, there has been a decline in Black students' favorable response rates across all categories in the Spring 2024 climate survey, particularly in the Pedagogical Effectiveness category concerning “My teachers show me how learning is fun.” This decline is concerning, especially given the significant improvement in academic performance among Black students, with 49.1% meeting or exceeding the Spring 2024 SBA, up from just 24.5% in Spring 2023. This discrepancy highlights a critical need to prioritize addressing the engagement and teaching effectiveness for Black students, ensuring that their positive academic outcomes are matched by their experiences in the classroom. It will be essential to identify the factors contributing to their decreased engagement to support their overall educational experience.

##### Classroom Instruction & Academic Success – 3<sup>rd</sup> Grade English Language Arts:

- As stated earlier, there are notable discrepancies in performance between MLL students and their SOCFEJ counterparts including SOCFEJ MLLs. In the Spring 2024 MAP Reading assessment only 26% of MLL students met or exceeded grade-level proficiency, compared to 20% of SOCFEJ students and 8% of SOCFEJ MLLs. This trend is similarly reflected in the Spring 2024 DIBELS data, where 52% of MLLs met or exceeded grade-level

expectations, whereas 47% of SOCFEJ and just 29% of SOCFEJ MLLs achieved the same. On the other hand, the i-Ready diagnostics shows a slightly different picture, with 37% of MLL students meeting or exceeding grade-level proficiency, compared to 31% of SOCFEJ MLLs.

- These data points highlight the great need to prioritize support for SOCFEJ overall, but especially for SOCFEJ MLLs, as they are not performing at the same level as their MLL peers. By identifying these discrepancies in performance, we can better allocate resources and tailor interventions that specifically address the unique challenges faced by SOCFEJ MLLs, ensuring that their educational needs are met effectively.

### **Summary of possible root causes of the priority student need:**

Learning Environment – Joyful, Safe, and Anti-Racist:

Analyzing the student climate survey data reveals a significant drop in the response rate for the Pedagogical Effectiveness category, particularly regarding the descriptor “My teachers show me how learning is fun” among Black students. This decrease may stem from critical factors such as relationships, community, and social dynamics that shape their educational experiences. The survey indicates an 8-point drop in Inclusionary Practices for Black students compared to Asian, Hispanic, and White students. Further analysis shows a 7 to 9-point decline in key areas, including “My teachers care as much about my feelings and relationships as they do my learning,” “My classroom feels like a community,” and “I feel like I belong in my classroom.” These findings may suggest that Black students may perceive a lack of genuine care from teachers, a sense of exclusion from the classroom community, and insufficient support from peers, contributing to a negative and non-inclusive environment.

Classroom Instruction & Academic Success – 3<sup>rd</sup> Grade English Language Arts:

The observed performance discrepancies between MLL students and their SOCFEJ counterparts, particularly SOCFEJ MLLs, may be due to several root causes. It may be that curriculum and instructional strategies employed may not be adequately aligning with the unique needs of SOCFEJ MLLs. There may be insufficient targeted support and additional interventions for SOCFEJ MLLs as we are not drilling down on our data point to allow us to explore the underlying details and granular aspects of a specific information, revealing patterns, trends, and potential root causes in our grade level PLCs/MTSS meetings. Finally, many of our SOCFEJ MLLs face additional challenges related to language acquisitions, which can hinder their ability to comprehend and engage with grade-level content. Limited proficiency in English could affect their performance across assessments.

## **School Staff**

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

Last year, we implemented the Equity Participation Tracker as part of classroom walkthroughs conducted three times throughout the year. The data collected indicates that there were no discrepancies among different student subgroups regarding who received positive versus negative feedback (both verbal and nonverbal), the frequency of being called on, and the types of questions posed to students. This analysis was broken down by race, gender, multilingual learner (MLL) status, and learning differences.

Our observations revealed that teachers valued student voices regardless of gender, ethnicity, or student services. They actively invited students to build on each other's understanding, fostering an inclusive classroom environment. Teachers employed gentle methods to encourage participation from quieter students.

Intentional, structured partnership discussions and established norms were utilized to cultivate a sense of belonging and community within the classroom. Furthermore, our walkthrough data indicated that clear rituals and routines were established to promote a culture of learning. The physical classroom environment showcased student work and thinking, with visuals and materials that reflected diverse student identities.

Overall, the data highlights that staff are making great improvements in their culturally responsive professional practices, ensuring that all students feel valued and engaged in the learning process.

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

#### CRT & RET Professional Learning:

- As mentioned, the follow-up on Tier 1 Culturally Responsive Teaching (CRT) walkthroughs has positively impacted student support. These sessions allow us to debrief, analyze data, and plan next steps while setting goals, which has fostered reflection among staff on their practices. Sharing this walkthrough data has been instrumental in encouraging collaboration among educators, enhancing their CRT practices.
- Notably, our data indicates that 92% of students responded favorably to the statement, “Students of different races, cultures, and abilities learn together in my classroom,” with an impressive 95% of Hispanic students sharing a positive response. This suggests that our efforts in professional learning are effectively supporting inclusive classroom environments.
- Additionally, our RET work has positively influenced adult practices, enabling us to better support our students. Last year, RET centered discussions on race and culture among staff, creating an environment where sharing about these topics is both positive and commonplace. We have focused on building capacity to discuss culture by facilitating reflections on implicit bias, racial identity, and feedback during professional development sessions.
- These initiatives have better equipped our staff to engage in meaningful conversations about culture and identity within the context of student learning. As a result, we observed a promising trend, with 88% of students responding favorably to the statement, “This school is a safe and welcoming place for people of all cultures and backgrounds,” and 91% of Hispanic students expressing similar sentiments.

#### Academic Professional Learning:

- While many factors contribute to student success that we are implementing at Rising Star—such as extended learning, targeted small group instruction, a robust Multi-Tiered System of Supports, Culturally Responsive Teaching and RET practices, bi-weekly grade-level PLCs, and strong leadership—our collaboration with Early Literacy and Satterberg coaches has impacted teacher practices.
- Through our monthly professional learning series, teachers have had opportunities to deepen their knowledge and build a shared understanding of curricular programs, including SIPPS, BAR, TDQs, WARP, and Fluency. The regular coaching cycles have also helped refine teaching practices related to these programs.
- Student data supports the effectiveness of these initiatives. We observed that 56.6% of students in grades 3-5 met or exceeded proficiency in the Smarter Balanced Assessment (SBA). Among these, 49.1% of Black students showed improvement, up from 24.5% in previous years, and 42.9% of Hispanic students, an increase from 36.8%. Similarly, multilingual learners (MLLs) demonstrated progress, with 40.3% meeting or exceeding proficiency in the SBA, up from 22.75%. In the K-2 DIBELS assessment, an overall 62% of students met or exceeded grade-level proficiency.

- Also, monthly planning time for General Education teachers to collaborate with MLD and SPED teams, focusing on the principles of Universal Design for Learning (UDL) has had a positive impact. There is an increase in percentage of students meeting or exceeding the WCAS, rising from 37.5% to 51%. The positive effects of this collaboration are evident in the 5th-grade science data. Additionally, our commitment to fostering inclusive classroom environments is reflected in student responses. 92% of students reported favorably to the statement, "Students of different races, cultures, and abilities learn together in my classroom," with an impressive 95% of Hispanic students expressing similar sentiments.

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

We will no longer formally hold monthly science unit planning time for Gend. Ed teachers to collaborate with MLD and SPED teams, focusing on UDL. This will be done within the grade level team planning. This isn't due to the minimal impact on student outcomes. It is rather due to the shift in priorities and this work can now be easily integrated into our general planning time and during our 65 min. Bi-weekly PLC+ grade level team time.

During first part of Yellow Day, we will hold monthly professional learning sessions to teach into teacher clarity (clarity of organization, clarity of explanation & examples, clarity of assessment, learning intentions, success criteria, feedback, sharing student learning progress to students and families) that intersects with our PLC+ framework. This work will directly carry over to the bi-weekly PLC+ grade level team time.

## **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:**

This is our fourth year of hosting Academic Parent-Teacher Team (APTT) events at Rising Star, and we are proud of our achievement thus far. Last year, we set a one-year goal to enhance family partnerships specifically for students receiving SPED services. Our target was to achieve a 40% attendance rate from these families at our APTT events. Through the dedication and collective efforts of our General Education, SPED, and Multilingual Learner Development (MLD) teachers, alongside the exceptional leadership of our family connector, Romona, who is also a SPED Paraeducator, we successfully met this goal!

Over the past school year, we witnessed an average of 60% of students and their families attending three APTT events. Particularly, while there was a slight decrease in attendance at each subsequent event, 5th grade stood out with the highest average of 71% family participation, followed closely by 2nd and 3rd grades. This represents a significant increase for 5th grade compared to the previous academic year (2022-2023), highlighting the effectiveness of our efforts.

Moving forward, we are excited to add home visits to further bolster our family engagement. This initiative aims to further strengthen our connections with families and foster deeper engagement in their children's education. By reaching out directly to families in their home environments, we hope to create a more personalized and supportive experience that promotes collaboration and communication between school and home.

**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:**

There were 24 1<sup>st</sup> grade students who are a priority focus for our CSIP in our after-school program during 23-24 school year. 71% of these students demonstrated typical annual growth according to the i-Ready reading diagnostics, with 59% of them achieving stretch growth as well. The work of our intervention staff, Mark Juaton, closely partnering with our Somali After School Program Lead



and CY have had a huge impact in providing extended learning in academics and enrichment for some 120 students at Rising Star.

A review of our first-grade data reveals that this program, alongside other initiatives, has been beneficial for our students. Out of our former first-grade students enrolled 23-24 school year, only 2 qualified for Special Education (SPED) services, while 14 were Multilingual Learners (MLLs) and 17 were SOC FFEJ, with 6 of those also being MLLs. This indicates that our support is effectively reaching and assisting a diverse group of students, but we are still underserving our students with IEP.

To further strengthen our after-school program, we will appoint a CY lead to coordinate the program, allowing Mark Juaton to focus on coaching in small group academic settings. This change will enable more effective monitoring of the program's impact on student learning. Additionally, we plan to enhance our outreach efforts to encourage students with IEPs to participate in the after-school program. We will incorporate the Verbalize and Visualize and Seeing Stars curricular programs to provide tailored support for these students, ensuring that all participants receive the comprehensive assistance they need to thrive academically.

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

### **Measures and Targets**

#### **2023-26 Three-year Goal:**

By Spring of 2026, Students of Color, specifically Black students and Latinx students, will respond favorably on student climate survey item, "My teacher shows me how learning is fun", from 77% (from spring 2023) to 85%.

#### **2024-25 One-Year Goal:**

Students in grades 3 to 5 will respond favorably to the climate survey category of Belonging and Relationship from 80% to 85% by June of 2025.

### **Action Plan**

#### **2024-25 Evidence-based Practice 1:**

City Year partnership to support students who are eligible for Tier 2 and 3 supports in-school and through extended learning (after school).

#### **Student Outcome Data Measures:**

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Behavioral/Discipline Data

#### **Timeframe for Reviewing Student Outcome Data Measures:**

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

#### **Process Data Measures:**

- School-based Survey (staff or students)
- SEL Data

#### **Timeframe for Reviewing Process Data Measures:**

- Monthly
- Every trimester
- Daily

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

Grade-level teams, AIS, City Year lead

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

Resources that will be used to implement this evidence-based practice include professional development and extended time for planning and check-ins.

**2024-25 Evidence-based Practice 2:**

PBIS Professional Development

**Student Outcome Data Measures:**

- Curriculum-Embedded Assessments (CEAs)
- SPS Climate Survey (staff or students)

**Timeframe for Reviewing Student Outcome Data Measures:**

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

**Process Data Measures:**

- SEL Data
- Behavioral/Discipline Data

**Timeframe for Reviewing Process Data Measures:**

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

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

- Grade-level Teams
- School Counselor
- Administration

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

Resources that will be used to implement this evidence-based practice include professional development, learning walks and coaching cycles.

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## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

**2023-26 Three-year Goal:**

By Spring 2026, the percentage of 3rd grade Multilingual Learners will score proficient or higher in ELA on the SBA from baseline of 36.3% to a target goal of 66.3%.

## **2024-25 One-Year Goal:**

By June of 2025, 56% of 2<sup>nd</sup> grade Multilingual Learners will meet or exceed proficiency on Reading MAP.

By June 2025, at least 42% of Students receiving SPED services will move tiers measured by reading i-Ready Diagnostic and/or MAP Reading.

## **Action Plan**

### **2024-25 Evidence-based Practice 1:**

Tier 2 Reading Instruction

#### **Student Outcome Data Measures:**

- MAP
- Curriculum-Embedded Assessments (CEAs)

#### **Timeframe for Reviewing Student Outcome Data Measures:**

- Beginning of Year
- Middle of Year
- End of Year
- Every 6 weeks

#### **Process Data Measures:**

- Walk-through/Observational Data
- CBO collected data in Unified Insights

#### **Timeframe for Reviewing Process Data Measures:**

- Beginning of Year
- Middle of Year
- End of Year
- Every 6 weeks

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

- Grade-level Teams
- Academic Intervention Specialist (AIS)

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

Resources that will be used to implement this evidence-based practice include AIS services and coordination, Reading Intervention materials, small group instruction, PLCs, and data analysis.

### **2024-25 Evidence-based Practice 2:**

Classroom Learning Walks

#### **Student Outcome Data Measures:**

Curriculum-Embedded Assessments (CEAs)

#### **Timeframe for Reviewing Student Outcome Data Measures:**

Throughout the school year.

#### **Process Data Measures:**

Formative Assessments

#### **Timeframe for Reviewing Process Data Measures:**

Throughout the school year.

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

- Grade-level Teams
- Academic Intervention Specialist (AIS)
- Multilingual Staff
- Administration

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

Resources that will be used to implement this evidence-based practice include AIS services and coordination, MTSS, PLCs, and extended time.

**Advanced Learning and Highly Capable Services:**

In-Class Services Differentiated Instruction: Teachers modify instruction to extend Tier 1 content to meet the needs of students who are performing above grade level. This includes challenging assignments and activities/lessons to provide more rigor. In addition, students have access to online iReady reading and math program. This is an online learning platform geared towards specific individual student learning needs.

Flexible Cluster Groupings: We have robust differentiated small groups instructions. Students performing above grade level participate in Hybrid Literature Circle or 3-5 Magnetic Reading. In grade 2, students receive SIPPS Challenge. This small group model fosters student's independence, critical thinking, and student leadership centered around complex text. The text choice is based on student interest as they select the books for the group. Students have the opportunity to apply their learning in whole group setting with greater independence and extend their thinking to participate in collaborative group work with alike peers.

Projects and Inquiry Learning: Students work independently or in small groups on projects that excite their interests to learn in depth about a topic connected to the core content, such as in science and writing. In math, students have the opportunity to choose math projects connected to the Envision math curriculum. In this project, students conduct research, build presentation/model centered around the topic students are learning during whole group lessons.

**Expanded Learning**

- Reading Partners 1:1 Tutoring – Trained volunteer will deliver individualized one-on-one tutoring twice a week for approximately 40min., following a structured reading curriculum.
- CY After School Program – City Year Corps members and City Year Program Lead and other school staff will offer after school enrichment programs, such as nature club, chess club, soccer and/or basketball club.
- Youth Learning Center Tutoring – The program coordinator will work with RS intervention staff to provide additional support for those students receiving Tier 2 services in reading and math 3 times a week.
- Summer school program – Grades K – 4 students receiving Tier 2 services will be enrolled in small school program 5 days a week for 5 weeks focused on reading and math. Students will receive enrichment in the afternoons.

**Homework Policy:**

Reading is an essential part of a child's academic success. Rising Star's homework policy asks every child to read (or be read to) for at least 20-30 minutes every day. In addition, supplemental math homework focusing on practicing, maintaining, and enriching important skills taught in the classroom will be provided in addition to at least 20-30 minutes of reading each night. Students can also go onto iReady online reading and math programs for homework.

- Homework assignments will be designed to help students practice, maintain, complete, make-up, remediate, and/or enrich classroom activities.
  - Homework will be assigned according to the age, maturity level, and individual needs of the student so that he/she may work at home with minimal parent/guardian assistance.
  - Homework will not be used as a disciplinary measure.
  - At the beginning of the school year, you will receive a letter from your child's teacher explaining the specific homework required in your child's class.
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## Priority Area: Family and Community Engagement

### Measures and Targets

#### 2023-26 Three-year Goal:

By June of 2026, we will increase family engagement and attendance at APTT (Academic Parent Teacher Team) Family meeting from 60% to 67% overall.

#### 2024-25 One-Year Goal:

By end of February 2025, at least 50% or more of students in K-5 will receive one home visit from their classroom teachers.

### Action Plan

#### 2024-25 Evidence-based Practice 1:

Connecting learning at home and school: Work together with families to create positive attitudes to education, develop shared understandings of how children learn and learning programs and build on families' capacity to support learning at home.

#### Student Outcome Data Measures:

- Student Attendance
- SPS Climate Survey (staff or students)

#### Timeframe for Reviewing Student Outcome Data Measures:

Throughout the school year.

#### Process Data Measures:

Home Visit Data

#### Timeframe for Reviewing Process Data Measures:

Throughout the school year.

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

- Grade-level Teams
- Racial Equity Team Leads
- Student Success Coach

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

Resources that will be used to implement this evidence-based practice include professional development and extended time to plan and visit students in their homes.

#### 2024-25 Evidence-based Practice 2:

Recognizing the role of the family: Recognize and build on the capacity of families to assist and encourage their children’s learning in and out of school and support school goals and directions through school policies, practices, and programs.

**Student Outcome Data Measures:**

- Student Attendance
- SPS Climate Survey (staff or students)

**Timeframe for Reviewing Student Outcome Data Measures:**

Throughout the school year.

**Process Data Measures:**

- Teacher surveys were submitted for each home visit to monitor progress toward the goal. These surveys designated completion of a home visit.
- The early impact of home visits has been reflected on by staff through professional development led by the Race and Equity Team. Feedback included positive relationship with students and their families, and more regular communication between families.
- The impact on families has been collected from surveys and qualitative data from Tea Time with the Principal. This feedback has informed us how to best support home visits with more families regarding location and communication.

**Timeframe for Reviewing Process Data Measures:**

Throughout the school year.

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

- Grade-level Teams
- Academic Parent-Teacher Team Leads
- Administration

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

Resources that will be used to implement this evidence-based practice include professional development, extended time to plan and collaborate, and PLCs.

## **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:** \$3,238,600
- **Activities Implemented to Meet Intent and Purpose:**
  - PreK-5 Classroom Tier 1 instruction
  - School and program resources that support instruction and operations

**Title 1 Teaching**

- **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:** \$163,134

- **Activities Implemented to Meet Intent and Purpose:**
  - .1 Student Success Coach to support students with SEL
  - 1.0 Interventionist to provide Tier 2 small group intervention for students in reading and math
  - Extending learning time tutoring for students
  - .2 Providing small group intervention to Multilingual Language Learners (MLL) and providing professional development to staff to support MLL students

#### **Title 1 PD**

- **Dollar Amount:** \$18,126

#### **Multilingual Learners (Title III)**

- **Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$447,780
- **Activities Implemented to Meet Intent and Purpose:** Instructional support to students who qualify for multilingual services.

#### **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:** \$83,570
- **Activities Implemented to Meet Intent and Purpose:** .5 Interventionist to provide Tier 2 small group intervention in reading/math

#### **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:** \$97,366
- **Activities Implemented to Meet Intent and Purpose:**
  - Student Success Coach supporting students in Tier 2 and 3 with social and emotional behavior needs
  - Attendance support
  - Check-in and check-out goal setting plans for students

#### **Levy Funds**

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$395,874
- **Activities Implemented to Meet Intent and Purpose:**
  - Reading Partners to provide 1:1 reading intervention/tutoring services for students
  - City Year to provide academic, behavioral, attendance, and family engagement services, as well as an additional after-school coordinator role
  - 1.5 Interventionist positions supporting students in literacy and math intervention to Levy focus students, collecting and analyzing data to monitor progress, supporting Levy data, and serving as the MTSS team
  - iReady reading and math online platform to differentiate and support student learning at their level during independent time and extended learning time

- .3 AP supporting students in Tier 3 intervention and providing staff PD in using Tier 3 curriculum
- APTT Champion Stipend – This person organizes family events, collects data, works closely with classroom teachers to plan, does family outreach, attends all APTT meetings, and participates in the BLT team

### **Equity**

- **Intent and Purpose:** Providing resources, intervention, attendance intervention, and professional development to staff to ensure all students, especially students furthest from education justice, have access to high-quality instruction with appropriate intervention support.
- **Dollar Amount:** \$41,332
- **Activities Implemented to Meet Intent and Purpose:**
  - .18 AP to support attendance and academic intervention
  - Provide staff with Tier 3 curriculum professional development to differentiate student learning

### **OSSI Grant**

- **Dollar Amount:** \$22,000, \$3,000, \$2,000
- **Activities Implemented to Meet Intent and Purpose:**
  - After-school extended learning program – cover cost for staffing
  - iReady Learning Platform for Tier 2b program Magnetic Reading
  - Seeing Stars and Verbalizing and Visualizing Curricular Materials – Tier 3 program for phonics and comprehension

### **PTA Grant**

- **Dollar Amount:** \$25,000
- **Activities Implemented to Meet Intent and Purpose:** Family Engagement: Teachers will conduct one home visit for each student in the classroom