



2024-25 CSIP Review and Updates

Roosevelt High 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: Roosevelt High School

Principal: Tami Brewer

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Building Leadership Team: Courtney Judkins, Cody Hopkins, Trevor Mansmith, Taylor Rainwater, Andrea Redmond, Tami Brewer, Christine Gero, Sonja Mitchell, Natalya Yudkovsky (parent), and Christie Robertson (parent).

Racial Equity Team: Taylor Rainwater, Sonja Mitchell, Ivory Brooks, Maggie Mattmiller, Randol Cole, Tim LeBeau, Lucas Thomas-Canfield, Robert Bishop

[2023-26 CSIP Roosevelt](#)

[Roosevelt High School Report](#)

[Roosevelt High 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.

During the 2023-2024 school year, staff implemented MTSS Tier 1 strategies (Such as Grading for Equity, Restorative Practices and UDL) to develop meaningful relationships and welcoming environments, which will result in a 3% increase in Climate Survey data to meet the district average. MTSS members will also develop and systematize current support groups to include a diverse student population, which will be measured by documentation and Climate Survey data.

For the 2023-24 school year, at least 90% of 9th grade students of color furthest from educational justice will accumulate sufficient credits (6+ or more) to be on-track to graduate in 4 years.

Using our Student Climate Survey Data in the four areas of Belonging and Relationships, Identity and Culturally Responsive Teaching Practice, Equity and Antiracism and Positive Behavior and

Safety as potential data points we hope to see a 3% increase or more in each of the categories named above from Fall of 2023 to Spring of 2024

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 risk associated with the implementation of the 2023-26 CSIP is the ongoing work of the school to provide a safe, welcoming and anti-racist learning environment. Our students and families of color, as well as families furthest from educational justice are most vulnerable to the risks if we are not successful. It is our goal to create a safe, inclusive, and anti-racist climate and culture within the school through the action outlined in the CSIP

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

Short term outcomes include

- Increased use of Tier 1 and 2 classroom supports
- Effective and efficient credit recovery programs
- Increase in positive staff-student relationships

Long term outcomes include

- A universal system of support in which all stakeholders participate
- A systemic and effective increase in on-time graduation rate
- A culture and climate that is anti-racist, inclusive, and includes community engagement.

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:

We have met the three-year goal of increasing Belonging and Relationships from 79% to 85%, as measured by the Student Climate Survey. We have exceeded the three-year goal of increasing Inclusionary Practices from 77% to 85%, with a measure of 88% in the Fall of 2024.

We have also seen an increase in teachers using Tier 1 universal academic and behavioral support as measured by MTSS data collected through Instructional Council.

Currently, (December 2024) Freshmen (n=386) are achieving at 92% passing all current courses with no more than one D. Ninth grade Students of Color Furthest from Educational Justice (n=92) are achieving at 77% passing all current courses with no more than one D.

While it is too early to gain big-picture data from our CBO academic interventions, there has been a marked increase in attendance of African American Males. Students are given an academic plan and tutoring through the Kennel Group.

Summary of student strengths supported by data:

Broadly, student achievement is high, and students are very engaged in school activities. Student strengths include commitment to rigor, connection to school, and engagement in classes, as shown by both Atlas data and club enrollment.

Identify and prioritize student needs supported by data:

While student engagement is high across the school, we still see a gap for our SoCFFEJ students in the areas of credits and GPAs. Specific, timely and targeted interventions need to be developed and refined for these students to close the gap.

Summary of possible root causes of the priority student need:

SoCFFEJ students are not engaging with school fully for a variety of reasons, as reported by street data. Some underlying barriers include access to transportation, feeling safe and connected to adults in school, and feeling connected to content. Each of these barriers can be traced back to systemic root causes in creating meaningful relationships with students.

School Staff

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

Our Student Survey indicates that the majority of teachers have improved their culturally responsive practices over the past three years. However, while the overall score was 77% favorable responses in Fall of 2024, we see that the specific question about connecting learning to interests and experiences only has a 64% favorable response. Teachers have maintained high expectations of students (90% favorable) and students believe that teachers are making it a priority to build community in classrooms (85% favorable under Inclusionary Practice)

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

Much of our professional learning in the previous school year focused on equitable outcomes for students in the areas of grading and classroom management. Students have indicated an increase in Positive Behavior and Safety throughout the school, as well as the student reported feedback in Math and Literacy. In all these areas, students identified as SocFFEJ showed an increase in favorable responses.

However, we are still seeing a disproportionate number of SoCFFEJ students who are struggling with attendance and assignment completion.

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

We will continue to pursue professional development that encourages equity-based grading, classroom procedure and make up work policies.

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:

Teachers are using Talking Points, email, and phone calls to engage in two-way communication with families. Counseling and Administration are also calling on families to engage in academic and behavioral planning for students.

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

Measures and Targets

2023-26 Three-year Goal:

From 2023-2026, Roosevelt will increase the response on the Student Climate Survey from 79% favorable to 85% favorable in Belonging and Relationships and from 77% favorable to 85% favorable in implementing of Inclusionary Practices. We will use the Student Climate Survey to measure success, and will focus specifically on African American Male students, whose responses were 69% favorable and 71% favorable, respectively. For this demographic, our goal will be 75% and 80% favorable in the Student Climate Survey Data.

2024-25 One-Year Goal:

By the Spring of 2025, 80% of African American male students will respond to the student climate survey and will report an increase of 5% or greater in Belonging and Relationships and Inclusionary Practices, as measured by the Spring Student Climate Survey.

Action Plan

The following action plan highlights evidence-based practices (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:

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:

- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Student Attendance Agreement Plan
- Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

Weekly

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

- MTSS
- Administrative Team

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

We are collaborating with the district attendance team, as well as connecting with other schools to address the absentee issues.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

By 2026, 95% of students who are FFEJ will be on track to graduate and be passing at least one advanced level course.

2024-25 One-Year Goal:

By Spring, 2025, 75% of students who are FFEJ will be on track to graduate and be passing at least one advanced level course.

Action Plan

The following action plan highlights evidence-based practices (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 School & Beyond Planning: All students, at each grade level, will have regular opportunities to engage with their High School & Beyond Plan and district-developed.

Student Outcome Data Measures:

- Graduation Credit Tracking in Atlas
- Graduation Pathways Tracking in Atlas

Timeframe for Reviewing Student Outcome Data Measures:

End of Year

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:

- Counseling
- BLT

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

We are working on developing structured, protected time for the delivery and implementation of HSBP lessons.

Advanced Learning and Highly Capable Services:

At Roosevelt, 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 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 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.

Homework Policy:

Roosevelt students should give maximum effort to turn in work by the deadline given by teachers. However, in the event that the student has no other option but to turn in work late, or is unable to complete the assigned task in the given amount of time, it is the responsibility of the student to communicate their needs to the teacher. If a student needs assistance for this conversation, they may call on their counselor or administrator to help facilitate the discussion. Roosevelt will honor District policy for retakes, late work and communication about grades.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

Our targeted goal for family and community is to increase our score to 80% or higher from families indicating that they feel we have a welcoming and culturally responsive climate on our annual school climate survey.

2024-25 One-Year Goal:

For the 2024-25 school year, we will develop and implement a BIPOC night for families to engage with the Roosevelt staff, where their voices are lifted in support of school growth, and increased positive climate and culture.

Action Plan

The following action plan highlights evidence-based practices (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:

Shared Decision making: Provide opportunities for families to play meaningful roles in the school decision-making processes through parent-representative bodies, committees, and other forums.

Student Outcome Data Measures:

- Student Climate Survey
- Data from Parent meetings

Timeframe for Reviewing Student Outcome Data Measures:

As meetings are scheduled in collaboration with Parent groups

Process Data Measures:

- Volunteer Count
- Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

- End of Year
- Middle of Year

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

- Administration
- BLT
- PTSA

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

We are collaborating with the district attendance team, as well as connecting with other schools to address the absentee issue.

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:** \$11,089,502
- **Activities Implemented:** Provide all students with standards-aligned instruction.

Multilingual Learners (Title III)

- **Dollar Amount:** \$255,569
- **Activities Implemented:**
 - Instructional support to students who qualify for multilingual services
 - Translation and interpretation 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:** \$151,959
- **Activities Implemented:** Provide instructional supports to students who qualify for LAP-funded interventions.