2024 CSIP Review and Updates
Roxhill 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: Roxhill Elementary

Principal: Tami Beach

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Shawna Prynne, Caitlin Green, Elizabeth McNally, Mitch Ahmann, Amber Smith, Neysa Turner, Kyoko Giedeman, and Margaret Gamache

[2023-26 CSIP Roxhill](#)

[Roxhill Elementary School Report](#)

[Roxhill 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 team at Roxhill worked together to implement multiple priority practices in three main areas during the 2023-24 school year:

1. Social Emotional Learning and School Climate:

    *   Updated student arrival procedures to provide a more welcoming school entry for students and families.
    *   Implemented Restorative Practices – every classroom will regularly engage in classroom circles focused on social-emotional learning and community problem-solving.
    *   Created a culturally responsive schoolwide behavior matrix with input from staff and students. Increase student voice and leadership opportunities.

2. Professional Development/Adult Learning

    *   UDL –All Staff trained in UDL by the Novak group.
    *   Professional Learning Community (PLC) work – Grade level teams met monthly following a cycle of inquiry to identify student needs and refine their instructional practices in order to meet the identified needs. Cycle included reviewing data, unpacking the target

standard(s); co-planning; sharing formative assessments; reviewing student work; and follow-up data reviews.

- Multi-lingual Instructional Coaching and Collaboration
- Literacy Coaching and Collaboration
- Racial Equity focus

3. Family Voice and Engagement

- Family members will be invited to join the Building Leadership Team.
- Engaging in Collaborative Decision-Making. Seeking input from families through surveys, focus groups, and regular meetings to ensure they are part of the decision-making process to promote equity, inclusion, and meaningful family engagement.
- Ensure transparent communication with families by providing clear and accessible information about programs, policies, and decision-making processes. Use multiple channels such as newsletters, phone calls, Talking Points, emails and community meetings, to keep families informed and engaged.
- Culturally Responsive Practices: Recognize and respect the diverse cultures, languages, and backgrounds of families. Honor family funds of knowledge. Provide interpreters, translations, and cultural liaisons when needed to facilitate effective communication and participation of all families, particularly those from marginalized communities.
- Regularly evaluate family engagement efforts and seek feedback from families to assess the effectiveness of strategies implemented. Use this feedback to improve and refine practices, ensuring that the voices of families are genuinely heard and considered.
- Shared norms for all meetings ensure that every voice is heard.
- Staff circles to address community concerns and wellness.
- Treat Wednesdays – sharing food and community as a staff on early release Wednesdays.

Our student climate survey shows that most students know there is an adult who cares about them at school. Students also gave high ratings in the categories of Inclusionary Practices (81% positive), Equity and Anti-racism (79% positive), Social Emotional Learning (79% positive); and Identity and Culturally Responsive Teaching (78% positive).

Our 2023 WSIF data show that Roxhill is progressing faster than other Title I Schools in the state, moving more than a decile from 2019 to 2023. (WSIF score moved from 2.65-3.75). Almost every subgroup also showed improvement (including ELL/MLL, who moved from 1.2 to 2.75). Hispanic students showed a slight decline and will be a focus for our efforts this year. We are also seeing significant growth in our primary grade reading scores. (See Student Groups for more details.)

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?

Continued implementation and thoughtful revision of our current plan are important for all students and essential for SFFEJ if they are to develop and master learning strategies and content knowledge at an accelerated rate in order to meet grade-level standards. If our plan is successful students will be ready for the next grade level and looking forward to another school year. This will also result in motivating staff as they see their very hard work resulting in better outcomes for students. Families will have faith in our ability to teach and meet their children's needs and clearly see their role in partnering with us to support their children.

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

Desired outcomes: All students will meet or exceed grade level standards. Families will trust that Roxhill staff know how to support learning for their children and see themselves as our partners in educating their children. Staff will develop high collective efficacy and know that they can teach all students. Students and staff will find joy in the school setting.

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:

Grade 1 showed substantial growth in foundational skills, growing from 38% of students on or above grade-level in the fall to 61% on or above grade-level in the spring, according to DIBELS composite scores. This strong growth is the result of our classroom, intervention and multi-lingual staff working together to tailor instruction to specific student needs.

Grade 3 increased the projected percent proficient on ELA SBA by 6% and *all* students improved on all Dibels foundational skills measures (especially accuracy) due to strategic intervention support and a classroom focus on reading stamina.

Although only 24% of 2023 grade 2 students were projected to be proficient on the grade 3 SBA, 36% of grade 3 students actually scored proficient in 2024, beating both the projection and the prior year's grade 3 data. This improvement is due in part to Grade 3 Teachers engagement in collaborative practice through PLCs and coaching on integrating SIPPs strategies into core instruction; and due to students being served by our strategic intervention plan.

We also observed improvements in school climate and parent engagement:

Climate – We created a more welcoming environment through new drop-off procedures, piloting restorative justice in one classroom and creating a schoolwide culturally responsive behavior matrix. 84% of students stated that adults at this school care about me on the climate survey.

Family/Community Engagement – Centering family voices and engaging families in decision making was a strength in our efforts last year. We plan to extend this partnership beyond our PTO membership and expand focus to a more authentic partnership for accelerating learning for our focus populations. (evidenced by sign-ins/attendance, meeting agendas and feedback from representative groups.)

Summary of student strengths supported by data:

Primary students are showing strong improvement in foundational reading skills.

Identify and prioritize student needs supported by data:

While our WSIF data show that most Roxhill students are growing at a faster pace than other Title one schools, we recognize that there is more work to do to get all of our students on grade level. It is our goal to have all students reading on grade level by 3rd grade. To this end we will continue to implement and refine Mulitlingual, UDL and research-based reading strategies.

To this end, SIPPS and/or BaR screeners are given in fall to all students k-3 for initial placements in instructional groups that will meet their immediate learning needs. Then, our team works collaboratively across classrooms and specialties (classroom teachers, interventionists, and multi-lingual staff) to ensure that students receive the instruction they need to master essential foundational reading skills.

K-2 teachers also use Dibels, while 3rd grade teachers use MAP Data to create and monitor intervention groups. Our 4/5 team has been piloting a variety of assessments for this purpose and will work to identify the most informative assessments for identification this year.

Summary of possible root causes of the priority student need:

We actively work to determine and address root causes of low-academic outcomes as a staff and have engaged in year-long professional development cycles on Multi-lingual and UDL strategies to support all students, especially multilingual, below-level and special needs children. We have begun to implement these practices and will continue to revisit identified strategies to implement across the curriculum.

In addition, we believe that increased collaboration with ELL and Intervention staff may have resulted in the relatively strong growth seen for ELLs. We plan to continue this collaboration, adding Special Ed staff more intentionally to our grade-level team meetings.

We will also work to more explicitly connect intervention strategies to Tier one instruction as we discovered that students receiving support services are not necessarily transferring skills taught in Tier 2 to core instruction.

Finally, we believe that by more actively engaging parents and equipping them with strategies to support their children at home, we will accelerate growth for our subgroups.

While we will focus on SFFEJ, all students participate in intervention screening and progress monitoring. Any student identified as needing service will be included in small-group or 1:1 support and or family meetings, regardless of demographic characteristics.

School Staff

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

Our student data is the most encouraging indicator that we are making progress in our culturally responsive practices The 4 areas receiving the most **positive responses** from our students on the Student Climate Survey were

- Inclusionary Practices (81%)
- Equity and Anti-racism (79%)
- Social Emotional Learning (79% positive)
- Identity and Culturally Responsive Teaching (78%)

In addition, we see elements of the trainings staff have engaged in present in classroom instruction.

NOTE: We have engaged in so much learning over the past two years (ML and UDL strategies, data-driven intervention services, professional collaboration through PLCs) that we will use this year to revisit concepts and strengthen implementation.

Our staff climate survey shows that our biggest positive increase was in the area of "Culturally Responsive and ant-racist work environment". In the Spring 2023 , the staff survey showed this at 46% positive and the Spring of 2024 the survey showed 70% positive.

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

Our 2023 WSIF data show that Roxhill is progressing faster than other Title I Schools in the state, moving more than a decile from 2019 to 2023. (Our overall WSIF score moved from 2.65 to3.75). Almost every subgroup showed improvement (including ELL/MLL who moved from 1.2 to 2.75) Our Hispanic students grew, but not fast enough to outpace the state.

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

Given the improvements noted above, we will continue to build on the implementation of PLCs, reading strategies, UDL, multilingual supports, and restorative practices. We will continue to focus on our Latino students to determine steps we can take to accelerate growth (i.e. prioritize parent meeting invites and closely monitoring student needs and growth). In addition, we will expand our MTSS model to make our system more robust. Specifically, we will

- develop schoolwide reporting systems beyond MAP, SBA, SIPPs, and DIBELs to monitor student progress, identify and group students by specific need, and assess the efficacy of our programming; and
- identify students who are not benefiting from our current interventions to consider and design additional supports to meet their individual needs.

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:

At Roxhill, our goal/intent is to partner with all families to support our students' growth and development. We seek input from families through surveys, focus groups, and regular meetings to ensure they are part of the decision-making process to promote equity, inclusion, and meaningful family engagement. To ensure transparent communication with families we provide clear and accessible information about programs, policies, and decision-making processes, using multiple channels such as newsletters, phone calls, Talking Points, emails and community meetings, to keep families informed and engaged.

We recognize and respect the diverse cultures, languages, and backgrounds of families and provide interpreters, translations, and cultural liaisons when needed to facilitate effective communication and participation of all families, particularly those from marginalized communities.

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:

Our school staff and community partner, Tutors in Public Schools (TIPS), work together to provide the best support possible to students needing support in learning to read. SIPPS and/or BaR screeners are given in fall to all students k-3 for initial placements. Then our team works collaboratively across classrooms and specialty (classroom teachers, interventionist, and multi-lingual staff) to ensure that students receive the instruction they need to master essential foundational reading skills. TIPS tutors are trained by our school and district staff to provide support alongside our teachers and instructional assistants. We are fortunate that our tutor is a retired teacher who brings years of experience to this role. Hiring tutors allows us to serve more students at their "just right level".

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

Measures and Targets

2023-26 Three-year Goal:

By June 2026, at least 90% of Students of Color Furthest from educational justice will respond favorably to the Belonging and Relationship questions on the Student Climate Survey.

2024-25 One-Year Goal:

By June 2025, at least 80% of Students (of Color Furthest from educational justice) will respond favorably to the Belonging and Relationship questions on the Student Climate Survey.

Action Plan

2024-25 Evidence-based Practice 1:

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

Student Outcome Data Measures:

- Missed Instruction Log
- SPS Climate Survey (students)
- Discipline/Suspensions

Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- End of Year

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

Amber Smith, counselor Leads this work.

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 training.

2024-25 Evidence-based Practice 2:

Establish a complete multitiered systems of supports (MTSS) structure.

Student Outcome Data Measures:

- MAP
- DIBELS
- Smarter Balanced Assessment (SBA)
- SPS Climate Survey (staff)

Timeframe for Reviewing Student Outcome Data Measures:

Monthly

Process Data Measures:

- Reduction in behavioral referrals
- School Attendance Dashboard on Atlas

Timeframe for Reviewing Process Data Measures:

Monthly

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

- Principal
- Classroom Teachers
- Counselors

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, early release days, and district partners.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

At least 50% of all third graders at Roxhill Elementary will meet or exceed benchmark on Spring ELA SBA by Spring 2026.

2024-25 One-Year Goal:

At least 45% of all third graders at Roxhill Elementary will meet or exceed benchmark on Spring ELA SBA by Spring 2025. We grew from 32% proficient in 22-23 to 36% in 23-24.

2024 goal: At least 60% of 2nd graders will demonstrate reading skills at or above the 50th percentile on the MAP in Spring 2024.

Action Plan

2024-25 Evidence-based Practice 1:

Establish a complete multitiered systems of supports (MTSS) structure.

Student Outcome Data Measures:

- MAP
- DIBELS
- Smarter Balanced Assessment (SBA)
- SPS Climate Survey (staff)

Timeframe for Reviewing Student Outcome Data Measures:

Monthly

Process Data Measures:

- Reduction in behavioral referrals
- School Attendance Dashboard on Atlas

Timeframe for Reviewing Process Data Measures:

Monthly

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

- Principal
- Classroom Teachers
- Counselors

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, early release days, and district partners.

2024-25 Evidence-based Practice 2:

Tier 1 and Tier 2 Foundational Skills Instruction: Educators provide strategic and targeted instruction in foundational skills to all students according to assessed needs, including students with IEPs, multilingual learners, and advanced learners. (TIPS Tutors)

Student Outcome Data Measures:

- SIPPS Assessments
- DIBELS

Timeframe for Reviewing Student Outcome Data Measures:

- Monthly
- Middle of Year
- End of Year

Process Data Measures:

Exits slips

Timeframe for Reviewing Process Data Measures:

Monthly

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

- Katarina Ferguson
- intervention team
- Maki Smith (From TIPS), tutors

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

Resources that will be used to implement this evidence-based practice include the OSSI Grant.

Advanced Learning and Highly Capable Services:

Roxhill Elementary is committed to providing a rich learning environment that creates high expectations for every child. We believe that each student should be given the opportunities and supports to be highly successful at their individual level. Staff holds high expectations for students as well as themselves by teaching in effective and engaging ways. We use data and progress monitoring to appropriately differentiate for each student.

This model serves our students in need of advanced learning services as well as meets the needs of all students. We provide this rigorous learning environment for all students by utilizing the following: differentiated instruction, flexible grouping, enrichment opportunities, and cross-grade partnerships.

Visit the [Seattle Public Schools Advanced Learning](#) page for additional information.

Underlying Differentiation Principles:

Teachers will differentiate instruction in all classrooms. Based on works published by the ASCD (Tomlinson, et. Al.), these are the foundational principles for differentiating instruction:

- Differentiate by content "what you teach": Differentiated content can be based on the variety of learning styles, interests (choice), learning contracts, targeted resources, acceleration, and curriculum compacting etc.

- Differentiate by process, or "how you teach it": Differentiated processes can include multi-modal instruction, tiered curriculum, learning centers, learning contracts, journal prompts, choice of work partners etc.

- Differentiate by product "how you assess it": Differentiated products: self-assessment and peer assessment strategies, project-based learning, tiered rubrics, interest-based assignments, etc.

Identifying Need for Advanced Learning:

Students will be identified for AL services based on several qualifying factors. In general, advanced, or accelerated learning, will be based on subject and individual progress throughout the year, with students not being locked into the offerings. Additionally, all students may qualify for these offerings.

1. Under our schoolwide Multi-Tiered Systems and Supports (MTSS) process, we will provide screening in reading, writing, and math at various points in the year.
2. Through the district AL identification process, Roxhill Elementary students designated as AL or HC will have access to advanced learning. While a student may have a particular designation, if a student is struggling in a particular area, they can also be identified as needing intervention.

Differentiation Strategies:

The following is a list of differentiated learning opportunities available at Roxhill Elementary. Teachers, by grade level, will communicate specific information as to how this occurs in their class.

Literacy:

Teachers identify reading levels of all students, which allows the following:

- Independent reading: Students are provided with choice books they read to appropriately place them in groups of interest and advanced ability
- Shared Reading and Book Clubs: Students will be paired or partnered with peers at similar reading levels. This creates a supportive learning environment for a range of readers to develop reading with higher level thinking skills.
- Students will receive literacy instruction and assignments in varying levels of complexity and depth based on the current standard of study.
- Students demonstrating mastery of a skill or standard will work at an accelerated pace to enable lesson extensions based on current standard of study.
- Advanced readers will move to more challenging reading groups upon mastery.

Mathematics:

- Teachers offer individualized and deeper instruction to students within like ability levels, thus allowing students to go deeper into instruction with teacher and peers.
- Students will receive their math instruction and assignments in varying levels of complexity and depth based on the current standard of study.
- Teachers will offer extension activities for all students to complete that will be graded/scored to provide feedback.

Additional Enrichment and Leadership Opportunities:

- Global reading challenge: This Seattle Public Library program occurs each year. 4th and 5th grade students join this event with students around the region.
- Articulated in each school's Continuous School Improvement Plan (CSIP) and on school websites by 2023-24.

Expanded Learning:

Roxhill Elementary will begin a partnership with Invest in Youth to provide after school tutoring to students of color who are achieving below grade level standards for 26 weeks. Invest in Youth will recruit and train tutors who will focus on student academic needs. Invest in Youth will also provide enrichment one day per week to these same students.

Homework Policy:

Our school expectation is that each student will read for at least 30 minutes every evening. Kindergarten and 1st grade students may read for less time at the start of the year. The reading may be a combination of reading to self, reading to another person, or being read to by an adult.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By June 2026, 85% of all Roxhill families will participate in family surveys and/or attend community events.

2024-25 One-Year Goal:

By June 2025, 70% of all Roxhill families will participate in family surveys and/or attend community events.

Action Plan

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. (Coffee hours.)

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Beginning of year

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

- Principal
- Christa Howsman

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

Resources that will be used to implement this evidence-based practice include parent title dollars for translations and parent surveys.

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.

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Beginning of year

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

- Principal
- Ms. Kyoko
- Ms. Gamache

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

Resources that will be used to implement this evidence-based practice include parent title dollars for translations and parent surveys.

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**: $2,721,102

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

    o Copier
    o Library Materials
    o Supplies
    o Textual Materials
    o Classroom instruction
    o Office support
    o Administration support
    o Counselor support

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**: $110,556

- **Activities Implemented to Meet Intent and Purpose**: Funds .7 of an ELA interventionist

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**: $128,325

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

    o Certificated staff meet with students, collaborate with reading interventionists, and support IAs to ensure students served with ML services thrive

    o Bilingual staff provide direct support to students and families

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**: Funds .5 ELA 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**: $78,087

- **Activities Implemented to Meet Intent and Purpose**: Funds .8 ELA interventionist

Levy Performance Funds

- **Intent and Purpose**: To support the goals for school improvement.

- **Dollar Amount**: $33,708

- **Activities Implemented to Meet Intent and Purpose**: Maintain interventionist staffing after a budget reduction

OSSI Grant

- **Intent and Purpose**: To support implementation of district and school improvement planning and must be focused on positive impacts on student learning, as well as supporting the goals of basic education under RCW 28A.150.210, specifically in areas driving identification for improvement.

- **Dollar Amount**: $31,000

- **Activities Implemented to Meet Intent and Purpose**:
  - These funds support our TIPs partnership that brings Tutors from our community to support students in priority areas
  - Using tutors to support small groups has allowed our interventionist time to:
  - Provide coaching and collaborate with teachers
  - Create data systems to monitor student growth
  - Participate in/facilitate grade-level PLCs