



2023-26 Continuous School Improvement Plan (C-SIP) John Rogers Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: John Rogers Elementary School

Principal: Dr. Casie Dimsey

Members of the Building Leadership Team and Parent/Guardian Partners: Zane Hashmi, Johnson Clark, Amy Ferguson, Veronica Ainsa, Melinda Kohl, Mahlon Landis, Jennifer Mackler

Community Partners (Community Based Organizations): Meadowbrook Community Center, Launch Learning, Adefua Cultural Education, Meadowbrook View Apartments, Lake City Court, Seattle Public Library (Lake City), Salmon in Schools



[John Rogers Elementary School Report](#)

[John Rogers Elementary School Climate Survey](#)

School Overview

Mission

Nurturing and fostering an inclusive, positive and collaborative community of high-achieving learners and socially responsible citizens in an ever-changing world.

Vision

EVERY student and family seen, engaged, challenged and growing.

John Rogers Elementary is a neighborhood school in the center of the Meadowbrook neighborhood. However, we are currently relocated to the John Marshall building while our school is being rebuilt. We are comprised of people from all over the world including 199 loving students and their families, dedicated instructional staff and supportive administration and office staff. We work together to design differentiated learning opportunities that help students and families reach personal goals.

Students participate in a comprehensive literacy program that includes shared reading and writing, independent reading, and phonics instruction. We also use a comprehensive math approach that includes whole group instruction fluency practice and guided and independent problem-solving practices. Students have specials in Physical Education, Music, Library, and Second Step with our social worker. Students also participate in art through our volunteer art docents throughout the year.

John Roger elementary has both special education programs ranging from resource to extended resource and has a robust Multilingual Language program that focuses on working with students and teachers to provide support in language acquisition. We use the structure of Multi-Tiered Support services so that all students receive instruction that best meets their individual needs. This also includes progress monitoring so that students are supported with rigor in both areas of challenge and enrichment.

Families and staff work together to provide a warm and caring environment where all cultures are honored and celebrated. This strong sense of community is evident in interactions among students, staff, and families.

Other highlights include:

- An energetic and dedicated PTA
- Family events such as Open House, Open Mic Nights, STEAM Night, Movie Nights, Community based fundraising, Move-A-Thon, Art Walk, and World Wide Culture Night
- An active Arts program

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

By June of 2026, 90% of students will respond favorably to the statement "At school, I learn how to speak up for what I need" or a similar question around self-advocacy, up from 76% in 2022.

One-year Goal:

By June of 2024, 83% of Black students will respond favorably to the statement "At school, I learn how to speak up for what I need" or a similar question around self-advocacy, up from 75% in 2022.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

This **Guardrail 4** supports the vision of the school: Every student and family seen, engaged, challenged and growing in that John Rogers Elementary does not use disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports in that we have not used suspension (in school or otherwise) in four plus years.

We have revamped our office referral system to be one of student supports. Instead of children being sent to the office, we bring supports to the child's classroom. Supports include restorative practices through behavior reflection.

Guardrail 5 supports the vision of the school in that all staff have the opportunity to review disaggregated data from the student climate survey data. All staff utilize talking points and language interpretation services when speaking with families. Front office staff work to provide a warm and welcoming environment upon family arrival to school. In addition, school administration works with families to provide warm and welcoming environments to each other.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Staff will continue the practice of planning family involvement nights with student and family voice present.
 - Staff has formed a family engagement team with student/family members dedicated to planning family events that serve families from all cultures i.e. movie night, back to school night, parent education nights, etc.
- Each committee at JRE is currently considering having at least one parent/family representative.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

The Special Education qualification process will be reviewed by all staff through a strength-based lens:

- Teachers, when utilizing the MTSS process and differentiating for Tier 1 supports should accelerate the learning of most students.
- When examining more restrictive supports teachers should be able to speak to current student levels of performance and growth, supports provided and their effectiveness, differentiation strategies and family communication with confidence, clarity and cohesion.

Through MTSS and Universal Design for Learning Training, JRE staff should learn to differentiate instruction.

- Through Racial Equity Training, JRE should continue the theoretical learning they've embarked on over the past 4 years and move towards implementing those theories consistently across programs (ELL, SpEd), grade levels and classrooms.
- The professional development plan has considered significant improvements in staff leadership:
 - Racial Equity Team in consultation with Principal, created and implemented PD on Green Days focusing on UnEarthing Joy by Gholdy Muhammad.
 - MTSS and Common Expectations Team in consultation with the principal planned and implemented approximately 50-75% of PDs for Purple Days last year. This year the MTSS team and TLC will support both Purple and Green days.
 - JRE has applied and been accepted into the early adopter's cohort for Universal Design for Learning. Trainings have begun to take place in December of 2023.
 - The BLT determined Teacher Leader Cadre should focus on Universal Design for Learning. In consultation with the principal the following professional development focus includes:
 - Social Worker is focusing on the intersection of MTSS and UDL and will lead the MTSS team and support streamlining best practices specific to data (qualitative and quantitative).
 - 4/5 multi-grade teacher will support professional development training by Novak through a focus on implementing UDL in classroom instruction and walk through tools.
- Through re-evaluating the school's file sharing system, staff are able to readily access important information and use shared files to stay up to date via SharePoint. Systems support clear pathways in which staff can engage through these shared documents and files.
- Frequent cycles of inquiry and feedback will be established for all staff throughout the year to include walk-throughs, informal evaluation, and formal evaluations.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

As a part of our MTSS system we will be incorporating high-leverage and best practice data analysis into our Tier 1 and dedicating three overarching professional development days to come

together to discuss both qualitative, quantitative data to support students that need Tier 2/3 intervention. Additionally, on yellow and green days, teachers and staff will participate in professional learning communities and MTSS supports to support next steps and lean into high-leverage UDL practices. Purple days will also be dedicated to UDL trainings and implementation for teachers and staff.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

In order to meet students' social emotional needs, we are committed to using the RULER curriculum as well as Second Step lessons. The RULER curriculum focuses on teaching students to recognize their emotions, understand their emotions, label their emotions, express how they feel, and finally to learn strategies to regulate their emotions. When teachers need additional support to meet the social emotional needs of students, they can bring their data and observations to the MTSS team to receive guidance on additional strategies to support their students.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

The percentage of Black boys who achieve English Language Arts proficiency or higher on the 3rd grade Smarter Balanced Assessment will increase from 36.4% in June 2023, to 56% in June 2024.

One-year Goal:

The percentage of Black boys who achieve English Language Arts proficiency or higher on the 3rd grade Smarter Balanced Assessment will increase from 56% in June 2024, to 76% in June 2026.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

During the 2022-23 school year 27% of Black students in the 2023-24 3rd grade cohort scored below the 40th percentile on the Reading portion of the MAP assessment. By the Spring 2024 administration of the MAP test, 64% of Black students will score above the 40th percentile on the Reading portion of the MAP Assessment.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

On Yellow, Green, and Purple days and as teachers see appropriate, teachers will examine formative classroom-based assessments using a cycle of inquiry such as the Datawise Improvement Process highlighting 8 steps to improvement:

- Organize for Collaborative Work
- Build Assessment Literacy
- Create Data Overview
- Dig into Student Data
- Examine Instruction
- Develop Action Plan
- Plan to Assess Progress
- Act and Assess

Tools for this process are available in the John Rogers Elementary PLC Handbook.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

Staff will use Culturally responsive curriculums including:

- Collaborative Classroom Curriculum for English and Language Arts
- SIPPS for early literacy phonics instruction.
- EnVision for Mathematics
- Amplify for Science
- Second Step Social Emotional Learning Curriculum

When solving some student SEL problems, staff will use restorative practices including the Blueprint from the RULER SEL curriculum.

Classrooms at John Rogers Elementary will utilize a morning meeting routine with structures that incorporate the three-signature student social-emotional learning practices into the remote learning context: welcoming routines, engaging practices and an optimistic closure.

Additionally, morning meetings will aim to elevate student ownership of classroom culture where students: initiate higher-order questions, extend and enrich the discussion and invite comments that challenge one another's thinking from their classmates.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

Green Days:

- Racial Equity Team will focus on strategies that appear in one of our culturally responsive teaching texts: Culturally Responsive Teaching and the Brain or Cultivating Genius and SPS adopted Curriculum or strategies learned in the early adopter cohort of Universal Design for Learning. We will be expanding on these strategies and incorporating the book Unearthing Joy by Gholdy Muhammad.

Purple Days:

- Teacher Leader Cadre and MTSS Team will focus on helping teachers fully implement the Multi-Tiered Systems of Support framework. One aspect of MTSS could be multi-lingual supports and the multi-lingual standards. As an early adopter school, we will be focusing on UDL best practices and training while implementing learning walks around high leverage practices.

Yellow Days:

- Professional Learning Communities will focus on using a cycle of inquiry to examine student work, determine next steps AND reflect on instruction that led to student work. JRE has used the DataWise cycle of inquiry in the past.

Red Days:

- Professional Learning Communities will focus on using a cycle of inquiry to examine student work, determine next steps AND reflect on instruction that led to student work. JRE has used the DataWise cycle of inquiry in the past.

Observations and 1:1s:

- Principal and staff will work collaboratively together through feedback cycles through walk-throughs, informal and formal evaluations throughout the year.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

As part of John Rogers Instructional Vision, the following inclusive practices will be implemented:

- Flexible Methods
- Collaboration and Community
- Progress Monitoring
- Data Based Decision Making
- Culturally Relevant Instruction
- Community Circles and Class Meetings

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

To eliminate opportunity gaps and provide a high-quality education for each student at John Rogers Instructional Vision will focus on:

- implementing high leverage universal design of learning practices and culturally responsive instruction at the Tier 1 level.
- analyzing student work in our professional learning communities to inform instruction.
- develop a schoolwide MTSS system that utilizes a triangulation of data to include both qualitative and quantitative data to plan for Tier 2 and Tier 3 interventions.
- incorporate restorative practices into daily classroom and schoolwide support systems starting with
 - community circles and
 - partnering with families and community members who represent our students furthest from educational justice.

Advanced Learning and Highly Capable Services:

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

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

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

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

By the 2024-25 school year, the MTSS Tier 3 process will be in place for students with complex needs that can't be addressed in Tier 1 and Tier 2 supports. The Tier 3, MTSS process will result in an individual student plan, in collaboration with the AL Department.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

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

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

Expanded Learning opportunities for students through afterschool or summer programs:

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

Homework Policy:

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

Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

Three-year Goal:

- By the end of the 2025-26 school year, JRE will see participation rates amongst subgroups that are aligned to the subgroups of student population.

One-year Goal:

- During the 2023-24 school year, JRE staff will collect attendance data at each whole school event including: Back to School Night, Open House, Multi-Cultural Night, any parent education nights and events such as Open Mic Night. JRE staff will then disaggregate the data to determine which sub-groups need further supports to attend.
- All JRE working committees including: BLT, Racial Equity, MTSS, Social, Common Expectations and Creative Advantage will have at least one family member per committee.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

John Rogers Elementary embraces the Seattle School District's commitment to parent involvement as a key to academic success. In order to facilitate this, the school community has developed the following plan:

1. John Rogers Elementary will meet statutory requirements by maintaining parent communication through:
2. Weekly school newsletters translated and sent every Monday evening either via School Messenger, Talking Points, or Kid Mail.
3. Regular newsletters written by the classroom teachers.
4. Informational displays in school hallways regarding upcoming events, volunteer opportunities, after school programs, and educational evenings such as math night and State of John Rogers presented by principal and staff.
5. A highly qualified professional bilingual teacher and instructional assistants who maintain regular contact with families by phone and face-to-face interactions.
6. Parent Education Nights twice a year presented during a monthly PTA meeting, in collaboration with the Principal and school staff.
7. Family Engagement Nights by Grade Level and for Bilingual Families where families learn more about what is happening at John Rogers Elementary.
8. A Social Worker on staff who works directly with families and children in crisis.
9. Translation of documents into different languages.
10. School website available in multiple languages.
11. Formal interpretation services for conferences and informal translation by parent volunteers are available as needed.
12. PTA Meetings throughout the year.
13. Language support for families whose home language is not English. This includes interpretation of conferences, student intervention team meetings, IEP meetings, and general conferences.
14. Formal interpretation services for conferences.
15. Informal translation by parent volunteers is available as needed
16. Providing funding for parent-initiated educational activities as well as cultural and educational evenings for families.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

John Rogers Elementary will involve parents in the development and revision of the school's parent involvement plan by:

1. Soliciting parent comments through regularly scheduled meetings with the involvement plan on the agenda. (PTA meetings, Building Leadership Team meetings, Family Engagement

Action Team meetings and others as appropriate, informal community meetings with the principal, and family input surveys throughout the year).

2. John Rogers Elementary will involve parents in the process of school review and improvement by:
3. Parent membership on the Building Leadership Team where major issues of educational policy and practice are decided.

In the 2023/2024 school year, parents are taking a more active voice in school and are volunteering for parts of a job such as room parents (Raft Captains) and developing a team of parents to support the classroom to include our Art Docents. In addition, community partners such as UW and Roosevelt HS are volunteering throughout the week to support all students in reaching the standards in reading and math. Community input surveys also act as a means to uplift parent voices and the use of various methods of communication by staff and administration to families/caregivers supports teacher-parent communication and opportunities for dialogue and understanding.

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

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

BLT has consisted of 2 parent representatives for 2020-21, 2021-22, 2022-23 school years. BLT representatives should consider BLT preparation meetings with the principal to encourage shared power and thoughtful informed decision making from parents. This year we currently have only one parent representative in 2023-2024 but would like to continue engaging more diverse voices and parent perspectives.

JRE Staff should consider forming affinity parent groups by 2026 including: African Family Counsel and Latinx Family Counsel. As JRE served multiple cultural groups originating in Africa including cultures who speak: Amharic, Oromo, Somali and Tigrinya. When forming family counsels, special attention should be paid to the cultures aligned with these languages.

These strategies will provide access to school staff for multi-lingual families and perhaps families who do not speak English. These groups may also be an opportunity for families to meet other families with similar cultures, interests, needs, etc.

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Staff meet weekly on Wednesday afternoons using the following procedures:
 - First, staff shout out exemplary student, staff and or family work from the week or recent past. Next, staff make any prescient announcements. Announcements are linked to items in the JRE Update staff newsletter. Staff also offer clarifying questions throughout the staff meetings.
 - On Green Day Wednesdays the racial equity team leads professional development grounded in equity trainings from prior book studies such as Culturally Responsive Teaching and the Brain and Cultivating Genius. The Racial Equity team also is engaging in a new book study named UnEarthing Joy by Gholdy Muhammad. As a team, the staff contributes to shared understanding and training around school wide events including MLK Jr. Day, Black History Month, Inclusion Week, BLM week, and culturally relevant holidays. This team has also based trainings on work from The National Equity Project.
 - Future work should consider focusing on frameworks within the texts including
 - Culturally Responsive Teaching and the Brain: Ready for Rigor, Warm Demander.
 - Cultivating Genius and UnEarthing Joy: Implementing the Equity Framework which consists of: Identity Development, Skill Development, Intellectual Development and Criticality.
 - On Purple Day Wednesdays JRE staff participate in PD designed to improve operations including work solidifying our MTSS process. Future work should consider renewal around Cycles of Inquiry and improving MTSS process
 - clarifying the process of qualifying for Special Education
 - Identification and implementation of interventions for students not making adequate progress (reactive)
 - Improving Tier 1 instruction based on student formative assessment data (proactive)
 - On Yellow Day Wednesdays JRE staff participate in Cycles of Inquiry with PLCs. Some were self-lead, some PLCs worked with Math department leads to improve implementation of enVision Math.
 - Consider renewal work on cycles of inquiry and further understanding of PLCs.
 - On Red Day Wednesdays, some JRE staff participate in job-like training with colleagues from other schools. Staff include: music teacher, librarian, PE teacher. All other staff participate in-school PLCs.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

Principal considers input from Seattle Education Association Building Leadership and individual employees when implementing Article XII, Section C, Guideline #2 Exemption Process, which states, In order to retain a workforce that includes racial, gender, linguistic and equity literate educators in times of displacement and/or reduction in force, SPS may, as allowed by law, take action on a principal/program manager's recommendations for exemptions to displacement and lay-off (reduction in force) using the following three (3) specific criteria:

- a. Critical program and/organization function: a position which is unique or essential to maintaining at least a minimum continuity level of a critical or legally mandated SPS program or function.

- b. Special and unique skills and expertise: unique expertise or training in critical instructional or educational support areas as demonstrated by training, specific experience and education.
- c. Use of the Racial Equity Analysis Tool points to an adverse impact on students furthest from educational justice when making staffing, budgetary or displacement/layoff decisions.
- d. We will continue at John Rogers Elementary to work with staff and the PTA for further leadership opportunities including but limited to our tri days and professional development times. Staff will unpackage strategies during PLC times and find ways to participate in leadership opportunities. BLT will continue to discuss and approve leadership opportunities across curriculum areas.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

John Rogers Elementary is served by the following teacher led committees: Creative Advantage Arts Committee, Racial Equity Committee, Building Leadership Team, Common Expectations Team, MTSS Team as well as a dedicated Teacher Leader Cadre, Student Leadership Team

- For the 23/24 school year, the BLT has tasked the Teacher Leader Cadre with helping to implement Inclusionary Practices.
- For the 23/24 school year, JRE has applied to be in the early adopters cohorts of schools within SPS for Inclusionary Practices.
- The MTSS committee has identified a need for further clarification around the MTSS process, especially as it relates to qualification for Special Education Services.

Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Academic Year: 23-24

Funding Type: 0.4 Interventionist

Funding Source: LAP

Amount: \$60,674.00

How will funds improve student learning? Intervention will track and provide MTSS for students at the Tier 2/3 levels of support.

Academic Year: 23-24

Funding Type: 0.1 Interventionist; 0.4 General Ed IA

Funding Source: Title 1-Improving Program

Amount: \$52,797.00

How will funds improve student learning? Intervention will track and provide MTSS for students at the Tier 2/3 levels of support; In addition, our general ed IA will support students at Tier 1 levels of support through Tier 2/3 for both academic and behavioral.

Academic Year: 23-24

Funding Type: Arts Enrichment

Funding Source: Creative Arts Pathway Grant

Amount: \$4,054.00

How will funds improve student learning? Support students and staff with expanded opportunities to enrich their learning in the Arts pathways to include professional development, assembly, school-wide projects, and our Art docents.

Academic Year: 23-24

Funding Type: Community Partner-Trey Baker LLC

Funding Source: Title 1 Professional Development

Amount: \$5,059.00

How will funds improve student learning? The goal of this program is to provide innovative literacy resources through spoken word programming that is informative, authentic, and impactful for students to experience in a collaborative, peer-to-peer learning, and creative environment. This setting will allow students to find their voice with spoken and written words.