2023-26 Continuous School Improvement Plan (C-SIP)
Roxhill 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: Roxhill Elementary School

Principal: Susan Lorow

Members of the Building Leadership Team and Parent/Guardian Partners: Susan Lorow, Anna Leroueil, Ellen Ewald, Caitlin Green, Shawna Prynne, FoRE

Community Partners (Community Based Organizations): Invest in Youth, Neighborcare, YMCA, Asian Counseling and Referral Service, Chihuly Gardens, Southwest Youth and Family Services

[Roxhill Elementary School Report](#)

[Roxhill Elementary School Climate Survey](#)

School Overview

Mission: Roxhill Elementary, a full-service community school, fosters a climate of compassion, academic excellence, problem solving, creativity, and cultural awareness where the school, families, and the community are working together for the social, emotional, physical, and intellectual development of each child.

Vision: We honor and celebrate the diversity of our community and support the individual needs of each scholar. We are a community of life-long learners preparing for personal, academic and life success to positively contribute to our changing global society.

Roxhill Elementary is geographically located in West Seattle. We serve approximately 280 students from Pre-School to 5th grade. Our student body is predominantly students of color. The Covid-19 Pandemic has had a major negative impact on the entire community – families, students and staff. We are seeing increased mental health needs, decreased academic performance and gaps in social and emotional regulation and age-appropriate behavior. Approximately 70% of our student body qualifies for free or reduced meals at school. Our staff is predominantly white. This school has had at least 3 principals over the past 5 years. This has resulted in a need for consistent leadership and the re-building of schoolwide and classroom systems. We believe Targeted Universalism will improve outcomes for all students. We believe the use of MTSS, UDL, and Restorative Practices will improve our Tier 1 practices and improve outcomes for all students.

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 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.

One-year Goal:

By June 2024, at least 80% (up from 71% in Fall 2022 / 68% in Spring 2023) of Students of Color Furthest from educational justice will respond favorably to the Belonging and Relationship questions on the Student Climate Survey.

Student Outcome Focused Governance

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

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

Evidence of alignment to student outcome focused governance:

Roxhill staff is committed to being culturally responsive to the needs of all of our students. We will create culturally responsive behavioral systems and social emotional supports for all students. We will create a warm, welcoming, safe and joyful learning environment.

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:

- Update student arrival procedures to provide a more welcoming school entry for students and families.
- Implement Restorative Practices – every classroom will regularly engage in classroom circles focused on social emotional learning and community problem solving.
- Create a culturally responsive schoolwide behavior matrix with input from staff and students.
- Review schoolwide behavior expectations along with the plan for teaching these expectations.
- Implement a clear scope and sequence for social emotional learning.
- Increase student voice and leadership opportunities.
- MTSS team will review behavior data, attendance, and student engagement data along with academic data regularly to adjust and respond to student needs.

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

Training in Restorative Practices will support staff in using culturally responsive approaches to undesirable behavior while building a sense of belonging and community.
The Race and Equity Team will continue to provide leadership in PD for staff regarding anti-racist practices and establishing equitable outcomes for students of color.
Staff will engage in UDL training to begin to identify and remove barriers to learning.

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:

MTSS will review attendance data, missed instruction data, along with academic data to identify areas of success and areas of concern. The MTSS will then implement changes in teaching practices and implement interventions to address areas of concern and/or celebrate areas of success. Roxhill will prioritize meeting the needs of all students by implementing effective Tier 1 instruction for everyone. Inclusive practices (MTSS, UDL, and Restorative Practices) are central to our approach, ensuring that every student feels supported and valued.

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

Tier 1 Strong social emotional learning provided in every classroom through the use of the Ruler and Second Step curriculum; clear SEL scope and sequence followed in every classroom; class circles/meetings; community building; collaboration with families.

Tier 2 Small group counseling with school counselor; check-in / check-out with staff; re-teaching specific social emotional skills; collaboration with family.

Tier 3 Individualized Positive Behavior Intervention Support Plans; Collaboration with family to address student needs; Referral to the mental health counselor through Community partner NeighborCare.

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:

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

One-year Goal:

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

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

Through regular formative assessments aligned with the district ELA curriculum, we gain valuable insights into students' individual strengths, areas of growth, and overall class performance. This data empowers our educators to differentiate instruction and provide targeted interventions tailored to meet students' specific needs. By analyzing both quantitative and qualitative data, we can identify trends, patterns, and areas for improvement, allowing us to adjust teaching strategies and allocate resources effectively. Through collaboration among teachers and instructional leaders, we share insights and best practices, fostering a culture of continuous improvement. Regular review and data-driven decision-making ensure that we adapt our instructional methods, pacing, and resources to optimize student learning and achievement. By integrating common formative assessments and qualitative/street data, we remain dedicated to providing high-quality ELA education, ultimately leading to improved SBA and MAP scores for our 3rd-grade students.

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:

Roxhill is deeply committed to reducing racial disproportionality in all academic, social emotional, and behavioral data.

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:

- UDL –All Staff will be trained in UDL by the Novak group.
- Teachers will follow the rigorous scope and sequence of instruction for all academics with monitoring from Coach and Admin team.
- PLC work - Identifying the target standards; co-planning; shared formative assessment; reviewing student work; frequent data review
- ML Coaching and Collaboration
- Literacy Coaching and Collaboration

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

Professional Development – Training in the use of UDL. Roxhill will become an early adopter of UDL in the 23-24 school year working with the Novak group. This training will allow teachers to identify and remove barriers to student learning as well as offer students more voice and choice in their learning.

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:

MTSS will review attendance data, missed instruction data, along with academic data to identify areas of success and areas of concern. The MTSS will then implement changes in teaching practices and interventions to address areas of concern. Roxhill will prioritize meeting the needs of all students by implementing effective Tier 1 instruction for everyone. Inclusive practices (MTSS, UDL, and Restorative Practices) are central to our approach, ensuring that every student feels supported and valued. We regularly review data with teachers and support specialists to identify instructional changes as well as low-achieving students who may require intervention. Our Intervention Specialists, Multi-Lingual Learning Teacher, and Literacy Tutors provide individualized support to promote literacy skills development. Our Satterburg coach supports improved ELA instruction through coaching cycles. Our ML teacher and lead interventionist collaborate with classroom teachers to improve instruction. Through these inclusive practices (MTSS, UDL, and Restorative Practices), we strive to create an equitable learning environment where every student can thrive academically and personally.

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

Frequent data review; use of UDL; small group reading instruction in every classroom; collaborative teaching practices are all used to impact the learning of
- African American males and/or students of color furthest from educational justice,
- Multilingual learners,
- Students eligible for special education services, and
- Students eligible for advanced learning services.

Advanced Learning and Highly Capable Services:

Advanced Learning:

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 (C-SIP) and on school websites by 2023-24.

Expanded Learning opportunities for students through afterschool or summer programs:

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

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

One-year Goal:

By June 2024, all classroom teachers will engage in culturally responsive interaction/partnership with the family/caregivers of every student through parent teacher conferences.

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:

Roxhill Elementary is committed to engaging and improving outcomes for all students of color furthest from educational justice and their 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: In 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:

- Roxhill will develop Family Focus Groups to ensure we are sharing power and centering the voices of families of color allowing them to become co-creators.
- 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, websites, social media, 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 necessary 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.

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.

Evidence of alignment to student outcome focused governance:

Roxhill staff are committed to anti-racist, culturally responsive practices to close the opportunity gaps for our students.

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:

- 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

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

Roxhill RET assists in applicant screening to ensure that we are interviewing people of color for open positions in our building. Interview teams consistently look for candidates that are culturally responsive and anti-racist.

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

There are numerous leadership opportunities for staff, such as leading professional development or learning walks, being a member of the BLT or other schoolwide committees, being a teacher leader for initiatives or PLCs.

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-2024
Funding Type: Combined
Funding Source: Discretionary Funds
Amount: $12,847
How will funds improve student learning? Provide student school supplies.

Academic Year: 2023-2024
Funding Type: Combined
Funding Source: Equity Dollars
Amount: $33,388
How will funds improve student learning? Provides intervention services for students below grade level.

Academic Year: 2023-2024
Funding Type: Combined
Funding Source: LAP -Instruction
Amount: $72,000
How will funds improve student learning? Provides intervention services for students below grade level.

Academic Year: 2023-2024
Funding Type: Combined
Funding Source: LAP - High Poverty
Amount: $61,378
How will funds improve student learning? Provides intervention services for students below grade level.

Academic Year: 2023-2024
Funding Type: Combined
Funding Source: Title I - Parent
Amount: $2,416
How will funds improve student learning? Provides for parent involvement.