2025-26 Annual CSIP
Genesee Hill Elementary School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring, which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

2025-26 School Information and Leadership Team Members

School Name: Genesee Hill

Principal: Liz Dunn

Instructional Vision Theory of Action: Click or tap here to enter text.

Members of the Building Leadership Team: Liz Dunn, Stacy Pritchard, Kay Yano, Krissy Marklund, Erin Munavu, Margaret Lewis, Kyle Vercammen, Dorothy Wells, Stephen Katz, Sarah Lara Silva.

2023-26 CSIP Genesee Hill

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 404

Special Education Percentage: 19.3%

Multilingual Learning Percentage: 3%

Highly Capable Percentage: 5.7%

Free and Reduced Lunch: 7.7%

Washington School Improvement Framework Status: Foundational

Genesee Hill OSPI School Report

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and

analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Climate Culture Survey

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

Identity and Culturally Responsive Teaching favorability responses

- 79% favorable responses/all students
  79% favorable responses/SOCFFEJ
- "My teacher believes I can do great things" 94%/all students 93%/SOCFFEJ
- "I have adults at school that can teach me about my culture(s) and race." 67%/all students 66%/SOCFFEJ

Reading Proficiency:

- Spring Smarter Balanced Assessment: 72.2% of 3 grade are at or above grade level of SBA
- Spring Smarter Balanced Assessment: 71% 3rd Grade SOCFFEJ are at or above grade level on SBA
- Spring ELA MAP: 2nd grade: 71st percentile overall achievement and 55.9% met growth

Family Engagement:

- We opened new volunteer opportunities to families.
- Added a STEAM night event
- Held parent education nights – Autism Awareness, How to Pay for College, SEL Learning, hosted district Levy Night
- Created a space and time for families of students with special needs to meet regularly.
- Every grade level held a Writer's Celebration at the end of each writing unit. Parent participation was very high.

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

- Academic habits
- Social emotional support
- Scaffolding and differentiation
- More visitor opportunities in addition to volunteer opportunities
- More celebration of learning

Disproportionalities: What disproportionalities exist among student groups?

Increase equitable parent voice.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

- Each class start with a fun family evening event to help connect families
- 2nd grade end of year writing standards needs to align with beginning 3rd grade standards
- Bring students with concerns to Pre-SIT early for intervention assistance
- Hold more Coffee with the Principal events

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

Teachers are using AI-Magic School to develop lesson plans.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

Use technology to make communication more accessible to families of all language backgrounds (TalkingPoints, Lionbridge, Good Translate)

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

Measures and Targets

2023-26 Goal:

By June 2026, we will increase our Identity and Culturally Responsive Teaching favorability responses from 79% to 90%, and for our Students of Color Furthest from Educational Justice from 81% to 90% favorable responses as recorded by our Student Climate Survey.

2025-26 Goal:

By June 2026, we will increase our Identity and Culturally Responsive Teaching favorability responses from 79% to 90% and for our Students of Color Furthest from Education Justice 80% to 85% favorable responses as recorded by our Student Climate Survey.

Action Plan

Evidence-based Practice 1:

Increase student understanding of "culture".

Implementation Activity:

Our school will engage in activities promoting culture (classroom, school, family, community) through monthly assemblies and evening family events.

Process Data Measures:

School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

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

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

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

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

- Grade-level Teams
- BLT

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percentage of 3rd Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 66.1% to a target goal of 83% by 2025-26.

2025-26 Goal:

The percentage of 3rd Grade Students of Color FFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 58.3% (at 2nd grade) to a target goal of 60.3% by Spring 2026.

2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy

As school staff transition from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

- 2nd grade end of year writing standards need to align with beginning 3rd grade standards
- Formative assessments and use of DIBELS for progress monitoring
- Incorporating opportunities for student choice and decision making across all classrooms
- Scaffolding and differentiation and using SIPPS small groups at K-3

Action Plan

Evidence-based Practice 1:

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.

Implementation Activity:

During PLC days and EOG days, staff will look at MTSS monitoring documents and review student work. For students not to meeting the expectations, Tier 2 interventions will be put in place and continually monitored.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

6–8-week intervals

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

- Grade Level Teams
- MTSS Team

Highly Capable Services

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- Independent Study Projects: Students pursue self-directed learning based on interests.
- Critical and Creative Thinking Frameworks: Educators integrate structured thinking routines across subjects to support depth and complexity in learning.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.
- Social Emotional Learning: SEL programming is tailored to support the needs of Highly Capable Learners. Learning may include strategies that nurture self-awareness, empathy, and resilience. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.

Expanded Learning

- District Summer Learning Program
- Enrichment classes (scholarships if needed)
- School music/theater

Homework Policy

Because we know . . .

- That homework can be a valuable way to extend, reinforce and refine learning;
- That reading is the best way to become a better reader;
- That writing supports reading and helps develop critical thinking skills;
- That knowing math facts at a level of automaticity (meaning, instant recall) provides a solid base for engaging in more complicated mathematics.

And we believe . . .

- That reading time strengthens family relationships while nurturing a love of reading and learning within your child. Reading can be fiction or non-fiction—full-length books, magazines, newspapers, learning websites, whatever is of interest and develops the child's love of learning.
- That abundant research shows that attaching punishments to homework practices (like graded or corrected packets/worksheets which can result in lost privileges in school or at home) can cause significant stress for students and families and can negatively impact students' perceptions of school and learning;
- That homework should not be graded (because there is no way to ensure who did the work);
- That correcting homework takes a lot of time (time that could be spent designing excellent lessons);
- That homework should not involve new learning, but should rather expand what students are learning during the school day;

- Students learn habits of mind that come from regular practice, self-assessment and independent learning;
- Homework can promote good home-school communication about what and how a child is learning.

We will . . .

- Ensure that every child has a book at his/her independent reading level to read each night. Of course, if a child has another book at home that they want to read . . . that works, too!
- Ensure that every child has access to notebooks, pencils, and other supplies to promote writing at home whenever they need it.
- Support families to assist students to finish class work at home as needed.
- Provide parents with guidance for supporting the development of math facts at home.
- Promote a home-school connection through occasional assignments such as:
- Having students tell two people at home what they had learned about electricity (or another topic);
    - Having students use their home environment to make connections to school (draw a map of your neighborhood, find things that come in pairs, find various shapes in your environment);
    - Practicing problem solving using bar models;
    - Providing opportunities for extensions for interested learners, such as themed backpacks or supplies to bring home to extend school learning;
    - Providing organizational and planning tools such as logs, weekly calendars, and planners (grades 3-5);
- Finally, we will work with individual students and their families to make reasonable modifications for special circumstances.

Simply put, the homework policy at Genesee Hill is: Read, Write, Practice Your Math.

We expect all students to read for a minimum of ten to thirty minutes (depending on grade level) outside of school at least five nights a week. This reading can be done independently, with an adult, or with another child. Sometimes, students in older grades may have assigned reading.
In addition, the following guidelines will be used by teachers for assigning additional skills practice:

- Kindergarten through Third Grade: (5-15 minutes/nightly)
- Sight word fluency practice
- Math skills fluency practice
- Global Passport geography fluency practice (grades 1-3)
- Fourth and Fifth Grade: (30 minute maximum/nightly)
- Math skills practice (i.e. related to daily lesson) (15 mins)
- Writing, assigned reading, responding and reflecting (15 mins)
- Global Passport geography fluency practice
- Long-term projects
- Planner use for weekly and long-term planning

We strongly recommend nightly routines of "homework," especially reading high-interest texts, and emphasizing:

- Regular practice is the best way to increase one's reading skills.
- Having the discipline to follow nightly routines promotes a range of character traits (grit, self-control, long-term planning, stamina).
- When families can read in the same room together on a regular basis, this helps to promote reading as a habit.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

By June of 2026, Genesee Hill will create a system which informs decision making about culture building, community events and PTA initiatives to ensure that all families are considered when making decisions that are within locus of control of our community including offerings for afterschool enrichments, events that are sponsored during and beyond school, and understanding the best ways to communicate with families. This would include use of the Genesee Hill website, Weekly Bulletins to families, clear information for families around processes/protocols, Genesee Hill Family Handbook, and aligned use of volunteers across the building and across all programs.

2025-26 Goal:

By June of 2026, Genesee Hill will create a system which informs decision making about culture building, community events and PTA initiatives to ensure that all families are considered when making decisions that are within locus of control of our community including offerings for afterschool enrichments, events that are sponsored during and beyond school, and understanding the best ways to communicate with families.

This would include use of the Genesee Hill website, Weekly Bulletins to families, clear information for families around processes/protocols, Genesee Hill Family Handbook, Parent/teacher listening conferences, Parent Education nights, classroom family events and celebrations of learning at every grade level and aligned use of volunteers across the building and across all programs.

Action Plan

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.

Implementation Activity:

All classroom teachers will send weekly newsletters via email or Talking Points •Each class start with a fun family event to connect families •More social events at school in the evening •Add social time to evening performances •Hold more Coffee with the Principal events

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Classroom teachers
- Specialists
- PTA Reps
- BLT

2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

I**ntent and Purpose:** Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards and include differentiation and enrichment.

Activities Implemented to Meet Intent and Purpose: The intent and purpose of Basic Education dollars include but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling or social work supports to all students.

Fund Program: 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: $65,045

Activities Implemented to Meet Intent and Purpose: Provides small-group and push-in support for multilingual learners.

Fund Program: 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: $65,985

Activities Implemented to Meet Intent and Purpose:

- Students who do not meet standards in reading receive targeted Tier 2 supports, delivered 1:1 or in small groups by a reading interventionist.
- Supports are data-informed, and progress is monitored in 6–8-week cycles.

Fund Program: Other Funding Source

Intent and Purpose: PTA Grant

Dollar Amount: $80,000

Activities Implemented to Meet Intent and Purpose:

- Provides an additional 0.1 FTE for a Reading Specialist.
- Funds an additional 0.5 FTE for a school counselor to deliver Tier 1 supports in all classrooms and Tier 2/3 supports through MTSS.