



2025-26 Annual CSIP

John Hay 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: John Hay Elementary School

Principal: Dr. Jerid Morisco

Instructional Vision Theory of Action: When we focus on ensuring racial equity in our school, addressing the needs of those who are furthest from educational justice, then we will eliminate opportunity and achievement gaps, and every student will receive a high-quality, world-class education.

Members of the Building Leadership Team: Christine Beaury, Lillian Biddle, Kimberly Crosser, Leyla Fiorito, Katie Kaiser, Jerid Morisco, Mersina Ruediger

[2023-26 CSIP John Hay](#)

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

Student Enrollment: 287 %

Special Education Percentage: 22.6%

Multilingual Learning Percentage: 17.1%

Highly Capable Percentage: 2.1%

Free and Reduced Lunch Percentage: 31.4%

Washington School Improvement Framework Status: Foundational

[John Hay 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:

- WaKIDS
- English Language Proficiency Data
- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Elementary Progress Reports (EPR)
- Student Grade Reports
- Walkthrough/Observational Data
- School-based Student Surveys
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- Restraint and Isolation Data
- SPS Climate Survey (staff or students)
- Professional Development Attendance and Exit Tickets
- Volunteer Count

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.)?

Students at John Hay demonstrate strong social-emotional skills, a sense of belonging, and confidence in math, supported by inclusive classrooms and culturally responsive teaching. Staff collaboration through PLCs and targeted professional development has fostered a culture of inquiry and instructional growth. Family engagement continues to strengthen through active PTSA involvement and outreach efforts, contributing to a supportive and connected school community.

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

Students need greater cultural representation in curriculum and materials, more opportunities for authentic leadership and voice, and increased engagement in science to strengthen identity development and interest in STEM.

Disproportionalities: What disproportionalities exist among student groups?

Survey data reveals disparities in cultural representation and leadership access. Only 60% of students report having adults at school who share their culture or background, and just 58% say they learn about their culture at school. Additionally, only 66% feel they can be leaders at school, suggesting limited access to leadership opportunities for some student groups. These gaps point to a need for more inclusive curriculum, diverse staffing, and intentional student leadership development.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

Disproportionalities appear to stem from limited cultural representation in curriculum and staffing, which affects students' sense of identity and belonging. Additionally, leadership opportunities may not be equitably distributed or clearly accessible to all student groups. These gaps are compounded by systemic barriers and implicit biases that can influence how students experience school, particularly those furthest from educational justice.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Addressing gaps in cultural representation and student leadership has the greatest potential to improve student outcomes. Increasing access to culturally responsive curriculum and materials, diversifying staff, and expanding authentic leadership opportunities can strengthen student identity, engagement, and sense of belonging—key drivers of academic success and emotional well-being.

Interconnected Needs: How are needs related to each other or influencing each other?

Students' need for cultural representation, leadership opportunities, and engagement in learning are deeply connected. When students don't see themselves reflected in curriculum or staff, it can impact their sense of belonging and limit their confidence to lead. These factors also influence academic engagement—particularly in areas like science and literacy—where identity development and relevance are key. Addressing these needs together can create a more inclusive, empowering, and academically supportive environment.

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

To build momentum, the school can prioritize increasing student leadership opportunities and enhance cultural representation in classroom materials. These efforts—such as integrating diverse texts and creating visible leadership roles for students—can be implemented within 3–6 months and have an immediate impact on student engagement, identity development, and sense of belonging.

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

At John Hay Elementary, technology is intentionally integrated into classroom instruction to enhance student engagement, personalize learning, and support equitable access to academic content. Educators leverage digital tools to differentiate instruction, monitor progress, and foster collaboration among students.

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?

To ensure staff are proficient in using technology to support student learning, John Hay Elementary provides ongoing professional development, coaching, and collaborative planning time. Teachers receive training on digital tools that support formative assessment, accessibility, and culturally responsive instruction. Instructional technology leads and district coaches offer just-in-time support, while PLCs serve as a space for staff to share best practices and co-plan tech-integrated lessons. This layered support helps staff use technology effectively to differentiate instruction, engage students, and close opportunity gaps.

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

Measures and Targets

2023-26 Goal:

By June 2026, at least 85% of students will respond favorably that after conflicts occur, we work to fix relationships, as measured by the SPS student climate survey (Positive Behavior and Safety).

2025-26 Goal:

By June 2026, increase favorable student responses to at least 85% on the SPS climate survey item: “After conflicts occur, we work to fix relationships.” This reflects a continued focus on restorative practices, inclusive environments, and student voice, building on the 2024–25 target of 81% and the current Spring 2025 result of 7%.

Action Plan

Evidence-based Practice 1:

Student Engagement (Addressing Absenteeism): MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Implementation Activity:

Our Tier 1 teams (BLT, MTSS, RET, PBT) will collaborate to ensure SEL implementation reflects the diverse identities and needs of our school community. Teams will use the SEL Three Signature Practices and the K–5 SEL Pacing Guide to embed consistent SEL routines across classrooms. This work will be guided by the SPS SEL Core Documents and aligned with culturally responsive practices.

Process Data Measures:

- Comprehensive School Counseling Program School Plan
- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- MTSS Data Collection

Timeframe for Reviewing Student Outcome Data Measures:

Middle of Year

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

The MTSS Team, in collaboration with the BLT and RET, will be responsible for implementing, monitoring, and adjusting SEL practices.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percentage of 3rd Grade Students of Color furthest from educational justice (FFEJ) projected proficient or above in ELA on the SBA will increase from a baseline of 25.0% to a target goal of 70% by 2025–26.

2025-26 Goal:

By June 2026, the percentage of 2nd Grade Students of Color FFEJ projected proficient or above in ELA based on Spring MAP will increase from 53.8% (2024–25 target) to 55.8%, continuing the 2-point annual growth trajectory aligned with district CSIP methodology.

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

As school staff transitions 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?

As John Hay transitions to monitoring the new 2nd Grade Foundational Literacy goal, staff will need a shared understanding of early literacy benchmarks, the ability to analyze MAP Growth and classroom-based data, and access to tools that disaggregate results by student group. Ongoing professional development, collaborative PLC time, and support from literacy specialists will ensure staff can use data to inform instruction, implement targeted interventions, and equitably support students furthest from educational justice.

Action Plan

Evidence-based Practice 1:

Independent Reading Opportunities: Educators schedule daily independent reading opportunities for students to develop fluency and comprehension.

Implementation Activity:

During weekly PLC meetings, educators will collaboratively review student assessment data (e.g., MAP, formative assessments) and student work samples to inform instructional planning.

Teams will use the Four Critical Questions to guide discussion:

1. What do we expect students to learn?
2. How will we know if they learn it?
3. How do we respond when students experience difficulty in learning?
4. How do we respond when students do learn?

This activity supports high-quality Tier 1 instruction and ensures alignment with grade-level standards, differentiation, and enrichment for all learners, including students with IEPs, multilingual learners, and advanced learners.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)
- Lesson Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Elementary Progress Report (EPR)
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

Grade-level PLC teams will lead to implementation and progress monitoring of instructional strategies aligned to the evidence-based practice. The MTSS Team will support data analysis and intervention planning, while BLT members will help adjust implementation based on school-wide trends and feedback.

Evidence-based Practice 2:

High Quality Tier 1 Instruction: Educators will implement high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

Implementation Activity:

During weekly PLC meetings, educators will collaboratively review student assessment data (e.g., MAP, formative assessments) and student work samples to inform instructional planning.

Teams will use the Four Critical Questions to guide discussion:

1. What do we expect students to learn?
2. How will we know if they learn it?
3. How do we respond when students experience difficulty in learning?
4. How do we respond when students do learn?

This activity supports high-quality Tier 1 instruction and ensures alignment with grade-level standards, differentiation, and enrichment for all learners, including students with IEPs, multilingual learners, and advanced learners.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)
- Lesson Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- MAP
- Curriculum-Embedded Assessments (CEAs)
- Student Grade Reports
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

Grade-level PLC teams will lead to implementation and progress monitoring of instructional strategies aligned to the evidence-based practice. The MTSS Team will support data analysis and intervention planning, while BLT members will help adjust implementation based on school-wide trends and feedback.

Highly Capable Services

- Differentiation: Educators use pre-assessment 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 supporting 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

Students may opt into completing extension activities related to classroom assignments. These optional tasks are designed to deepen understanding, encourage creativity, and provide opportunities for enrichment based on student interest and readiness.

Homework Policy

Students are expected to read for 20 minutes daily to support literacy development and foster a love of reading. In addition, students may opt in to completing extension activities related to classroom assignments. These optional tasks are designed to deepen understanding, encourage creativity, and provide opportunities for enrichment based on student interest and readiness.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

By June 2026, 90% of families with students receiving special education or multilingual services will respond favorably to a survey measuring that their child is seen, heard, and valued within an inclusive environment at John Hay.

2025-26 Goal:

By June 2026, increase favorable responses to at least 85% from families of students receiving special education or multilingual services, as measured by the annual family survey item: "My child is seen, heard, and valued within an inclusive environment." This reflects continued growth from the 2024-25 target of 80%.

Action Plan

Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Implementation Activity:

Educators will use TalkingPoints to send announcements, reminders, and personalized messages to families in their preferred language. This tool supports inclusive, two-way communication and strengthens family-school partnerships by making information accessible and responsive.

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- Student Attendance
- Elementary Progress Report (EPR)

Timeframe for Reviewing Student Outcome Data Measures:

Middle of Year

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

Grade-level PLC teams will lead implementation and progress monitoring of instructional strategies aligned to the evidence-based practice. The MTSS Team will support data analysis and intervention planning, while BLT members will help adjust implementation based on school-wide trends and feedback.

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

Intent 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 that includes differentiation and enrichment. The intent and purpose of Basic Education dollars includes 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 and 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: \$131,771

Activities Implemented to Meet Intent and Purpose:

Title III funds support a 0.80 FTE Multilingual Learner (MLL) Teacher who provides targeted language instruction and collaborates with general education staff to ensure multilingual students access grade-level content.

Funds also support translation and interpretation services to strengthen family engagement, a stipend for the State Test Coordinator to ensure equitable assessment practices, and the purchase of bilingual textual materials that reflect students' linguistic and cultural identities.

These resources help foster inclusive classrooms and accelerate English language development.

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:

LAP funds support a 0.40 FTE Academic Interventionist who provides targeted Tier 2 instruction in reading and math for students who are not yet meeting grade-level standards.

This role focuses on delivering small-group interventions, monitoring progress, and collaborating with classroom teachers to ensure instructional alignment and timely support for students at academic risk.

Fund Program: Other Funding Source

Intent and Purpose: PTSA Grant

Dollar Amount: \$155,770

Activities Implemented to Meet Intent and Purpose:

PTSA funds support multiple staffing enhancements aligned to CSIP goals. These include

- 0.5 FTE Office Assistant to strengthen school operations and family communication
- 0.1 FTE Academic Interventionist to expand Tier 2 instructional support
- 0.5 FTE allocation for 4th/5th grade class size reduction to improve instructional quality and student engagement.

These investments help ensure consistent support for students and staff across academic and operational priorities.