



## Continuous School Improvement Plan (CSIP)

Sand Point Elementary School

2016 - 2018

Principal: Kristen Roberts



### School Overview

#### Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

\*The CSIP was approved by the Sand Point Elementary School Building Leadership Team on November 15<sup>th</sup> 2016.

## Mission and Vision

### Mission

Students at Sand Point Elementary will flourish academically, attaining high levels of achievement, using State and District standards as evidence. Students will exit our school, responsible, responsive to our community, curious and confident about their future, and joyful about life's opportunities and challenges.

### Vision

At Sand Point Elementary, we are a community of lifelong learners, responsible global citizens, and champions of our own success.

**Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:**

**ALO (or HC -highly capable): Advanced Learning Opportunities.** Building based program that serves students with a designation of advanced learners.

**BLT: Building Leadership Team.** A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

**Career Ladder Teachers.** teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

**ELL: English Language Learners.** Students who have been identified as needing additional support learning English.

**IEP: Individualized Education Plan.** An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

**MTSS: Multi-Tiered System of Support.** Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

**PD: Professional Development.** Instruction and learning activities for teachers to improve or broaden instructional practice.

**PLC: Professional Learning Community.** A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

**RULER- Recognizing Understanding Labeling Expressing Regulating:** a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

**SMART Goal.** Specific, Measurable, Attainable, Realistic and Timely

**SIT: Student Intervention Team.** A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

## School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

### #1 Disparity in Academic Achievement:

While we are improving at a steady pace, we have a disparity in academic achievement based on students' race and ELL status. Core instruction can be improved by building a shared vision of instructional best practice amongst our staff. If core instruction was meeting the needs of 80% of students, then our MTSS structure would be effective at meeting the needs of all students.

#### 2015-2016 ELA SBA

##### Gains:

Grade	2014-2015 ELA SBA	2015-2016 ELA SBA	Gains
3 <sup>rd</sup>	52%	76%	+24%
4 <sup>th</sup>	54%	61%	+7%
5 <sup>th</sup>	44%	55%	+11%

##### Disparities:

73% of Asian students,  
 29% (6/21) of Black students,  
 38% (5/13) of Hispanic students,  
 91% (21/23) of Two or More Race students,  
 76% (31/41) of White students  
 20% (3/15) of ELLs were proficient or advanced on the 2015-2016 SBA in Reading as compared to 72% of non-ELLs  
 41% (25/61) of all students 1<sup>st</sup>-4<sup>th</sup> grade who are performing basic or below basic on SBA and MAP are ELLs

#### 2015-2016 Mathematics SBA

##### Gains:

Grade	2014-2015 Math SBA	2015-2016 Math SBA	Gains
3 <sup>rd</sup>	62%	71%	+9%
4 <sup>th</sup>	53%	73%	+20%
5 <sup>th</sup>	33%	35%	+2%

##### Disparities:

75% of Asian students,  
 32% (5/22) of Black students,  
 43% (6/14) of Hispanic students,  
 87% (20/23) of Two or More Race students,  
 63% (26/41) of White students  
 33% (4/18) of ELLs were proficient or advanced on the 2015-2016 SBA in Math as compared to 72% of non-ELLs

\*While we have a small population of Native American students they are not represented in this data.

### #2 Low Student Perception of Classroom Environment

Spring 2016 Student Survey results were as follows:

Classroom environment- 46% Overall

- Students in my class are friendly to each other. 43% responded favorably

-Students in my class help each other learn. 53% responded favorably

-Students in my class are respectful to adults. 44% responded favorably

	<p>-Students in my class are focused on learning. 42%responded favorably</p>
<p>We will use research-based strategies that help targeted students.</p>	<p><b>Core Instruction:</b></p> <ul style="list-style-type: none"> <li>-Core instruction in all classrooms include research-based teaching practices for whole group and small group instruction to move students toward mastery of their grade level’s Common Core State Standards.</li> <li>-We teach Reading and Writing through a balanced literacy approach including: Shared Reading, Phonics, Readers’ Workshop, Writers’ Workshop, Word Work, Interactive Read Aloud, Shared Writing, Guided Reading, and Interactive Writing.</li> <li>-We teach Mathematics through a balanced approach including computational fluency, conceptual understanding and problem solving using a scope and sequence of the Common Core State Standards that prepares students for Algebra 1 in 8<sup>th</sup> grade.</li> <li>- We use multi-age classrooms in grades 2 through 5 to instruct students along their developmental trajectory.</li> <li>-We teach math using flexible groupings, where teachers use assessment data each unit to coordinate leveled groups and design instruction to fit the needs of the group. In grades 1 through 5, students may be served in groups with mixed grade level peers.</li> <li>-We provide direct instruction for Social Emotional Literacy using a research based program called RULER and a kernel-based approach.</li> <li>-We reflect on our core instruction by sharing out walk through data regularly.</li> <li>- We use a variety of assessments (MAP, F&amp;P Running Record, TC Running Records, On-Demand Writing Assessments, CBAs, ect) to progress monitor monthly during PLCs and MTSS meetings, then adapt core instruction and interventions to meet the needs of our students. PLCs are structured using DuFour’s 4 questions to critically evaluate student learning and plan instructional next steps.</li> <li>-We partner with the YMCA to offer a large variety of after school enrichment clubs to extend learning afterschool. Over \$40,000 of scholarship funding is available to make this programing accessible to all families.</li> </ul> <p><b>MTSS Intervention Instruction:</b></p> <ul style="list-style-type: none"> <li>-ACORN Block is a literacy intervention and enrichment block where each child reading below grade level gets small group instruction in the areas of reading where they need support for 90 to 105 minutes each week with an Intervention Specialist. Students who are already reading at grade level get accelerated, tiered enrichment instruction in small groups with a classroom teacher.</li> </ul> <p><b>ELL:</b> Along with participating in relevant Acorn Intervention blocks, the ELL department provides targeted English language instruction for all English language learners through pull out small group and individualized instruction as well as push in instruction in collaboration with classroom teachers.</p> <p><b>SPED:</b> Along with participating in relevant Acorn Intervention blocks, the SPED department provides specially designed instruction based on students’ Individualized Education Plans.</p> <p><b>ALO:</b> Students who need Advanced Learning Opportunities participate in Acorn Literacy Enrichment, mathematics instruction in flexible groupings based on a variety of assessment data, projected based learning opportunities in science and social studies, differentiated core instruction, small groups instruction and integrated Social Emotional Literacy projects.</p> <p><b>SEL:</b> In addition to direct instruction for Social Emotional Literacy, our School Counselor and family support worker coordinate small group and individualized counseling for students as needed. He also partners with grade level teams to offer integrated Social Emotional Literacy projects in each grade level.</p>

<p>Our school offers professional development that is high quality and ongoing.</p>	<p><b>Staff Support:</b>  Our Staff Professional Development focuses on, 1) building equitable classroom through relationships with students and families, 2) aligning our unit plans through deconstructing the Common Core State Standards in teams, and 3) aligning around core education best practices.  - Job-imbedded instructional coaching is provided to staff who opts in through our Career Ladder Teachers.  - Lesson Study opportunities are also coordinated by the Career Ladder Teachers.  - We also offer school-based monthly trainings on the TPEP framework for teaching.  - We offer teachers peer assistance through our Round Table structure. Round Table is a way for teachers to get peer support in any instructional challenge and before referring a student to the Student Support Team. Round Table support could include recommendations on instructional next steps, peer coaching, and support in connecting with families.  - All Kindergarten through 2<sup>nd</sup> grade teachers participate in Balanced Literacy professional development through the Department of Early Learning  - All staff has access to a variety of professional development through SPS.</p>
<p>Our school will increase parent/family engagement.</p>	<p>We have two parent positions on the Building Leadership Team, a highly engaged Parent Teacher Association, a Family and Community Engagement Committee and an Advanced Learning Opportunities Committee who all influence decision making at Sand Point Elementary.</p> <p><b>Spring 2016 Family Survey Results:</b>  The survey data is only representative of about 1/3 of our parent community. The survey shows families are satisfied with the many components of Sand Point Elementary but would like a higher degree of communication from the school about what their child is learning, the child's academic progress and programs that support their child. We need to actively engage families who self-identify as Black, Hispanic and Asian and may speak languages other than English at home.</p> <p><b>Who responded?</b>  - 100% of the respondents self-identified as White or Multi-racial  - 100% of the respondents self-identified as having a household income of over \$200,000 of did not respond  - 100% of the respondents self-identified as speaking English at home always</p> <p><b>What do parent say about Sand Point Elementary?</b>  - There is at least one adult in this school I can talk to if I have a concern. 98% responded favorably  - I feel my child is safe at school. 95% responded favorably  - Teachers and staff at school care a lot about my child's academic success and personal well-being. 93% responded favorably  - Teachers and staff at school are knowledgeable and respectful of different cultures and races. 93% responded favorably  - I feel confident discussing my child's education with teachers at school. 91% responded favorably  - The school provides a positive social and emotional environment for my child. 91% responded favorably  - I have opportunities to influence what happens at the school. 81% responded favorably  - The school does a good job sharing information about my child's academic progress. 55% responded favorably</p>

	<p>-I know what my child will learn this year at school. 65% responded favorably          -I know special programs available at school or the district to help my child. 55% responded favorably          -The school has successfully overcome cultural barriers between staff and families. 56% responded favorably</p> <p><b>Action Steps:</b>          We now have a Family Engagement Committee who is planning and leading our family engagement work this year. We are planning targeted family focus groups to get more feedback from more representative sample of our families before we decide how to move forward. We are also conducting additional family climate surveys across the school year. Teachers will continue regular and on-going communication with families in various forms.</p>
<p>Our staff is involved in decision-making.</p>	<p>The staff shares input and has a role in decision making for almost every decision made at Sand Point Elementary. Decisions are made by consensus of the entire staff or Building Leadership Team, whenever possible, or by a 2/3 vote when consensus is not possible. The decision making matrix is reviewed and revised as needed by the staff at the beginning of each school year. In addition, there are 8 staff members on the Building Leadership Team.</p>
<p>We will assist our students to meet standard.</p>	<p>In collaboration with classroom teachers, the MTSS team uses an assortment of data (SBA, MAP, F &amp; P Running Records, CBAs, Attendance Data, Behavior Data, etc.) to determine the students who have not yet met grade level targets. These students are monitored and interventions are provided as needed. Academic interventions include but are not limited to targeted small groups during core instruction, Acorn Literacy Intervention in small groups, flexible groupings in mathematics,          -The MTSS team monitors the performance of students who have not yet made grade level targets regularly and adjusts intervention support services as necessary.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>We have an experienced staff who we engage through collective decision making and leadership opportunities. We are flexible with staffing to enable highly qualified staff to serve children using their strengths across their career trajectory.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p><b>Preschool Transition:</b>          -Many of our incoming preschool students come from our developmental preschool. Our preschool teacher collaborates with our Kindergarten team regularly as a part of staff professional development.          -We offer Jump Start, a camp-like experiences to get incoming kindergarten students comfortable with school before the start of school.          - If funding allows, we will offer the Super K Program, a summer experience for Kindergarten students and families. During these meetings families observe instruction and get resources for how to prepare their child for kindergarten during the summer.</p> <p><b>Transition into Sand Point from Other Schools:</b>          We have support systems in place to help new students integrate academically and socially into our learning community.</p> <p><b>Transition to Middle School:</b>          We partner with the local middle school in the spring to have staff visit Sand Point or our 5<sup>th</sup> grade students visit Eckstein. During this time, we share the expectations of middle school</p>

	<p>and plan with students for the transition. We consult with middle school administrators, classroom teachers and counselors regarding ongoing expectations, and utilize middle school language and best practices beginning in the spring of 5<sup>th</sup> grade. We are available for consultation and support for our exiting 5<sup>th</sup> grade students through their first semester of their 6<sup>th</sup> grade year.</p>
<p>Our system of support assures our highly qualified staff are support students.</p>	<p>We try to hire staff with many certificated areas so we can keep them at our school but changing their role. Most of our teachers hold dual certification. Intervention instruction is delivered by our high-performing, dual-certified, intervention teachers.</p>

The following table describes how funds are allocated to support and improve student learning.

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	Self Help	Total- \$59,648.34	<ul style="list-style-type: none"> <li>-Provide Music instruction to all students which helps build connections to mathematics, self awareness and social awareness.</li> <li>-Intervention/Extension Mathematics support materials will be used to extend the learning and re-teach for students who need extra support in mathematics.</li> <li>-Financial support is provided for all field trips including Island Wood to provide access to experiential and applied learning for students who's families cannot afford extra fees.</li> <li>-Provide a Playground Supervisor to help students apply social emotional literacy skills and problem solving strategies to prevent unwanted behavior on the playground.</li> <li>-Leveled high-interest texts for the library</li> </ul>
2016-2017	Combined Funds	PTSA Grant	Supplies- \$2,983.11	<ul style="list-style-type: none"> <li>-Provide Music instruction to all students which helps build connections to mathematics, self awareness and social awareness.</li> <li>-Printing costs and supplies to support students who receive F&amp;RL</li> </ul>
2016-2017	Combined Funds	Free & Reduced Lunch	Supplies- \$4,131 Parent Activity- \$543 PD- \$6,115.97	<ul style="list-style-type: none"> <li>-0.4 FTE Intervention Teacher to provide targeted intervention to all Title eligible students.</li> <li>-Translation Services for all essential family meetings</li> <li>-Intervention Curriculum including LLI, F&amp;P assessments, a phonics intervention curriculum, word study curricular materials, ect.</li> <li>-Sub-release time and extra pay for collaborative planning, PLC, peer observations and other job-embedded coaching opportunities</li> </ul>
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$13,921.98	<ul style="list-style-type: none"> <li>-0.2 FTE Intervention Teacher to provide targeted intervention to all LAP eligible students.</li> </ul>
2016-2017	Combined Funds	Levy Dollars	Staffing- \$224,397	<ul style="list-style-type: none"> <li>-1.0 FTE Family Support Worker</li> <li>-1.0 FTE Intervention Teacher to provide small group instruction to all students below grade level in reading</li> </ul>



			Sub Cert- \$20,103	-0.4 FTE Levy Coordinator -Sub-release time and extra pay for collaborative planning, PLC, data team meetings, peer observations and other job-embedded coaching opportunities. -Intervention Curriculum
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## Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year

Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>We have a disparity in academic achievement based on students race and ELL status.</p> <p>SBA: 73% of Asian students, 29% (6/21) of Black students, 38% (5/13) of Hispanic students, 91% (21/23) of Two or More Race students, 76% (31/41) of White students were proficient or advanced on the 2015-2016 SBA in Reading.</p> <p>20% (3/15) of ELLs were proficient or advanced on the 2015-2016 SBA in Reading as compared to 72% of non-ELLs</p> <p>ELLs are overrepresented in students who are performing basic or</p>	<p><b>Academic:</b> -By spring 2017, 70% of Black and Hispanic students at Sand Point Elementary will meet grade level standards on SBA, MAP and CBA in Reading. -By spring 2017, 50% of ELLs at Sand Point Elementary will meet grade level standards on SBA, MAP and CBA in Reading.</p> <p><b>Student Survey:</b> At least 70% of students at Sand Point Elementary will respond favorable to... -Students in my class help each other learn. -Students in my class are focused on learning.</p> <p><b>Progress monitoring:</b> We will progress monitor all students who are not currently meeting grade level benchmarks using CBAs, MAP, F&amp;P Running Records, Student Survey Data, Observation data bi-weekly during MTSS meetings.</p>	All Sand Point Elementary School staff	Spring 2017

below basic on multiple measures -41% (25/61) of all students 1 <sup>st</sup> -4 <sup>th</sup> grade who are performing basic or below basic are ELLs			
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Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Our staff does not have a shared understanding of instructional best practices yet. There is some great teaching happening in isolation that is not aligned to a vision for what instruction looks like at Sand Point Elementary. Teachers do not have shared practice or shared language yet, so teachers are re-teaching the same skills year after year. Because teachers do not have a shared practice, core instruction is inconsistent and does not meet the needs of 80% of students. We rely on tier 2 and tier 3 interventions to support more than 20% of our students. Because teachers do not have a shared practice, communication with</p>	<p>By spring 2017, 80% of students at Sand Point Elementary will have their academic needs met during core instruction as measured by SBA, MAP, CBA, observation data, survey data, and walk through data.</p> <p><b>Staff Survey:</b> By Spring 2017, 80% of staff will respond favorably to the following items on the Staff Survey. -Staff at this school share a common understanding of instructional best practices. -This school implements a clear plan of action when a student struggles academically. -I have access to strategies and materials to support all learners in my classes.</p> <p><b>Parents Survey:</b> By Spring 2017, 80% of families will respond favorably to the following items on the Parent Survey. -The school does a good job sharing information about my child's academic progress. -I know what my child will learn this year at school.</p>	Principal, BLT and CLTs	Spring 2017

<p>families is also inconsistent.</p> <p>Staff Survey</p> <ul style="list-style-type: none"><li>-Staff at this school share a common understanding of instructional best practices. 43% responded favorably</li><li>-This school implements a clear plan of action when a student struggles academically. 48% responded favorably</li><li>-I have access to strategies and materials to support all learners in my classes. 48% responded favorably</li><li>-We use common formative and interim assessments to help us plan and improve instruction collaboratively 48% responded favorably</li></ul> <p>Parents Survey</p> <ul style="list-style-type: none"><li>-The school does a good job sharing information about my child's academic progress. 55% responded favorably</li><li>-I know what my child will learn this year at school. 65% responded favorably</li></ul>			
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Whole School Goal																			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:																
<p>Although academic achievement at Sand Point Elementary is improving at a steady pace, other Eckstein feeder elementary school consistently outperform us.</p> <p><b>2015-2016 ELA SBA</b>            -3 out of 8 Eckstein feeder elementary school outperformed Sand Point Elementary on the 3<sup>rd</sup> grade ELA SBA.            -7 out of 8 Eckstein feeder elementary school outperformed Sand Point Elementary on the 4<sup>th</sup> grade ELA SBA.            -8 out of 8 Eckstein feeder elementary school outperformed Sand Point Elementary on the 5<sup>th</sup> grade ELA SBA.</p> <p><b>Gains:</b></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2014-2015 ELA SBA</th> <th>2015-2016 ELA SBA</th> <th>Gains</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>52%</td> <td>80%</td> <td>+28%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>54%</td> <td>61%</td> <td>+7%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>44%</td> <td>55%</td> <td>+11%</td> </tr> </tbody> </table>	Grade	2014-2015 ELA SBA	2015-2016 ELA SBA	Gains	3 <sup>rd</sup>	52%	80%	+28%	4 <sup>th</sup>	54%	61%	+7%	5 <sup>th</sup>	44%	55%	+11%	<p>By Spring 2017, 90% of students at Sand Point Elementary will meet grade level standards on SBA, MAP and CBA in Reading.</p>	<p>All Sand Point Elementary School staff</p>	<p>Spring 2017</p>
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School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
Student Survey Spring 2016 - Classroom environment -Students in my class help each other learn. 53% responded favorably -Students in my class are focused on learning. 42% (44/104) responded favorably	<b>Student Survey:</b> By Spring 2017, at least 70% of students at Sand Point Elementary will respond favorable to... -Students in my class help each other learn. -Students in my class are focused on learning.	All Sand Point Elementary School staff	Spring 2017