



Continuous School Improvement Plan (C-SIP)
Sand Point Elementary School
2017- 2018
Principal: Kristen Roberts

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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 is a draft and has not yet approved by the Sand Point Elementary School Building Leadership Team. The Building Leadership Team will review, revise and approve the CSIP by September 1, 2017. The highlighted sections will be revised in August as the complete data becomes available.

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.

Terminology

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 Academic Achievement

While we are improving overall, 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.

Academic Achievement and Growth Data

ELA SBA:

Grade	2014-2015 ELA SBA	2015-2016 ELA SBA	Preliminary 2016-2017 ELA SBA**
3 rd	52%	76%	58% (33 students)
4 th	54%	61%	63% (38 students)
5 th	44%	55%	52% (23 students)

F&P Running Records Trends:

- Most students making at least one year’s growth
- Most students who are below grade level are making one year’s growth or more
- Some students who are significantly below grade level are not making one year’s growth
- Some students who are at or above grade level are not making one year’s growth
- F&P growth is not necessarily translating to proficiency on the SBA

Mathematics SBA:

Grade	2014-2015 Math SBA	2015-2016 Math SBA	Preliminary 2016-2017 Math SBA**
3 rd	62%	71%	63% (38 students)
4 th	53%	73%	60% (40 students)
5 th	33%	35%	39% (28 students)

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

** All of the SBA data is not available yet. It will be added as it becomes available.

Mobility at Sand Point:

We have significant transience at Sand Point Elementary with a 40-50% mobility rate every school year. It is important yet very difficult to complete a cohort to cohort analysis of our SBA data for this reason. Students who left Sand Point Elementary from Spring of 2016 to Spring of 2017 have significantly higher SBA proficiency than the students who came to Sand Point Elementary during the same time period.

2016-2017 Grade	Left from Sp2016 to Sp2017	Came from Sp2016 to Sp2017 *
4 th	ELA SBA= 88% Math SBA= 88%	ELA SBA= 0% Math SBA= 17%
5 th	ELA SBA= 70% Math SBA= 90%	ELA SBA= 33% Math SBA= 33%

#2 SEL/School Culture

Student Survey:

Component	Spring 2016	Spring 2017
Students in my class are friendly to each other.	43%	31%
Students in my class help each other learn.	53%	46%
Students in my class are respectful to adults.	44%	24%
Students in my class are focused on learning.	42%	36%
Classroom Environment Overall	46%	34%

We have seen an overall decline in our students' perception of the classroom environment from the Spring of 2016 to the Spring of 2017. We have also experienced an increase in unsafe student behaviors based on our office referral data.

A few key indicators did go up including:

- My teacher makes me feel included in class 81%
- My teacher takes time to get to know me. 80%
- My teacher asks me to explain my thinking 82%

Over this same time period, we have experienced a change in the population of students we serve at Sand Point Elementary. Sand Point Housing has changed their program from transitional housing for families transitioning out of homelessness and into permanent housing to permanent housing for families who have been chronically homeless with at least one adult with a documented disability. Our staff has tried to quickly build the skills to support the students and families who have experienced significant trauma.

Attendance Data:

In the Fall semester 65% students had 4 or fewer absences.

In the Spring semester 94% students had 4 or fewer absences.

Over 90% of the students who are not making grade level progress K-5 have more than 10 absences or are late to school regularly. We saw a significant improvement in students attendance from the Fall Semester to the Spring semester. Our fall attendance data shows a large gap in attendance rates based on race, ethnicity and home language.

Fall Semester Data Disaggregated by Race/Ethnicity

Race/Ethnicity	Fall Semester Attendance Percentage
Black/Not English home language	91%
Multiracial	79%
Asian	69%
Caucasian	63%
Hispanic	60%
Black/Not English home language	19%

We will use research-based strategies that help targeted students.

#1 Academic Achievement

Core Instruction:

-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.

-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. We will be implementing a new curriculum for English Language Arts from the Center for the Collaborative Classroom.

-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 with the intention of preparing students for Algebra 1 in 8th grade.

- We use multi-age classrooms in 4th and 5th to instruct students along their developmental trajectory.

-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.

- We use a variety of assessments (MAP, F&P Running Record, TC Running Records, On-Demand Writing Assessments, SBA Interim 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.

MTSS Intervention Instruction:

-ACORN Block is an intervention and enrichment block where each child performing below grade level gets small group instruction in the area where they need support weekly with an Intervention Specialist. Students who are already performing at grade level get accelerated, tiered enrichment instruction in small groups with a classroom teacher.

ELL: 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.

SPED: Along with participating in relevant Acorn Intervention blocks, the SPED department provides specially designed instruction based on students' Individualized Education Plans.

ALO: To meet the needs of advanced learners, weekly small group instruction for advanced learners in reading based on reading level. Students who need Advanced Learning Opportunities participate in Acorn 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. We ensure access to math content according to their math achievement level for advanced learners. When possible, we provide one-year advanced math for Spectrum qualified students as well as other students who are capable of that advanced level of work.

SEL: 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.

#2 SEL/School Culture

-We provide weekly lessons in each classroom for Social Emotional Literacy using a research based program called RULER and a kernel-based approach. Our classroom teachers are spending a week over the summer building an aligned K-5 SEL curriculum, which we will implement in the fall. We will have a school-wide SEL time at the beginning of each day. We will also facilitate structured recess games to enable students to practice their SEL skills in a supported recess environment.

-We have a Discipline Handbook which lays out our school-wide expectations, our process for teaching the expectations, our system of positive and negative consequences as a result of students' behavior and how we communicate with families about school behavior.

-We provide regular check and connects for students who need support with attendance. We also closely monitor on-time attendances and provide a variety of incentives and interventions for students based on attendance.

-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 programming accessible to all families.

Our school offers professional development that is high quality and ongoing.

Staff Support:

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.

-Optional job-imbedded coaching is provided to staff by our Career Ladder Teachers.

-Lesson Study opportunities are also coordinated by the Career Ladder Teachers.

-In collaboration with the Seattle Public School TPEP Team, we offer school-based trainings on TPEP framework for teaching and how to use eVal, the electronic evaluation tool.

-We offer teachers school-based 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 staff will participate in a variety of trainings to implement our new English Language Arts Curriculum and Fountas and Pinnell Running Record Assessments

-All certificated staff will have the opportunity this summer to participate in 20 hours of professional learning and collaboration to build a K-5 Social and Emotional Literacy Curriculum using the RULER anchor tools and a variety of other resources.

-All staff will have the opportunity to participate in a book study using the text Culturally Responsive Teaching and The Brain by Zaretta Hammond. A variety of additional professional development opportunities on Trauma Informed Practice and Growth Mindset will also be offered.

-All staff has access to a variety of professional development through SPS.

Our school will increase parent/family engagement.

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.

Spring 2016 Family Survey Results:

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.

Who responded?

-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

What do parent say about Sand Point Elementary?

-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

-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

Action Steps:

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.

*Family Survey Results are not yet available from the 2016-2017 school year. We will revise this section when this data becomes available.

2017-18 HOMEWORK POLICY

At Sand Point Elementary, we believe that students work hard throughout the school day and that learning occurs in a variety of ways and places outside of school. During school, we focus on students learning at their just-right level. Additionally, homework should be tailored to the needs and interests of each child and his or her family.

Homework at Sand Point includes:

Grade Level	Minimum Reading Recommendations
K-2nd grade	30 minutes
3rd- 5th grade	60 minutes

- Reading (independent or with an adult or another child reading to them) for at least 30 minutes daily
 - Our intention is that this 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. **Each child will record their reading on a reading log.** The purpose of the log is to help students reflect on their patterns as a reader.
- Mathematics/Word Work Practice
 - Short mathematics practice as assigned by the teacher will help build fluency with mathematics facts. We will send home practice if these three conditions exist
 1. The work is relevant to work in the classroom at that time
 2. Students can complete the practice independently
 3. Students will be given feedback regarding the work
 - Completing in-class work or extensions/projects from classwork as assigned by the teacher and/or as child is inspired to pursue
 - We will send work/projects home to complete if these three conditions exist:
 4. The work is relevant to work in the classroom at that time
 5. Students can complete the task independently
 6. Students will be given feedback regarding the work
 - Participating in the School-Home Partnership of our Social Emotional Literacy Curriculum

In addition to assigned homework, we encourage children and their families to use after school time to explore other interests and foster growth and responsibility. These may include:

- Family chores—setting the table, doing the dishes, cleaning room(s) of the house, caring for pets and self, doing yard work...
- Free/imaginative play time alone, with siblings, or with friends
- Activities outside of school such as sports teams, dancing, martial arts, singing, exercising...
- After school academic, science, arts, or sports enrichment classes through the YMCA or another community organization
- After school care/play
- Community Service
- Rest time

Our rationale is based on research which suggests that homework must be focused and deliberate to be to improve learning for elementary-aged children. It takes responsibility for a 6-year-old to prioritize and complete his work plan within a week. It takes responsibility for an 8-year-old to get dressed, make her bed and get out the door every morning. At Sand Point, we will reinforce lessons every day in school and preserve much of the after-school time for the rest of your child to grow, develop, and thrive.

Our staff is involved in decision-making.

Draft Decision-Making Matrix:

Subject	Input and Review	Decision
School Improvement Plan (C-SIP)	PLCs, Principal, BLT, Stakeholders*	All-Staff vote on BLT recommendation. Vote will be decided upon with consensus or 2/3 of all SEA represented members.
Budget	BLT, Principal, Families, PTA, Stakeholders*	All-Staff vote on BLT recommendation. Vote will be decided upon with consensus or 2/3 of all SEA represented members.
Professional Development	BLT, PLCs, Principal, Stakeholders*	BLT Decision (Note: PD must align to the C-SIP.)
Family Engagement	BLT, Staff, PTA, FEAT	BLT, PTA, Principal
School mission, vision, norms	Staff, PTA	All-Staff vote on BLT recommendation. Vote will be decided upon with consensus or 2/3 of all SEA represented members.
Hiring	Staff, Principal, PTA	**Hiring team consensus; Final decision by Principal
Master Schedule/Staff Placements/Room Assignments	Stakeholders*, Administrative Assistant, PLC's	Principal
Curriculum	PLC, Principal	Principal/SPS
Field trips	Stakeholders* PLCs	Principal
Fundraisers	Stakeholders*, PTA, ASB	Principal
Grant requests	Stakeholders*	Principal
School wide events	Stakeholders*, PLCs	Principal
Student Placement	Grade Level Teachers Stakeholders*	Principal
Safety	Stakeholders*, Safety Committee	Principal
Facilities	Administrative Assistant, Stakeholders*, Safety Committee	Principal

The 2017-2018 Decision Making Matrix is in draft form and has not yet been approved by the staff.

**Hiring team chosen by the Principal

*A stakeholder is defined as anyone who directly impacts or is impacted by a decision.

BLT – Building Leadership Team

PLC's – Professional Learning Communities by grade band

SPS – Seattle Public Schools Leadership

PTA– Members (All Sand Point Families can join the PTA)

Sand Point's BLT Decision Making Matrix is aligned and in compliance with the SEA Collective Bargaining Agreement (CBA).

We will assist our students to meet standard.

In collaboration with classroom teachers, the MTSS team uses an assortment of data (SBA, MAP, F & 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. -The MTSS team monitors the performance of students who have not yet made grade level targets regularly and adjusts intervention support services as necessary.

Retain high quality, highly effective, and highly qualified staff.

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. 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.

How do we support the transitions of new students and families into our school?

Preschool Transition:

- 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 experience 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.

Transition into Sand Point from Other Schools:

We have support systems in place to help new students integrate academically and socially into our learning community. This includes a Peer Buddy and a half day of New Students Advisory led by the School Counselor.

Transition to Middle School:

We partner with the local middle school in the spring to have staff visit Sand Point or our 5th grade students visit Eckstein. During this time, we share the expectations of middle school 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 5th grade. We are available for consultation and support for our exiting 5th grade students through their first semester of their 6th grade year.

How do we support students identified as Highly capable?

“Refer to MTSS Intervention instruction”

Multi-Tiered System of Supports Budget

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

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Title I, Part A	33,146	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	41,943	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	1,490,092	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	23,355	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	235,416	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	61,739	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Specific Use	Transitional Bilingual	90,637	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	414,571	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>We have disparities in academic achievement and attendance based on students race, ethnicity and home language.</p> <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. 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.</p> <p>Staff survey results went down significantly across</p>	<p>Academic: -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.</p> <p>Student Survey: At least 70% of students at Sand Point Elementary will respond favorable to indicators about the classroom environment on the Spring 2018 Student Climate Survey.</p> <p>Progress monitoring: We will progress monitor all students who are not currently meeting grade level benchmarks using CBAs, MAP, F&P Running Records, Student Survey Data, Observation data bi-weekly during MTSS meetings.</p>	<p>All Sand Point Elementary School staff</p>	<p>Spring 2018</p>

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Staff survey results went down significantly across most measures, with the most significant decrease related to supporting students with significant behaviors. Inconsistency in expectations across our school has led to an increase in disrespect by students. We have also seen a significant increase office referrals for unsafe behaviors, which includes about 12 students. Of these students, all but one are new to our community.</p> <p>Staff Survey</p> <ul style="list-style-type: none"> -Staff at this school share a common understanding of instructional best practices 33% -This school implements a clear plan of action when a student struggles academically 14% -I have access to strategies and materials to support all learners in my classes 33% -We use common formative and interim assessments to help us plan and improve instruction collaboratively 33% <p>Parent Survey</p> <p>* This data is not yet available. This section will be revised as the data becomes available.</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>Staff Survey:</p> <p>By Spring 2017, 70% of staff will respond favorably to the following items on the Staff Survey.</p> <ul style="list-style-type: none"> -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. -We use common formative and interim assessments to help us plan and improve instruction collaboratively <p>Parents Survey:</p> <p>By Spring 2017, 80% of families will respond favorably to the following items on the Parent Survey.</p> <ul style="list-style-type: none"> -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</p>	<p>Spring 2018</p>

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Although academic achievement at Sand Point Elementary is improving, other Eckstein feeder elementary school consistently outperform us.</p> <p>2015-2016 ELA SBA</p> <p>-3 out of 8 Eckstein feeder elementary school out performed Sand Point Elementary on the 3rd grade ELA SBA.</p> <p>-7 out of 8 Eckstein feeder elementary school out performed Sand Point Elementary on the 4th grade ELA SBA.</p> <p>-8 out of 8 Eckstein feeder elementary school out performed Sand Point Elementary on the 5th grade ELA SBA.</p> <p>Gains:</p> <p>Grade 3 ELA-SBA: Gains + 28%</p> <ul style="list-style-type: none"> • 2014-15: 52% • 2015-16: 80% <p>Grade 4 ELA-SBA: Gains +7%</p> <ul style="list-style-type: none"> • 2014-15: 54% • 2015-16: 61% <p>Grade 5 ELA-SBA: Gains +11%</p> <ul style="list-style-type: none"> • 2014-15: 44% • 2015-16: 55% <p><i>*This data is not yet available for from the 2016-2017 school year. When the data becomes available this section will be revised.</i></p>	<p>By Spring 2017, 80% 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 2018</p>

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>We have low Student Survey results from the Spring 2017. The scores are particularly low in Classroom Environment.</p> <p>Other than the indicators within Classroom Environment, we need to pay special attention to the following indicators:</p> <ul style="list-style-type: none"> -Adults notice is someone is bullied at school 36% -Students in my school treat each other with respect. 20% -Students in my class are respectful to adults 24% 	<p>Student Survey:</p> <p>At least 70% of 3rd through 5th grade students at Sand Point Elementary will respond favorable to indicators about the classroom environment on the Spring 2018 Student Climate Survey.</p> <p>By the Spring 2018 Student Climate Survey, at least 50% of 3rd through 5th grade students at Sand Point Elementary will respond favorable to the following indicators:</p> <ul style="list-style-type: none"> -Adults notice is someone is bullied at school -Students in my school treat each other with respect. -Students in my class are respectful to adults 	<p>All Sand Point Elementary School staff</p>	<p>Spring 2018</p>