



# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Sand Point Elementary

### Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

### Introduction

WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

## Seattle Public Schools Foundational Beliefs for Supporting Student Learning

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.



As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **By collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

## School Profile

Sand Point Elementary School is a community of well-rounded learners; responsible, equity-focused global citizens, and growth-minded champions of our own success. A small school, Sand Point opened in 1958 and currently supports a diverse population of students living in, and surrounding, the Magnuson Park area of Seattle. Sand Point prides itself on strong instructional practices and an intentional focus on Social Emotional Learning which uses RULER anchor tools to teach self and social-awareness.

Teachers and staff at SPE are dedicated to creating an inclusive environment which instills creativity in the learning process. With the tools that Sand Point offers, students leave the school with a sense of personal accomplishment and the full range of skills necessary to be successful in middle school and beyond.

Currently, Sand Point Elementary is proud to have over 220 students enrolled in ten K-5 classrooms and two Preschool classrooms. Our demographics represent a microcosm of the city where we live. Our students speak 16 different home languages.



## Priorities and Measurable Goals

### Elementary Focus Goal: 3rd Grade English Language Arts

#### **Priority Goal:**

For the 2020-21 school year, at least 39% of 3<sup>rd</sup> grade students of color furthest from educational justice will meet standards or higher on the English Language Arts (ELA) Smarter Balanced Assessment.

### Safe and Welcoming Environment Goal

#### **Priority Goal:**

By March, 2021, attendance rates will increase from 93.7% in March 2020 to 95% by March 2021, indicating effectiveness of safe and welcoming systems, routines and practices.

## High Quality Learning Experiences

**Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.**

*To achieve educational justice*, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

## School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.



The Building Leadership Team has identified two priority areas of focus at Sand Point:

- 3a.1 and 3a.2 -- ELL, SpEd, Intervention students have access to high quality, standards-based, responsive core curriculum that is horizontally and vertically aligned.
- 4b.2 – Intervention/support decisions are made using valid and reliable data and processes.

## Gap Closing Practices and Special Services

**Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.**

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

Sand Point has systems and structures that allow us to differentiate and meet the needs of all our students. Our master schedule includes whole group time devoted to all students in the classroom as well as blocks of small group instruction designed to engage students with work at their level with either their homeroom teacher and/or the support teacher. In addition, groupings are flexible and constantly changing based on student need.

Our Multi-Tiered Systems of Support (MTSS) intervention entry criteria allows us to identify students who need additional Tier 2 support that we will track progress for throughout the year and our African American males and Students of Color Furthest from Educational Justice are prioritized when planning Tier 2 support and utilizing school resources.

Our English Language Learner (ELL) plan identifies the needs of our ELL students and include strategies that staff can use in the classroom to scaffold learning which benefits the language acquisition of all of our students including students of color furthest from educational justice. This includes the use of language objectives, pre-teaching Center for the Collaborative Classroom (CCC) vocabulary, incorporating sentence stems provided in the CCC curriculum, and using a graphic organizer when teaching CCC writing units. At Sand Point, our continuum model allows for flexibility with the placement of our students receiving Special Education services, but at the same allows for flexibility with staffing resulting in students participating in the general education setting through the school day.



## Practices and Strategies

**We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.**

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

Sand Point has adopted several essential practices and strategies to meet the academic priority of our African American males and students of color furthest from educational justice. For example, student growth goals are aligned across grade levels and during parent teacher conferences, teachers, parents, and students will engage in growth goal setting resulting in the understanding of learning expectations and supports available. Frequent communication between school and home facilitates relationship building, connection and progress monitoring. To support student learning, we are solidifying our Tier 1 core instruction, communicating learning targets and language objectives to our students and providing them with an opportunity to self-assess.

During Professional Learning Community (PLC) work, teachers are analyzing student data to progress monitor, identify interventions at the student level and provide those interventions in the classroom. We will also utilize our intervention staff to provide Tier 2 instruction for students who need additional support. Professional development will be focused on strong, culturally responsive core instruction and anti-racist practices, and additional professional development to grow in our knowledge and use of our Tier 1 literacy curriculum: Center for the Collaborative Classroom (CCC). Administration will provide teachers with feedback around teacher practice during the coaching feedback cycles and walkthroughs throughout the school year.

## Safe and Welcoming Environment

**Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.**



Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

Sand Point specializes in creating a safe and welcoming environment for all of our students, especially those furthest from educational justice. This includes teaching, practicing and reinforcing common school-wide expectations, prioritizing classroom charters or agreements, and, at minimum, a 25 minute block of Social Emotional Learning (SEL) instruction. Additionally, we strive to clearly communicate classroom expectations, consistently intervene with behavior in the classroom using restorative justice practices, and celebrate students at themed SEL monthly assemblies. Furthermore, we facilitate structured games where students can practice their SEL skills in a supportive environment and staff spends up to 20 hours of collaborative work time building our Sand Point Elementary SEL Curriculum based on monthly themes using the Ruler anchor tools. The SEL curriculum includes, but is not limited to, daily morning meetings and mood meter checkins, weekly guidance lessons, and SEL exit tickets.

## Inclusive and Authentic Engagement

**Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.**

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

## Family and Community Goals

### **Priority Goal:**

By June, 2021 our African American and Latinx families' attendance during parent teacher conferences and family information nights will exceed 70%.

### **Plans for Family Engagement**

Family Engagement and strong home-school partnerships are essential components to student learning. At Sand Point we team with families, volunteers, and community partners as advocates, decision makers and collaborators in the learning of our students. Our families volunteer in our classrooms, chaperone field trips, teach/share their cultures, and join our school wide decision-making committees such as our Building Leadership Team (BLT) and Parent Teacher Student Association (PTSA). We engage our families of African American males and children of color furthest from educational justice connecting them to student learning through student growth goal setting, progress monitoring during parent teacher conferences, curriculum and literacy nights, and with frequent email/phone calls. An emphasis on relationship building with our African

# Sand Point Elementary



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American families school-wide will create a two-way communication system that allows us to progress monitor engagement. We will also monitor success by the number of families participating in our events, surveys, and committees. In addition, feedback will be solicited during our listening sessions to support future family engagement planning and school-wide improvement. Lastly, weekly surveys will allow us to improve our efforts during remote learning.