



2023-26 Continuous School Improvement Plan (C-SIP) Sacajawea Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Sacajawea Elementary School

Principal: Barry Fisk

Members of the Building Leadership Team and Parent/Guardian Partners: Erica Cox, Chrissy Jackson, Devon Otero, and Ryan Schmidt

Community Partners (Community Based Organizations): Boys and Girls Club, Right Now Needs, Sacajawea PTA, Calvary Christian Church



[Sacajawea Elementary School Report](#)

[Sacajawea Elementary School Climate Survey](#)

School Overview

Sacajawea Elementary is a diverse, inclusive community school. Our mission is Teach every student with kindness, equity and empathy. Our vision is Educational Justice for All. Our Sacajawea Equity Team leads the work as we endeavor to be an inclusive, empowering, and welcoming community. We build community in many ways including student nest groups in which students from each grade level participate together throughout the school year, a variety of community events, and our annual continental focus through which students learn about a different continent each year.

As a special education continuum school, we serve students in Developmental Preschool, Resource, Extended Resource and Distinct programs. We also serve students who speak a variety of languages through our Multilingual Learner program. We differentiate instruction with instruction, intervention, and enrichment to meet a variety of learning needs, and all students are included throughout the school day. Our framework of Positive Behavior Interventions and Supports, and the RULER program for social and emotional learning, help us to provide a consistent, caring environment. We SHINE by being Safe, Helpful, Inclusive, Neighborly and Engaged. The Sacajawea Parent Teacher Association strongly supports this work. Sacajawea families support each other through our weekend food program, volunteering, and caring relationships.

Seattle Excellence – Culture of Equity and Educational Justice

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

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

By spring of 2026 we will increase the number of favorable student responses to "I get to learn about my culture at school " by 30% from the fall of 2022 Student Climate Survey data.

One-year Goal:

By spring of 2024 we will increase the number of favorable student responses to "I get to learn about my culture at my school" by 10% from the fall of 2022 Student Climate Survey data.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Evidence of alignment to student outcome focused governance:

Guardrails 4 and 5 support our vision of educational justice for all students. Our Sacajawea Equity Team leads the work as we endeavor to be an inclusive, empowering, and welcoming community. We build community in many ways including student nest groups in which students from each grade level participate together throughout the school year, a variety of community events, and our annual continental focus through which students learn about the cultures, traditions, and histories of a different continent each year. Guardrail 5 supports our vision We use Positive Behavior Intervention Systems that are supported by our SHINE matrices, student created classroom charters, and buddy classrooms. We use RULER to teaches students emotional intelligence and support a welcoming and inclusive school climate by strengthening student self- regulation which leads to improved academic performance. This work is supported by our classroom mood meters, morning circles, buddy classrooms, and reset spaces.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

In year one we will focus on using flexible methods and materials as we know it provides students with flexibility in how they learn, make sense of language, and build understanding . In year two we will focus on student identity and collaboration and community so that the learning environment and lesson design affirms the identity and fosters the engagement, collaboration, and community of all students. In year three we will focus on self-reflection and feedback so that opportunities are provided for students to self-reflect on their choices and their work and feedback from students, both formally and informally, is encouraged and welcomed.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

We are using our building professional development days to learn about the Universal Design for Learning strategies so that we can foster classroom learning environments that remove learning barriers by providing flexibility and scaffolds, and centering student voice through student choice in engagement, representation and expression. These strategies will empower students to control their learning in an inclusive and welcoming environment.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

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.

Our assessment and data work is done within a structured framework of team collaboration with a laser-focus on increased student learning. Small teams of teachers analyze student data and plan instruction to respond to what the data shows about student strengths and needs. Our Help Desk/MTSS team analyzes school wide data to determine appropriate interventions and strategies. This year we are working on streamlining our responses to students with similar needs for efficiency and to be able to collect data that tells how well these interventions are working.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

- Visual Schedules
- Class Charters
- Class Jobs
- Mood Meters
- SHINE Matrices
- Timers
- Chimes
- Common Schoolwide Expectations
- Student Climate Survey
- ABC data forms
- Student Council
- Student Suggestion Box
- Access to sensory tools
- Access to noise canceling headphones
- Speech to text
- Small group instruction

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

The percent of 3rd Grade Students Furthest from Educational Justice proficient or above in ELA on the SBA will increase from a baseline of 55.6% to a target goal of 85.6% by 2025-26.

One-year Goal:

The percent of 2nd Grade Students Furthest from Educational Justice projected proficient or above in ELA based on MAP will increase from a baseline of 40.9% to a target goal of 50.9% by 2023-24.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

We will Use our progress monitoring tool to track ELA scores in MAP three time a year and regular CCC assessments and Multi-Tiered Systems of Support for all grades. We will also track data for the

three year goal cohort during their the 1st grade in 23-24, 2nd grade in 24-25 and 3rd grade in 2025-2026 by screening both school and district assessments.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Guardrail 3 supports our vision of educational justice for all students. Our Sacajawea Racial Equity Team leads the work as we endeavor to be an inclusive, empowering, and welcoming community. We build community in many ways including student nest groups in which students from each grade level participate together throughout the school year, a variety of community events, and our annual continental focus through which students learn about the cultures, traditions and history of a different continent each year. We use Positive Behavior Intervention Systems that are supported by our SHINE matrices, student created classroom charters, and buddy classrooms. We use RULER to teaches students emotional intelligence and support a welcoming and inclusive school climate by strengthening student self- regulation which leads to improved academic performance. This work is supported by our classroom mood meters, morning circles, buddy classrooms, and reset spaces.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Use of data in progress monitoring
- Professional Learning Communities that are data focused
- Universal Design for Learning strategies
- Flexible grouping of students
- Student input and reflection
- Positive Behavior Intervention Systems
- Restorative practices

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

We prioritize students farthest from educational justice. We do this by providing culturally diverse learning materials and using culturally responsive teaching strategies including UDL and PBIS .We will pay attention to our own biases through reflection and examination of them . Staff professional development will continue to center around culturally responsive teaching. We will continue study and implementation of this work throughout this C-SIP cycle. One project we are working on in Social Studies is teaching history through an equity perspective, and helping students understand how current events are influenced by past history. We foster social justice by consistently reflecting upon our own practices, and teaching our students about equity and racism, how to be an advocate and ally, and providing safe spaces and opportunities for students to engage in this work. In addition, we are using our building professional development days to learn about the Universal Design for Learning strategies so that we can foster classroom learning environments that remove learning barriers by providing flexibility and scaffolds, and centering student voice through student choice in engagement, representation and expression. These strategies will empower students to control their learning in an inclusive environment.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Beginning of the year family partnership conferences
- Push in services for Sped students
- Clearly posted class and school expectations (SHINE, Safe Helpful, Inclusive, Neighborly)
- Clearly posted daily schedules
- Clearly posted classroom charters
- Clearly posted learning objectives
- Implementation of UDL strategies including student choice
- PBIS
- Weekly help desks meetings

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- Schoolwide screening of progress monitoring data in English language Arts and math
- School wide data team meetings
- Tier one classroom instruction that include differentiation and scaffolding
- Small group instruction
- One on one instruction
- Push in services from sped staff
- Tutoring services
- ABC data monitoring
- Help desk data collection, monitoring and analysis for development of Tier 2 services
- Student Intervention Team meetings for evaluation for Tier 3 services

Advanced Learning and Highly Capable Services:

At Sacajawea Elementary, we will provide advanced learning services within the Neighborhood School Model for students identified as Highly Capable (HC) or Advanced Learners (AL) in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Students who are achieving well above grade level standards are targeted under MTSS for Tier 2 interventions. Basic Tier 2 curriculum supports in Reading and Math are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

By the 2024-25 school year, the MTSS Tier 3 process will be in place for students with complex needs that can't be addressed in Tier 1 and Tier 2 supports. The Tier 3, MTSS process will result in an individual student plan, in collaboration with the AL Department.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC. Similarly, student growth is reviewed at various points throughout the school year in PLCs and educators plan for the needs of all students in their classrooms.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

Expanded Learning opportunities for students through afterschool or summer programs:

- SPS summer learning referrals
- PTA funded afterschool enrichment activities
- PTA and Equity funded Kindergarten Jump Start
- Evening events that connect to culture and curriculum including curriculum night, cultural potluck and science fair.

Homework Policy:

Daily Reading:

At Sacajawea, homework will consist of daily reading which may include independent reading, reading aloud to someone else, or listening to someone read aloud.

- Kindergarten students should read for 10 -15 minutes at least 5 times a week
- 1st Grade students should read for 15 minutes at least 5 times a week
- 2nd Grade students should read for 20 minutes at least 5 times a week
- 3rd – 5th Grade students should read for 20-30 minutes at least 5 times a week

Other Work We May Send Home:

If a student has a particular learning need that parents can help to support at home, a teacher may occasionally provide extra practice or resources. Families can use these to help their child practice or extend his or her learning.

In addition, incomplete classwork may be sent for a student to do at home. If your child has spent 20 minutes or more with good effort on an assignment sent home, and still has not been able to complete the work, please have them stop. Then, communicate this difficulty to your child's teacher by note or email.

How We Will Communicate:

Each week, teachers will publish the concepts students are learning in Language Arts, Math, Social Studies and Science in their weekly home newsletters so parents will know what is going on in class. Also, please review with your child any assessments and/or classwork your teacher sends home. This will be another way to know what is happening in your child's classroom.

In addition, please check our website for our academic area resource pages.

Priority Area: Family and Community Engagement

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that 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.

Family and Community Engagement Measures and Targets

Three-year Goal:

90% of families will respond favorably to a building created family survey on identity and culturally responsive teaching administered in the spring of 2026.

One-year Goal:

70% of families will respond favorably to a building created family survey on identity and culturally responsive teaching administered in the spring of 2024.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

Guardrail 1 supports the values of Sacajawea Elementary by supporting and aligning with our school mission to teach every student with kindness, equity and empathy and our school vision of educational justice for all.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

The professional learning plan will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding by supporting school staff and parents in working together to develop a Family Engagement Compact and staff will receive professional development around family engagement. We will learn about the cultures of our students and their families in order to overcome cultural barriers and continue our commitment to be a truly inclusive, empowering community. Our parent and staff equity teams will lead this work and help us to maintain focus on our students of color farthest from educational justice.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

- PTA partnership and involvement in school events
- Annual auction free and open to the community
- Family partnership meetings
- Community arts and science festival
- Parent racial equity team input

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Guardrail 2 supports the mission and vision of Sacajawea to teach every student with kindness, equity and empathy and provide educational justice for all by aligning with anti-racist initiatives. Our Sacajawea Equity Team leads this work as we endeavor to be an inclusive, empowering, and welcoming community. Artifacts that support this work include:

- 2023 Spring Student Climate Survey Equity and Ant-Racism responses
- 2023 Spring Staff Climate Survey Equity and Ant-Racism responses
- Racial Equity Team and Staff Affinity Group of Color meetings

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Teachers of Color Affinity group
- Professional learning community
- Faculty book study
- EOG study and article reviews
- Restorative practices

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- Partnering with Racing to Equity to dismantle racial inequity and create equitable outcomes
- Racial Equity Team book survey: anti-racist & windows/mirrors
- Building leadership Team review discussion about staff climate survey results
- Teachers of Color Affinity Group meeting and feedback to administration

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

- Opportunities for teachers to share/lead EOG days
- Opportunities for teachers to share lead Purple Days
- Teacher Leader Cadre mentorship of new teachers
- Teacher Leader Cadre lead training on the new student growth rubric

Budget Allocations to Support Continuous Improvement

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

Academic Year: 23-24

Funding Type: Specific Use

Funding Source: Equity

Amount: \$9,758

How will funds improve student learning? Provides funds for EOG days staff professional development and summer learning for kindergarten jumpstart.

Academic Year: 23-24

Funding Type: Specific Use

Funding Source: LAP

Amount: \$72,000

How will funds improve student learning? Provides 0.5 FTE reading specialist to work with identified students one on one and in small groups to close learning gaps.

Academic Year: 23-24

Funding Type: Specific Use

Funding Source: TLC

Amount: \$2,300

How will funds improve student learning? Supports teacher leaders in facilitating data-driven PLCs, developing professional development, and mentoring new teachers in order to strengthen classroom teaching and learning.

Academic Year: 23-24

Funding Type: Specific Use

Funding Source: Tutors

Amount: \$7,075

How will funds improve student learning? Supports reading specialist in providing extra one-on-one and small group support for identified students.

Academic Year: 23-24

Funding Type: Specific Use

Funding Source: BLT

Amount: \$4,060

How will funds improve student learning? Supports staff leadership around professional development for staff designed to improve teaching and learning.