



2025-26 Annual CSIP Sacajawea Elementary School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

2025-26 School Information and Leadership Team Members

School Name: Sacajawea Elementary School

Principal: Barry Fisk

Instructional Vision Theory of Action: If we implement our Universal Design for Learning practices, analyze student work to inform instruction in authentic Professional Learning Communities, and design tasks that are engaging and rigorous, then we will have strong Tier 1 instruction for Students of Color Furthest from Educational Justice, which will result in high academic growth for all students.

Members of the Building Leadership Team: Kara Golgert, Susie Bunker, Erica Cox, William Norman, Elizabeth Bailey, Chrissy Jackson, Julie Letchner, Robert Peters, and Barry Fisk

[2023-26 CSIP Sacajawea](#)

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

Student Enrollment: 220

Special Education Percentage: 37.7%

Multilingual Learning Percentage: 8.6%

Highly Capable Percentage: 3.6%

Free and Reduced Lunch Percentage: 32.3%

Washington School Improvement Framework Status: Tier 1 Targeted 1-2

[Sacajawea OSPI School Report](#)

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Walkthrough/Observational Data

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

Strengths include positive student, family and staff climate as indicated by climate survey data:

- 80% or more of students responded favorably to questions regarding student voice and leadership, belonging and relationships, Social emotional learning, and inclusionary practices.
- 80% or more of families responded favorably to questions regarding identity reflected in school and class culture, being comfortable with communication with classroom teachers, comfort attending school events, and feeling a sense of safety and belonging.
- 80% or more of staff responded favorably to questions regarding belonging and relationships, culturally responsive work environment, and safety bias, and wellbeing.

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

Closing the academic opportunity gap for Students of Color Furthest from Educational Justice in English Language Arts and Mathematics.

Disproportionalities: What disproportionalities exist among student groups?

There is a persistent academic opportunity gap for Students of Color Furthest from Educational Justice in English Language Arts and Mathematics as evidenced by MAP and SBA scores.

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

Students of Color Furthest from Educational Justice are not consistently receiving adequately differentiated Tiered instruction designed to target their academic needs resulting in persistent opportunity gaps and uneven academic growth and achievement.

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

If teachers engage in collaborative data driven analysis that identifies individual student needs and evidence-based strategies are implemented the resulting instructional shifts will have the greatest impact on student outcomes.

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

Students of Color Furthest from Educational Justice are not consistently receiving adequately differentiated Tiered instruction designed to target their academic needs resulting in persistent opportunity gaps and uneven academic growth and achievement. If teachers engage in collaborative data driven analysis that identifies individual student needs and evidence-based strategies are implemented the resulting instructional shifts will have the greatest impact on student outcomes for SOCFEJ.

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

Our classroom teachers frequently use Ed Tech to differentiate instruction and make sure students have time to practice foundational math and literacy skills at their own individual level. Successmaker and Fluency by Heart are two important tools used in this way for math. Epic and Reading A-Z are two important tools used in this way to build reading skills, background knowledge and vocabulary. In our distinct classrooms and developmental preschool AACs are an essential tool facilitating communication by and with non-verbal or partially verbal students. Teachers also rely heavily on PowerPoint and Unique for sharing content. iPads are used for digital choice boards.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

Our Tech leads attend monthly district-sponsored meetings to stay up to date on the district's supported Ed Tech. They share their learnings with the staff through emails, presentations and one-on-one meetings. Teachers also have the opportunity to take part in district-sponsored workshops, like the Magic School training offered on the Fall TRI-day.

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

Measures and Targets

2023-26 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.

2025-26 Goal:

By spring of 2026 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 2025 Student Climate Survey data.

Action Plan

Evidence-based Practice 1:

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships. For example, educators will use one of the following resources:

Implementation Activity:

Sacajawea teachers and students will co-create class charters and climate and culture plans to support positive relationships and increase student learning outcomes.

Process Data Measures:

- Comprehensive School Counseling Program School Plan
- Walk-through/Observational Data

- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Building Leadership Team
- MTSS team
- Racial Equity team.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percentage of 3rd Grade Students Furthest from Educational Justice proficient or above in ELA on the SBA will increase from a baseline of 32.0% to a target goal of 62.0% by 2025-26.

2025-26 Goal:

The percentage of 2nd Grade Students Furthest from Educational Justice projected proficient or above in Reading based on MAP will increase from a baseline of 26.3% to a target goal of 28.3% by 2025-26.

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

As school staff transition from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

Teachers need to use student formative assessment data from literacy assessments including the Curriculum embedded Assessments and the Dynamic Indicators of Basic Early Literacy Skills to inform instruction and address student learning needs by making appropriate instructional changes that target those specific needs.

In addition to monitoring literacy data gathered in their classrooms during whole group and small group CCC instruction, our primary teachers will analyze data from DIBELS and the CEAs on schoolwide data days. Classroom teachers will be supported in effectively monitoring and accelerating progress through conversations with administration, our Reading Specialist, our SpEd team, access to the SIPPS curriculum.

Action Plan

Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS Curriculum-Embedded Assessments and other common assessments to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

Implementation Activity:

Professional Learning Communities will engage in 6-week data cycles where focused on examining student work to using the Dufour questions to inform instruction and address student learning gaps.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- Lesson Exit Tickets

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- Curriculum-Embedded Assessments (CEAs)
- Exit Tickets
- Common Based Assessments

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Principal
- Teacher Leader Cadre
- Professional Learning Communities

Highly Capable Services

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.

Expanded Learning

- 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

Measures and Targets

2023-26 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.

2025-26 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.

Action Plan

Evidence-based Practice 1:

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

Implementation Activity:

All teachers send home weekly newsletters, facilitate family partnership meetings and use Talking Points to communicate with families for the purpose of increasing family engagement in teaching and learning.

Process Data Measures:

School-based Family Survey

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

Student Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Student Outcome Data Measures:

Family Survey Data

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

Building Leadership Team

2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

Intent and Purpose: Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards and include differentiation and enrichment.

Activities Implemented to Meet Intent and Purpose: The intent and purpose of Basic Education dollars include but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: \$66,105

Activities Implemented to Meet Intent and Purpose: Provides 0.4 Multilingual specialist to assist multilingual learners in attaining English proficiency to support strong academic growth.

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements

Dollar Amount: \$65,985

Activities Implemented to Meet Intent and Purpose: Provides 0. FTE reading specialist to work with identified students one on one and in small groups to close learning gaps.