2024-25 CSIP Review and Updates
Sacajawea Elementary School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to "include a continuous improvement process for monitoring, adjusting, and updating the plan."

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

School Data and Building Leadership Team Members

School Name: Sacajawea Elementary

Principal: Barry Fisk

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Barry Fisk, Chrissy Jackson, Kara Golgert, Aaron Reddecliffe, William Norman, and Julie Lechner.

[2023-26 CSIP Sacajawea](#)

[Sacajawea Elementary School Report](#)

[Sacajawea Elementary School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

In year one we focused 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. We will continue 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, and representation. 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 \will 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 and expression. These strategies will empower students to control their learning in an inclusive and welcoming environment. 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 1ˢᵗ grade in 23-24, 2ⁿᵈ grade in 24-25 and 3ʳᵈ grade in 2025-2026 by screening both school and district assessments.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

- Student Climate Survey, Spring 2024 Equity /Anti-racism: Overall score 78% favorable
- Students of color furthest from educational justice 80% favorable
- Students receiving Special Education services 75% favorable
- Student Climate Survey, Spring 2023 Identity and Culturally Responsive Teaching
- Overall score 73% favorable
- Students of color furthest from educational justice 74% favorable
- Students receiving Special Education services 76% favorable

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

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.

Summary of data proving professional learning is effective in supporting student outcomes:

We will prioritize students farthest from educational justice. We do this by providing culturally diverse learning materials, using culturally responsive teaching strategies, and paying attention to our own biases. Staff professional development has centered around race and equity in the past few years. We will continue study and implementation of this work throughout this CSIP 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.

Professional learning that needs to be strengthen or is no longer being implemented due to minimal impact on student outcomes:

Grade level team meetings changed to include support staff such as SPED teachers, paraprofessionals, and others. Dedicated data driven PLC's now meeting a minimum of two times per month and facilitated by TLC's and administration.

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

Measures and Targets

2023-26 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.

2024-25 One-Year Goal:

By spring of 2025 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 2024 Student Climate Survey data.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

Quarterly

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

MTSS and BLT

Additional context about your school's implementation of chosen evidence-based practice:

Attendance is a barrier for many of our SOCFFEJ

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 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.

2024-25 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 2024-25.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement adopted instructional resources to serve all students, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

Monthly

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

- Teacher Leader Cadre (TLC)
- MTSS Team
- Classroom teachers

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:

- 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 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.

2024-25 One-Year Goal:

75% of families will respond favorably to a building created family survey on identity and culturally responsive teaching administered in the spring of 2025.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

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.

Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Outcome Data Measures:

Quarterly

Process Data Measures:

Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- MTSS Team
- Building Leadership Team (BLT)

2024-25 Budget Allocations to Support Continuous Improvement

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

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.

- **Dollar Amount:** $2,255,602

- **Activities Implemented to Meet Intent and Purpose:**

    o Paper and supplies

- o Library Periodicals
- o Classroom Magazines
- o Summer Ready Plan costs
- o Playground/Lunchroom/Tutors above PTA contribution
- o Extra pay for technology, admin designees, MTSS, and testing coordinator
- o Nest
- o Equity/PBIS Anti-Bullying/Anti-Bias
- o Islandwood additional expenses
- o Professional Development
- o Technology Resources

Multilingual Learners (Title III)

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

- **Dollar Amount:** $63,886

- **Activities Implemented to Meet Intent and Purpose:**
  - o Instructional supports for multilingual learners
  - o Translations and Interpretation
  - o Textual Materials

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:** $66,856

- **Activities Implemented to Meet Intent and Purpose:**
  - o Provides 0.5 FTE reading specialist to work with identified students one on one and in small groups to close learning gaps.