



## 2024-25 CSIP Review and Updates Sand Point 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:** Sand Point Elementary

**Principal:** Katie Pearl

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** BLT, RET, SEL and MTSS teams.

[2023-26 CSIP Sand Point](#)

[Sand Point Elementary School Report](#)

[Sand Point Elementary School Climate Survey](#)

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### 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.**

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 strong identity development, personal accomplishment and the full range of skills necessary to be successful in middle school and beyond.

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.

We are prioritizing collaborative planning among all teachers, aligned instructional practices, and fostering a restorative culture.

**What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?**

As we seek to establish 100% participation and implementation of collaborative and aligned instructional practices, each individual staff member's understanding and belief in establishing a restorative culture is paramount. All students are at risk in that all students benefit in varying ways from culturally inclusive practices. This work is urgent and ongoing.

### **What are short-term and long-term desired outcomes for student, family, and staff groups?**

Increased engagement from students who currently benefit from additional supports, either through intervention services, special education, or multi-lingual services, as measured by daily observation, attendance, and formative and summative assessments.

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## **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:**

59% of students stated that the rules at school are the same for everyone. Digging deeper into this data we can see that there is inconsistency in the implementation of behavioral systems and differences in the way each staff respond which can be based on perceived student ability and or racial bias.

As a staff in collaboration with all CBO's, specifically YMCA and Kids and paper, we have dedicated time and aligned messaging to ensure we are establishing clear expectations for staff and students. This includes planned lessons delivered in all classes, consistent restorative practices, to ensure more equitable experiences and outcomes for all students.

#### **Summary of student strengths supported by data:**

When provided consistent structures, messaging and expectations to ensure all school environments are welcoming, safe and consistent, unexpected and unsafe incidents have decreased as compared to last fall.

#### **Identify and prioritize student needs supported by data:**

Attendance continues to be a focus. We will continue to improve MTSS imbedded tier one instruction to preventatively decrease absences. Those students who love school, experience physical, emotional, and intellectual safety, have higher attendance when they can have agency over their education. We will continue to have attendance meetings, home visits, and collaborative plans to support individual attendance growth.

#### **Summary of possible root causes of the priority student need:**

Consistent safe pathways to school as well as individual basic needs being met are possible causes of inconsistent attendance. We are working with community partners, including local housing and property managers and well as SPD to collaborate on improving these factors.

### **School Staff**

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

The RET, TLCs, and continued PD on culturally responsive teacher through the work of Dr. Gholdy Muhammad continue to push and improve the instructional planning and practices of all teachers in the building. This can be seen through teacher instruction, planning conversations, student work, teacher anchor work, and the topic and dept of student discussions.

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

The most important data point, is reflected in students stating that they feel included, seen, and heard. There is also observational data seen on learning walks where students are learning about others culture and identities. This is especially visible at lunch time where students are able to apply their learning and curiosity with less structure, showing educators they are internalizing what they are learning.

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

We are continuing to strengthen our Multi-Lingual Supports with bi-weekly professional development focusing on GLAD Strategies. This learning is led by our ML teacher and is an improved change from previous year.

## **Support Systems**

### **Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:**

Our work with families, especially around safety concerns in the great community has improved significantly. This has been in the form of staff meeting with individual families, staff seeking collaboration and improved communication with the North Precinct, staff attending community safety meetings, and circling back to families. Additionally, seeking feedback weekly continues to improve family communication through the principal's weekly message.

### **Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:**

Sand Point Elementary's partnership with Seneca Mental Health Services has not only increase services for families and students, but it has increased communication, trust, and success. The team collaborates, providing not only tier three supports to students and families, but supports school environments in being proactive and inclusive.

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

### **Measures and Targets**

#### **2023-26 Three-year Goal:**

By Spring of 2026, 95+% of students will express belief that rules at Sand Point Elementary are the same for everyone as seen by the Student Survey data.

As we work on implementing consistent, aligned inclusive Tier one systems and structures in all Sand Point Elementary learning environment Student Survey data indicate that 59% of students believe that rules at school are the same for everyone. By systematically aligning professional development with all anchored on our Inclusive Tier One MTSS Imbedded Systems and Structures Digital Handbook, staff will be aligned in their equitable, restorative based responses to all students increasing students experiencing the rules at school being the same for everyone.

#### **2024-25 One-Year Goal:**

By aligning restorative discussion circles at Tier One structures in all classrooms and implementing our school wide Inclusive Structures and Systems training and digital handbook for all staff, students will report an increase in students feeling they have adults at Sand Point Elementary they can talk to when they have a problem.

## 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:

School Based Data tracker

### Timeframe for Reviewing Student Outcome Data Measures:

Weekly

### Process Data Measures:

Building determine Schedule of MTSS Meetings

### Timeframe for Reviewing Process Data Measures:

Monthly

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

- MTSS Team
- Classroom teachers

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## Priority Area: Classroom Instruction and Academic Success

### Measures and Targets

#### 2023-26 Three-year Goal:

The percent of 3rd grade students of color furthest from educational justice projected proficient or above in ELA on the SBA will increase from a 0% to the target goal of 66.7% by 2025-26.

#### 2024-25 One-Year Goal:

The percent of 2nd grade students of color furthest from educational justice projected proficient or above in ELA based on MAP will increase from a baseline of 66.7% to a target goal of 76.7% by 2023-24.

## 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:

Professional Learning Communities: Educators engage in regular PLC meetings supported through master scheduling and use the results of the SPS Curriculum Embedded Assessments and other common assessments to identify additional supports for and provide wise feedback to focal students.

**Student Outcome Data Measures:**

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

**Timeframe for Reviewing Student Outcome Data Measures:**

Monthly

**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:**

All teachers

**Advanced Learning and Highly Capable Services:**

At Sand Point Elementary, we will provide advanced learning services within the Neighborhood School Model for students identified as HC or 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 can perform) 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 support 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:

- Referral to SPS Summer Learning programs
- Kids and Paper academic partnership with Team Read
- Evening events and performances that connect families to the instruction and engage families in student learning
- Back to School Night
- PTA after-school enrichment activities

## Homework Policy:

At Sand Point Elementary, all students and families are encouraged to read daily and practice the skills learned at school while at home. Specific activities, topics and skills are communicated to families weekly by their classroom teacher. 5<sup>th</sup> grade students have homework each week in preparation for middle school.

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## Priority Area: Family and Community Engagement

### Measures and Targets

#### 2023-26 Three-year Goal:

95% of families that respond to the Sand Point Family Survey will respond favorably to our Spring 2026 school created community-based survey that asks the same four race and equity questions present on the student climate survey.

The Survey must include proportional rates of feedback and participation from our diverse community, including families from the Magnuson Communities, Burk Gilman Housing, Ronald McDonald House, students of color furthest from educational justice, students benefiting from Special Education Services, and students benefiting from Multilingual Services. This survey aims to assess the needs and priorities of the community. This survey will be provided to families through email, a QR code located in the office and during community events.

#### 2024-25 One-Year Goal:

80% of families that respond to the Sand Point Family Survey will respond favorably to our Spring 2025 school created community survey that asks the same four race and equity questions present on the student climate survey.

The Survey must include proportional rates of feedback and participation from our diverse community, including families from the Magnuson Communities, Burk Gilman Housing, Ronald McDonald House, students of color furthest from educational justice, students benefiting from Special Education Services, and students benefiting from Multilingual Services.

### 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:

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

#### Outcome Data Measures:

Student Attendance

### **Timeframe for Reviewing Outcome Data Measures:**

Monthly

### **Process Data Measures:**

- Participation/Attendance (e.g., Events, Membership)
- Volunteer Count

### **Timeframe for Reviewing Process Data Measures:**

Monthly

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

- MTSS Attendance Team
  - Volunteer Coordinator
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## **2024-25 Budget Allocations to Support Continuous Improvement**

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

Here's the information in bullet point format:

### **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:** \$2,186,699
- **Activities Implemented to Meet Intent and Purpose:**
  - Classroom Instruction for all students
  - BLT stipend
  - Tech stipend
  - Learning materials
  - Library materials

### **Title 1**

- **Intent and Purpose:** To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.
- **Dollar Amount:** \$71,460
- **Activities Implemented to Meet Intent and Purpose:** Social Worker and Family Support Worker

### **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:** \$96,083
- **Activities Implemented to Meet Intent and Purpose:**
  - All Staff Professional Development and support in implementation of GLAD strategies
  - Multilingual Teacher support in all classes with need

### **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:** \$83,570
- **Activities Implemented to Meet Intent and Purpose:** Academic Interventionist who provides instructional supports to students who qualify for LAP funded interventions

#### **Levy Funds**

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$120,000
- **Activities Implemented to Meet Intent and Purpose:**
  - Interventionist
  - .5 Family Support Worker
  - .5 Social Worker
  - 1.0 Mental Health Therapist