2024-25 CSIP Review and Updates
Sanislo 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: Sanislo Elementary

Principal: Erika Ayer

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Erika Ayer, Marcie Sheppard Shaw, Wendy Eckert, Gloria Burton King, Heather Barker, Becky Shipe, Dezirae Brown, Liz Jimmerson-Alaeddinoglu, Sarah Gouge, Madison Hammond, Lizzie Wintson Reading Partners

2023-26 CSIP Sanislo

Sanislo Elementary School Report

Sanislo 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.

To address our Learning environment, we focused on the use of Restorative Conversations for problem solving in the classrooms, daily use of Mindfulness practices in the classroom, weekly assemblies to review our Tier 1 PBIS expectations and the use of community circles focusing on 21st century skills.

To address classroom instruction and student success, we created a master schedule to maximize available student learning time especially in literacy and mathematics. Teachers used a leveled classroom library and CCC curriculum in a balanced literacy approach to reading instruction. Instructional assistants and classroom teachers worked with individuals and small groups in the classroom during independent reading. Flexible, small group reading instruction was targeted to students' assessed needs. We implemented an instructional intervention block at every grade level four days weekly in order to provide students maximum opportunities to receive core instruction as well as interventions. We hired a 0.4 FTE Literacy Coach to support our ELA instruction.

To address family and community engagement we will host multiple family events and strive for 100% of families participate in family conferences. Our Social Worker will make regular contact with families and attend SIT (Student Intervention Team), BLT and PTA to assess needs and deliver service. The social worker and Head Teacher will be the lead along with the principal on monitoring attendance of students.

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?

Our academic goal is based on third grade reading outcomes. We are concerned that our math and science outcomes will not be equally addressed and therefore our students are at risk for not meeting standard in math and science. Students can be at risk of not achieving their full potential in math and science when there is an overemphasis on reading and writing. While literacy skills are crucial, an exclusive focus on these areas can lead to a neglect of the fundamental concepts and skills needed in math and science. This imbalance may result in students lacking the problem-solving abilities, critical thinking, and analytical skills that are essential for success in these disciplines.

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

Short-Term outcomes for students:

- Improved Literacy Skills - Enhanced reading comprehension, vocabulary, and fluency as a result of targeted reading interventions.
- Increased Engagement - Greater enthusiasm and participation in learning activities due to more supportive and interactive learning environments.
- Stronger Family Connections - Improved communication and collaboration with families, leading to a more supportive home learning environment.

Long-Term outcomes for students:

- Academic Success - Sustained improvement in academic performance across all subjects due to strengthened reading skills and a supportive learning environment.
- Lifelong Learning Habits - Development of a positive attitude towards learning and reading that benefits future educational and personal growth.
- Enhanced Social Skills - Improved ability to engage with diverse perspectives and collaborate effectively with peers, fostered by a supportive family and learning environment.

Short-Term Outcomes for families:

Greater participation in school activities and educational support at home, encouraged by family engagement initiatives. Better communication with teachers and school staff regarding their child's progress and needs.

Long-Term outcomes for families:

Sustained, positive relationships with the school that enhance student achievement and well-being. Long-term commitment to fostering a supportive learning environment at home, which contributes to continued student success.

Short-Term Outcomes for staff:

Enhanced skills and knowledge through training and resources focused on effective reading instruction and family engagement strategies. Improved classroom practices and strong collaboration.

Long-Term Outcomes for staff:

Increased job satisfaction and ongoing professional growth

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:

The proficiency percentages for English Language Arts (ELA) and Math SBA reveal a trend across the 3rd, 4th, and 5th grades. In the fifth grade, 48.3% of students are proficient in ELA, which is 19.7% below the district average. The fourth grade shows a proficiency of 38.7% in ELA, 25.7% lower than the district average. The gap widens in the third grade, with only 30.4% proficiency in ELA, 34% below the district average.

Math SBA scores in the fifth grade, 20.7% of students are proficient, falling 38.6% short of the district average. A slight improvement is seen in the fourth grade, with 35.5% proficiency, yet this is still 27.5% below the district average. Third grade Math assessment shows 21.7% proficiency, which is 43.5% below the district average.

The MAP Test results present a mixed picture of student growth and achievement across different grades and subjects, with a particular focus on the performance of African American males.

In Reading, the percentage of students meeting typical growth ranges from 29.2% in first grade to 76.9% in fifth grade. The first grade's performance is notably below the district average by 34.1%, with no African American males meeting typical growth. However, there is a positive shift in the second grade, where 60.9% of students exceed the district average by 4.5%, and 33.3% of African American males meet typical growth. The trend continues with 47.6% in third grade and 44.8% in fourth grade, both below the district average, but with 40% and 37.5% of African American males meeting typical growth, respectively. The fifth grade stands out with a high 76.9% meeting typical growth, 16% above the district average, and 50% of African American males achieving this benchmark.

In Math, the first grade shows 48% meeting typical growth, 17.1% below the district average, with no African American males meeting typical growth. The situation improves in the second grade, with 75% meeting typical growth, 5.2% above the district average, and a significant 66.7% of African American males meeting typical growth. The third grade falls behind with only 42.9% meeting typical growth, 24.8% below the district average, and 40% of African American males meeting typical growth. The fourth grade sees an improvement with 70% meeting typical growth, though still 9.4% below the district average, and 62.5% of African American males meeting typical growth. The fifth grade again shows a decline, with only 44.4% meeting typical growth, 30.3% below the district average, and 50% of African American males meeting typical growth.

Summary of student strengths supported by data:

Our students have shown improvements in their reading and writing! As we have finished our second full year of implementation of our writing PLC work, we are finding that our students.

Identify and prioritize student needs supported by data:

These results highlight the disparities in educational growth and achievement, particularly among African American males, and underscore the need for targeted interventions to support these students and ensure equitable educational opportunities. These figures indicate significant

challenges in meeting the state's educational standards, particularly in Math, where the proficiency levels are notably lower than in ELA. The consistent decline in proficiency percentages as compared to the district average underscores the need for targeted interventions to support these students.

Summary of possible root causes of the priority student need:

Because our students scored higher on the MAP this school year as compared to last year is one of the many reasons, we had lower typical growth percentages. We find that the higher a student scores the more challenging it is to make typical growth. Another reason could be we did not engage in our usual goal setting this school year. We have generally be more proactive with goal setting and this evidence indicates that we need to re-engage in this practice.

School Staff

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

On our Spring student climate survey 93% of students report that they think their teachers believe they can do great things. Additionally, 81% feel that the adults at the school can teach them about their culture. On the staff climate survey, 94% feel that staff are productively taking action to address issues of racial equity at the school. Also, 94% state we use the racial equity analysis tool. Finally, 100% of staff indicate they feel like a valued member of the school and ideas are respected.

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

Our student reading and writing data indicates that our writing PLC are improving student outcomes.

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

We are no longer partnering with Communities in Schools. The data collected last year did not show any positive impact on student outcomes.

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:

93.6% of our families participated in family conferences in the fall. Our teacher made home visits, in-person, virtual via Teams and phone call in order to reach as many families as possible for conferences.

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:

Our school staff participated in writing calibration PD two separate times this past school year in order to ensure we are providing equitable assessments. Our community-based organization partner, Reading Partners, began supports in mid-October. Our hope to improve that support is to begin in late September or early October.

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

Measures and Targets

2023-26 Three-year Goal:

In partnership with the racial equity team and PBIS (Positive Behavior Intervention Supports) team and through ongoing consultation with the Behavioral Health Department, Sanislo Elementary

School will increase the number of positive responses to the question "My school values what I think and have to say" on the Student Climate Survey for Students of Color Furthest from Educational Justice from 78% to 98% by June 2026

2024-25 One-Year Goal:

In partnership with the racial equity team and PBIS team and through ongoing consultation with the Behavioral Health Department, Sanislo Elementary School will increase Social Emotional Learning Section results on the Student Climate Survey to all students from 90% to 95% and for our African American students from 92% to 95% by June 2025

Action Plan

2024-25 Evidence-based Practice 1:

Morning Meetings: Students will engage in 21st century skills circle prompts.

Student Outcome Data Measures:

- SPS Climate Survey (Staff or Student)
- School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

Teacher Surveys

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

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

Teachers, Student Success Coordinator, Social Worker, Principal

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

Resources that will be used to implement this evidence-based practice include professional development and collaboration time.

2024-25 Evidence-based Practice 2:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

Student Outcome Data Measures:

- SPS Climate Survey (Staff or Student)
- School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

- Walk-through/Observational Data
- Clear steps and scripts that provide consistency across the school

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

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

Teachers, Student Success Coordinator, Social Worker, Principal

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

Resources that will be used to implement this evidence-based practice include professional development and collaboration time.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

In partnership with the Reading Interventionists and Reading Partners and through ongoing consultation with the District Literacy Department, Sanislo Elementary School will increase the percentage of Third Grade Students of Color Furthest from Educational Justice demonstrating proficiency on the English Language Arts Smarter Balanced Assessment from 16.7% to 46.7% by June 2026.

2024-25 One-Year Goal:

In partnership with the Reading Interventionists and Reading Partners and through ongoing consultation with the District Literacy Department, Sanislo Elementary School will increase the percentage of Second Grade Students of Color Furthest from Educational Justice meeting proficiency on the Reading Measures of Academic Performance Assessment from 50% to 60% by June 2025.

Action Plan

2024-25 Evidence-based Practice 1:

Tier 2 Reading Instructional Supports through Reading Partners Tutors

Student Outcome Data Measures:

- MAP
- DIBELS
- CBA specific assessments

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

STAR Reading Assessment

Timeframe for Reviewing Process Data Measures:

Every 6 Weeks

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

- Reading Partners
- Reading Interventionist

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

Resources that will be used to implement this evidence-based practice include funds to contract with Reading Partners, curriculum and teaching materials.

2024-25 Evidence-based Practice 2:

Tier 2 Reading Instructional Supports through a Reading Interventionist

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

- Every 2-3 weeks
- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

- Walk-through/Observational Data
- PLC notes

Timeframe for Reviewing Process Data Measures:

- Every 6 weeks

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

Reading Interventionist

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

Resources that will be used to implement this evidence-based practice include funds to staffing of Reading Interventionist, extended time for coordination of services and progress monitoring, and reading intervention curriculum.

Advanced Learning and Highly Capable Services:

To meet the needs of advanced learners, school staff differentiates instruction and materials to meet the level of the individual student. This includes small group instruction, individualized assignments, one-to-one teacher conferences, and accelerated assignments and homework.

Expanded Learning

- In the summer, students entering third grade can participate in a summer learning opportunity designed to prepare them academically for the challenges of third grade year.
- Fifth grade students can participate in Science Explorers with University of Washington which gives opportunities of STEM (Science, Technology, Engineering, and Mathematics) learning.
- Staff provide after school tutoring opportunities for SOCFFEJ.

- We will partner with Invest in Youth to provide after-school tutoring for students in third through fifth grade.

Homework Policy:

- Additional Projects may increase time.
- Homework should be coordinated by grade-level teams to avoid unreasonable workloads.
- Homework may be given Monday through Friday.
- Homework must be monitored regularly.
- Homework will not be used as a disciplinary measure.

Homework will be assigned according to the age and maturity level of students by the individual teacher for:
- Emphasizing practice in skill previously taught
- Make-up work following absences from school.
- Remedial work
- Enrichment activities that extend classroom learning activities.
- Enhance school to home connections.

The following number of minutes will be used as a guide for daily or weekly homework assignments for students:
- Kindergarten - 1st Grade: 20 minutes of reading/day; other homework/10 minutes maximum/day.
- Second – 3rd Grade: 30 minutes of reading/day 10-20 minutes of math/day Additional projects may increase time.
- Fourth – 5th Grade: Maximum of 60 minutes/day

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

In partnership with the PTA (Parent Teacher Association) and consultation with district leadership, 100% of our families will experience authentic engagement in their child's education at Sanislo as determined by participation in student led conferences, parent/teacher conferences, attendance at academic events and participation in building-based teams by June 2026

2024-25 One-Year Goal:

In partnership with the Multilingual team and Racial Equity team and through ongoing consultation with the PTA, Sanislo Elementary School will increase participation by families at parent teacher conferences to all students from 95% to 100% and for Students of Color Furthest from Educational Justice from 90% to 100% by December 2024.

Action Plan

2024-25 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.

Student Outcome Data Measures:

- Two-way communication

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly

Process Data Measures:

- Staff Professional Development Attendance
- Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

- Sept-Nov to support parent-teacher conferences.
- Ongoing teacher coaching
- Several family educational nights throughout the year

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

Head Teacher, Social Worker, Family Engagement Team

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

Resources that will be used to implement this evidence-based practice include professional development, staffing of Head Teacher, staffing of Instructional Coach, staffing of Social Worker, translation and interpretation services, and extended time for teachers and families to engage and connect.

2024-25 Evidence-based Practice 2:

Recognizing the role of the family: Recognize and build on the capacity of families to assist and encourage their children's learning in and out of school and support school goals and directions through school policies, practices, and programs.

Student Outcome Data Measures:

- Two-way communication

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly

Process Data Measures:

- Staff Professional Development Attendance
- Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

- Sept-Nov to support parent-teacher conferences.
- Ongoing teacher coaching
- Several family educational nights throughout the year

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

Head Teacher, Social Worker, Family Engagement Team

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

Resources that will be used to implement this evidence-based practice include professional development, staffing of Head Teacher, staffing of Instructional Coach, staffing of Social Worker, translation and interpretation services, and extended time for teachers and families to engage and connect.

2024-25 Evidence-based Practice 3:

Culturally Responsive Teaching Strategies

Student Outcome Data Measures:

- Student Attendance

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly

Process Data Measures:

Participation/Attendance (e.g., Building Leadership Team and Racial Equity Team)

Timeframe for Reviewing Process Data Measures:

Throughout the school year.

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

- Principal
- Head Teacher
- Social Worker
- Family Engagement Team

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

Resources that will be used to implement this evidence-based practice family outreach, professional development, staffing of Head Teacher, staffing of Instructional Coach, staffing of Social Worker, translation and interpretation services and extended time for teachers and families to engage and connect.

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:** $4,618,038

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

  - General Education classroom instruction, office staff, social worker, librarian, elementary specialist, and .13 FTE literacy coach who supports literacy achievement for students and provides essential coaching and support to classroom teachers.

  - Staff receive ongoing professional development, coaching, and resource support.

  - Building Leadership Team Stipend, Elementary Stipend, Copier, Office and School Supplies, 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:** $110,754

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

  - Reading interventionist (0.63 FTE)

  - Extra time for staff for academic evening events and professional development

Multilingual Learners (Title III)

- **Intent and Purpose:** To provide children who qualify for ML services significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.
- **Dollar Amount:** $160,107
- **Activities Implemented to Meet Intent and Purpose:**
  - Translation & Interpretation Services
  - Bilingual 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:** $83,570
- **Activities Implemented to Meet Intent and Purpose:**
  - Funds Academic Interventionist Instructional Assistant
  - Works with small groups to provide reading instruction and classroom ELA (English Language Arts) learning.
  - Uses LLI and SIPPS curriculum for targeted support.
  - Collects and analyzes data and works with ELA interventionist to provide more differentiated instruction.

High Poverty 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:** $56,564
- **Activities Implemented to Meet Intent and Purpose:**
  - Funds Reading Interventionist (0.33 FTE)
  - Works with small groups to provide reading instruction and classroom ELA learning.
  - Uses LLI and SIPPS curriculum for targeted support.
  - Collects and analyzes data and works with ELA interventionist to provide more differentiated instruction.

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** $354,854
- **Activities Implemented to Meet Intent and Purpose:**
  - Funds used to hire head teacher/math interventionist.
  - Student Success Coordinator (Instructional Assistant)
  - Literacy Coach (0.27 FTE)
  - A portion of Reading Partners and hourly kindergarten tutors

OSSI Grant

- **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:** $27,000

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

  o Hoping to continue partnership with Reading Partners if OSSI (Office of System and School Improvement) iGrant is received.

  o Reading Partners provides intervention for K-4 students (up to fifty-five students) in reading through a 1:1 tutoring program aligned to CCSS and individualized for each targeted student.

  o Pull-out support two times a week for 45 minutes outside the core instructional time provides a double dose of individualized instruction for targeted students.