



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

Sand Point 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: Sand Point Elementary School

Principal: Katie Pearl

Members of the Building Leadership Team and Parent/Guardian Partners: BLT Staff: Ana, Evanni, Katie, Kelsey, Lexi, Sandy, Scott, Sofie, Stephanie
Parent Partners: Liz, Jen

Community Partners (Community Based Organizations): YMCA, Team Read, Ryther, Seneca, Kids and Paper



[Sand Point Elementary School Report](#)

[Sand Point Elementary School Climate Survey](#)

School Overview

Sand Point Elementary School is a community of well-rounded learners; responsible, equity-focused global citizens, and growth-minded champions of our own success. A small school, Sand Point opened in 1958 and currently supports a diverse population of students living in, and surrounding, the Magnuson Park area of Seattle. Sand Point prides itself on strong instructional practices and an intentional focus on Social Emotional Learning which uses Restorative Practices, Circle Work, Kelso's Choice, Second Step, RULER anchor tools, and the concept of humanship, to teach self and social-awareness.

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.

Currently, Sand Point Elementary is proud to have 200 students enrolled in Pre-K-5 classrooms. Our demographics represent a microcosm of the city where we live. Our students speak 13 different home languages.

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, 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.

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.

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:

By working to align our purpose and commitments as a staff in the 2022-23 school year we will further implement aligned tier one culturally responsive behavioral and social emotional supports consistently in all learning environments. This includes clear, predictable, and consistent language and expectations from all staff. This work will continue during the 2023-24 school year.

Proactive Restorative Practices will be the foundation of the work described above. Beginning with establishing positive relationships and classroom communities, maintaining these relationships through shared learning, and repairing them when harm happens.

Additionally, all staff will imbedding Multi-Tiered Systems of Support and UDL strategies in tier one collaborative planning at each grade level. During the 2022-23 school year, all staff looked closely at student outcomes measured by student surveys we saw the urgency to focus on culturally responsive teaching.

Student survey data indicates that students do not feel their cultures are represented and valued in the classroom. As Dr. Ghody Muhammad states, "all instruction is culturally responsive, the question is, to whose culture is it responding." To shift from a white normative learning environment the staff is focusing anchoring professional development in the 2023-24 school year on Dr. Ghody Muhammad's *Unearthing Joy: A Guide to Culturally and Historically Responsive Curriculum and Instruction*.

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:

- Inclusive Systems and Structures Team planning using guidelines from the text *Unearthing Joy* and *Cultivating Genius* by Dr. Muhammad as well as TFI structures to have a final product of a Handbook of Tier One Sand Point Classroom Structures. (Addressing Quadrant Three of SPE Purpose and Commitments).

- Develop Sand Point Super Squirrel Agreements tier one training and implementation plan. This will include times throughout the year that there is an all-school revisit planned such as November, January, April and June.
- Develop school wide lessons to support the implementation of sensory tools in all classrooms to support an inclusive, interconnected tier one space. For example, if a trampoline in class is what is best to get energy out while learning, this team will create the video to teach the class and give anchor supports for the teacher.

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

- K – 2 collaboratively planning using guidelines from school wide text for 23-24 *Unearthing Joy* by Dr. Muhammad. (Addressing Quadrant One from SPE Purpose and Commitments). K-2 Literacy Scope and Sequence: CCC, UFLI, Writing Revolution and possibly weaving in Amplify Science to increase vocab and content.
- 3-5 collaboratively planning using guidelines from school wide text for 23-24 *Unearthing Joy* by Dr. Muhammad. (Addressing Quadrant One from SPE Purpose and Commitments).

They will be developing a scope and sequence for CCC that will incorporate *The State We Are in – Washington* as the anchor text for CCC and continue incorporating Writing Revolution. This is a continuation of summer work/training.

By taking staff collectively through the process of creating collectivist classrooms that value each and every human in it as seen through the content, instructional choices and every human interaction. This professional development will include data cycles of teachers observing each other using our Purpose and Commitments document gathering evidence inclusion, joy, criticality and interconnectedness.

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:

Sand Point Elementary Multi-tiered systems of support focused on high-quality tier 1 instruction, including academic, behavior, and social-emotional learning supports. The process of building supports for student learning starts during grade level PLCs and grade level collaborative planning. It should be accessible and actionable for students and staff.

Sand Point Elementary's Multiple Tiered System of Support (MTSS) reflect Inclusive Practices that create the conditions for students who receive the following services to be successful in the general education setting:

- African American males and/or students of color furthest from educational justice,
- Multilingual learners,
- Students eligible for special education services, and/or
- Students eligible for advanced learning services.

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

Sand Point Elementary's Multiple Tiered System of Support (MTSS) embeds SEL into tier one structures. Every day begins with a class circle where RULER, Second Step and Circle Forward are used to support the social emotional development of each individual and the class as a community.

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 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.

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.

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

To ensure that we move towards our priority 3-year SMARTIE goal, we will create and monitor each year's interim SMARTIE goal. Additionally, we will track the 2025-26 cohort during their 1st grade year in 2023-24, 2nd Grade in 2024-25, and 3rd grade in 2025-26 by screening formative and summative school and district measures.

During each interim SMARTIE goal cycle, we will create and monitor MAP 3 times per year, DIBBLES in 1st and 2nd grade, CCC assessments, and Multi-Tiered Systems and Support intervention data.

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:

This guardrail supports our vision by ensuring alignment within and between grades and departments. Our Building Leadership Team, Race and Equity Team, and Social Emotional Systems and Structures Team professional development will support our staff in continued work at improving our skills and instructional responses in this area.

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:

- Flexible, small group instruction for reading math

- Use of data and progress monitoring
- Consistent Tier 1 systems and strategies in all classrooms
- Universal Design for Learning (UDL) strategies
- Student choice and input
- Restorative practices that are both proactive community circle work, skill building, and responsive for the purpose of repairing and healing.

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

- Professional development on differentiation
- Professional development on using data to inform instruction
- Time to analyze data as a PLC and or grade level

These strategies will mitigate, disrupt, or dismantle systemic inequities and be successful for student outcomes because it ensures that all students, including students of color furthest from educational justice and special education students, receive the supports that are needed to make progress.

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 documents that include all students in each classroom.
- Analyzing whole school trends and disproportionality by varying demographics at regular intervals
- Scheduling regular MTSS meetings to discuss and track trends by grade and by individual.
- Partnering with family members as central contributing members during Student Support Team (SST) meetings.

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

- Monitoring whole school screener data based on state, district, and building common assessments.
- Conducting three 8-week cycle meetings (or as needed) for each grade level to discuss students of concern that are not making progress academically and creating plans of support with targeted growth goals.
- If academic growth is not met through the above, having Student Support Team (SST) meetings with families to strengthen the plan with parents as central contributing members of the team. Please note, that parents are contacted throughout the process so if it reaches an SST meeting, there are no surprises.
- If the SST plan of support does not lead to the child's growth, we may engage the school psychologist, the school 504 coordinator, or connect with any outside support a family may be working with.

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 opportunities for students through afterschool or summer programs:

- 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. 5th grade students have homework each week in preparation for middle school.

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:

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.

One-year Goal:

70% of families that respond to the Sand Point Family Survey will respond favorably to our Spring 2024 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.

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:

The Guardrail supports the values of the school by ensuring that each child is known by preferred name, strength, need and the intersectionality of their identity is celebrated.

Artifacts and evidence that will support the alignment of the school's purpose and commitments with the Guardrail include student and family survey results, student and family interviews, and community event attendance data.

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:

- PD Plan
- Systems and Structures Plan
- Multilingual Structures
- Special Education Structures
- MTSS Plan
- RET Plan

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:

- Parent volunteer and leadership opportunities for community events.
 - Local community partnerships and engagement with the Magnuson Housing Communities, Kids and Paper, Children's Hospital and the YMCA.
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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:

Sand Point Elementary is committed to aligning adult practices to district-wide vision, values and anti-racist initiatives by aligning our work with the district-wide vision, values, and anti-racist initiatives. Specifically aligning adult behaviors drives our work to create a more just, anti-racist, and identity-affirming world.

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of "Targeted Universalism." Our universal goal is every Seattle Public Schools' student receives a high quality, world-class education and graduates prepared for college, career, and community.

Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

Artifacts or evidence that support alignment between the vision and guardrail:

- Spring 2023 Student Climate Survey Equity/Anti-racism section
- Spring 2023 Staff Climate Survey
- MTSS Data
- Attendance Data

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 will read Culturally Responsive Unearthing Joy by Gholdy Muhammad
- Using the structure of the 5 Pursuits (including Joy) that Dr. Gholdy Muhammad outlines, grade level teams will collaboratively plan.
- Partnering with Huayruro (restorative practice non-profit team) to focus on staff's lived experience and their ability to relate and understand the lives of their students. This is an approach to build skills among adults.
- Partnering with Seneca Mental Health Provider for additional Professional Development at the tier 2 level.

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

- Each classroom teacher sends a weekly email to communicate weekly learning activities.
- Teachers aim to have two or more positive contacts with each family prior to November conferences.
- All teachers attend Back to School Night to make positive, joyful connections with families.

- Each teacher works with our Family Support worker as needed to proactively connect with families when barriers present, either from the staff's comfort level, or the families trust in school.

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

- Recruitment and onboarding of diverse staff for leadership roles, including committees listing what they do as a team and having a handover meeting each spring for continuity.
 - Creating spaces for staff to guide students in developing and taking leadership roles among their peers and staff. The thinking behind this is often our staff may not represent the lived experiences of a group or groups of students. Students themselves can be leaders among their peers to highlight, celebrate, and advocate for groups of students.
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Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Levy

Amount: 1.0 FTE

How will funds improve student learning? Mental Health Clinician for Tier 3 Student and family wrap around services on site.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Levy

Amount: 0.5 FTE

How will funds improve student learning? Social Worker, providing Tier one collaborative instruction for all students and Tier two small group instruction for some students.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Levy/LAP

Amount: 0.5 FTE

How will funds improve student learning? Increasing our Family Support Worker from .5 to 1.0.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Levy/Title

Amount: 0.5 FTE

How will funds improve student learning? Increasing our Academic Interventionist to 1.0. This position focuses on Tier one collaborative planning to insure MTSS are imbedded in tier one planning. This staff member also works with small groups and supports the MTSS process at a tier two level.