



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

Sanislo 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: Sanislo Elementary School

Principal: Erika Ayer

Members of the Building Leadership Team and Parent/Guardian Partners: Marcie Sheppard Shaw, Wendy Eckert, Gloria Burton King, Laura Probst, Heather Barker, Angela de Ita, Young Sun Moon, Becky Shipe

Community Partners (Community Based Organizations): Reading Partners



[Sanislo Elementary School Report](#)

[Sanislo Elementary School Climate Survey](#)

School Overview

Sanislo Elementary is a highly diverse school in the Puget Ridge neighborhood of Southwest Seattle. Our school was labeled the most diverse school in Washington State in 2016 in a Seattle Times article. Our diversity is our strength with our students sharing varied life experiences with one another. Sanislo is multi-generational, meaning that many parents attended Sanislo as children, indicating an even stronger community commitment. Our staff is committed to ensuring racial equity, resolving social injustices, and closing the achievement gap. This is evidenced by staff participation in professional development designed to provide culturally and linguistically responsive teaching strategies, mindfulness in the classrooms to support social-emotional development and regulation, and Positive Behavior Interventions and Supports. Sanislo staff have had a history of providing extended learning opportunities after school and during the day as well as differentiating instruction in the classroom.

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 \(Seattle Public Schools\) 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:

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

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 95% to 100% and for Students of Color Furthest from Educational Justice from 95% to 100% by June 2024.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

Evidence of alignment to student outcome focused governance:

Sanislo staff strives to ensure that our students, families, and community members feel welcome and have a voice in our school. From the moment you walk in the door where we have posters that say welcome in multiple languages to our morning announcements and mindfulness practices, the environment is set up for a welcome learning environment. Morning meetings are part of the regular day to ensure that student voice is heard and empowered. We strategically hire staff that speak multiple languages to support our multilingual learners and their families.

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:

- Use of Restorative Conversations for problem solving in the classrooms
- Daily use of Mindfulness practices in the classroom
- In the fall of 2023, we will implement a Student Advisory Board
- Students will engage in 21st century skills circle prompts during their morning meetings
- Our weekly all-school assemblies focus on our school-wide expectations:
 - We are safe
 - We are respectful
 - We are responsible
 - Twice annually our staff teach school-wide behavior expectations for common spaces such as hallways, bathrooms, and the cafeteria.

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

- Our Racial Equity Team creates professional development opportunities for the whole staff
- Staff are encouraged to participate in district offered Racial Equity professional development
- Staff participate in restorative justice professional development
- Staff will continue year two of implementation of our new math curriculum

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:

- We are studying and putting into place “best practices” in instructional strategies. Best practices include increasing students’ active engagement in their learning, and differentiating instruction based on students’ readiness, skill levels, and learning goals
- We look closely at the needs of all students and adjust instruction, re-teach, and re-assess students to ensure the success of all students in meeting standards.
- Student setting goals for MAP, F&P Reading Levels, Smarter Balance
- Sanislo’s levy and MTSS team meets monthly to review student data and our progress towards our C-SIP plan and levy goals.

- School staff, facilitated by our principal, engage annually in a data carousel activity in August. During this activity staff members rotate looking at various data such as: attendance, discipline, climate, reading and mathematics student data. At each station staff make narrative, non-judgmental statements (e.g., 3rd grade students increased XX% from fall to spring on the climate survey). After all participants review data, we identify trends and themes across the narrative statements. The last step of this process is to identify which trends are our priorities for the school year.
- We have developed six-week cyclical grade level team data meetings. During this time, staff review current student data from various assessments to identify areas of growth or need to drive instruction. These meetings are also used to identify students in need of intervention as well as students who are no longer in need of small group intervention.
- Staff participate every six weeks in writing PLC (Professional Learning Communities). These PLCs (Professional Learning Communities) are an opportunity for staff to observe one another and provide targeted feedback regarding professional practice. This data is collected using the note-taking tool and distributed to the teacher as well as the staff members engaged in the learning.

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

- Tier 1 implementation of PBIS school-wide
- Tier 2 PBIS support is provided by school social worker, student success coordinator and head teacher.

We are hoping to partner with Communities in Schools of Seattle’s (CISS) if we receive the OSSI (Office of System and School Improvement) iGrant from the state. CISS provides intensive case management services for a minimum of 40 students, connection to wrap-around support services for caseload students and their families, coordination of 4-6 school wide activities, support for family engagement, and coordination with other community partners. The program’s goals and outcomes revolve around the 10-month academic year where the focus is specifically on the following areas: increased student connection/sense of belonging in their school community, improvements in student academic performance, attendance and positive behaviors, and successful advancement to the next grade.

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:

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.

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 25% to 35% by June 2024.

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

We have developed six-week cyclical grade level team data meetings. During this time, staff review current student data from various assessments to identify areas of growth or need to drive instruction. These meetings are also used to identify students in need of intervention as well as students who are no longer in need of small group intervention.

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:

At Sanislo we believe that all children can and will learn provided they receive the following:

- Culturally Responsive Instruction
- Multilingual services
- Specially Designed Instruction for students with IEPs (Individualized Education Program)
- High Expectations for ALL students
- Safe Learning Environments
- Staff that are warm demanders
- Social Emotional Learning Opportunities

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:

- We created a master schedule to maximize available student learning time especially in literacy and mathematics.
- Accelerate reading achievement through specific focus on fluency and comprehension instruction and differentiation to meet the needs of all students
- Teachers will use a leveled classroom library and CCC curriculum in a balanced literacy approach to reading instruction
- Instructional assistants and classroom teachers will work with individuals and small groups in the classroom during independent reading
- Flexible, small group reading instruction targeted to students' assessed needs
- We will implement 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.

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

- Classroom teachers will engage in a robust writing PLC.
- Teacher Leader Cadre mentors will support other staff in planning and implementation of reading and writing curriculum.
- Our reading interventionist provides professional development to staff on best practices for literacy instruction.

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:

- We have developed six-week cyclical grade level team data meetings. During this time, staff review current student data from various assessments to identify areas of growth or need to drive instruction. These meetings are also used to identify students in need of intervention as well as students who are no longer in need of small group intervention.

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

- 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.
- To meet the needs of English Language learners, school staff differentiates instruction and materials to meet the level of the individual student. Students receive direct instruction from either a certificated teacher or a trained instructional assistant. Sanislo receives additional staffing annually to support the needs of the level 4 English Language Learners
- To meet the needs of students who receive special education services, school staff modifies instruction and materials to meet the needs of individual students. Students receive specially designed instruction from either a certificated special education teacher or a trained instructional assistant.

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 opportunities for students through afterschool or summer programs:

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

Homework Policy:

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
- 2nd – 3rd Grade: 30 minutes of reading/day 10-20 minutes of math/day Additional projects may increase time
- 4th – 5th Grade : Maximum of 60 minutes/day

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.

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:

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

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 2023.

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 furthest 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:

Sanislo is an extremely diverse community with 76% of our population being Students of Color Furthest from Educational Justice and 80.3% are Students of Color. We strive to engage EVERY family in a meaningful way. We do so by finding multiple avenues for communication and engagement activities.

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:

- 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.
- Sanislo will host multiple educational nights to support educational strategies at home.
- A curriculum night will be held in the fall to engage families into the culture of the school and the instructional program – Staff plans to review strategies for increased attendance.
- The Family Engagement Team will be implemented this year to help direct the efforts to increase family engagement. The family engagement team will brainstorm ways to increase family engagement and will implement these practices as appropriate.
- A review of our title 1 program will be included in the program at our curriculum night. The Parent Involvement Policy and Procedures are available in multiple languages.
- Family Handbook and Quick-reference Guide is sent home and available on the website.
- Families will be surveyed annually to identify communication preferences.
- Daily Mindfulness practices in the classrooms, weekly SEL lessons with social worker and/or students success coordinator, and family meetings as needed.
- We partner with Communities in Schools. CISS provides intensive case management services for a minimum of 40 students, connection to wrap-around support services for caseload students and their families, coordination of 4-6 school wide activities, support for family engagement, and coordination with other community partners. The program's goals and outcomes revolve around the 10-month academic year where the focus is specifically on the following areas: increased student connection/sense of belonging in their school community, improvements in student academic performance, attendance and positive behaviors, and successful advancement to the next grade.

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:

- Two parents will serve on the Building Leadership Team.
 - Parents will participate in our Racial Equity Team
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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:

During the hiring process, we encourage a diverse applicant pool. We strongly believe that our school staff should reflect our student population.

At Sanislo we believe that all children can and will learn provided they receive the following:

- Culturally Responsive Instruction
- Multilingual services
- Specially Designed Instruction for students with IEPs
- High Expectations for ALL students
- Safe Learning Environments
- Staff that are warm demanders
- Social Emotional Learning Opportunities

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.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Staff have common planning time.
- Current Wednesday early-release schedule provides opportunities for collaboration
- Staff celebrate student successes
- Staff participate in team-building activities

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

- School staff began crafting an anti-racist vision statement
- Staff participated in a 21-day Racial Equity challenge. As a result, the staff agreed to respectfully call out racist and microaggressions
- School staff participate in Racial Equity Professional Development

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

- Through the work of the Building Leadership Team, we have established 4 Teacher Leader Cadre (previously 2) positions to support:
 - Social Emotional Learning
 - Student Advisory Board
 - Teachers new to the profession
- Two staff members on the Racial Equity Team are co-leads for the team
- Sanislo has multiple committees to support our work and all staff are invited and encouraged to participate

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-24

Funding Type: Specific

Funding Source: LAP (Learning Assistance Program)

Amount: \$72,000

How will funds improve student learning? Funds Academic Interventionist Instructional Assistant: Works with small groups to provide reading instruction and to 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.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: FEEL Levy (Baseline and performance reserve)

Amount: \$366,532

How will funds improve student learning? These funds are used to hire head teacher/math interventionist, Reading Partners, buy up social worker (0.30 FTE (Full-Time Equivalent)) Reading interventionist (0.12 and hourly kindergarten tutors.

Head Teacher: Provides math intervention for 3-5 focused students. Works with principal to lead on MTSS meetings (attendance, SEL). Attend levy coordinators PLC and communicates directly with consultant. Support schoolwide learning, behavior, attendance, and climate.

Reading Partners: In-School Intervention Support provided by Reading Partners: Will provide Intervention for K-4 students (up to 55 students) in reading through a 1:1 tutoring program aligned to CCSS and individualized for each targeted student. Pull out support 2 times a week for 45 minutes outside the core instructional time provides a double dose of individualized instruction for targeted students.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: High Poverty LAP

Amount: \$44,843

How will funds improve student learning? Funds Reading Interventionist (0.31): 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.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Title 1

Amount: \$84,362

How will funds improve student learning? Reading interventionist (0.57 FTE), Extra time for staff for academic evening events, and professional development.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Equity Dollars

Amount: \$24,313

How will funds improve student learning? These funds are used to buy up our social worker (0.16 FTE): Provides social-emotional and behavioral interventions to small groups and 1:1; serves as lead of PBIS team; lead of Race and Equity team lead; supports attendance team efforts.