

Seattle Excellence Continuous School Improvement Plan (CSIP)

Louisa Boren Stem K8

Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

Introduction

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 by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

Seattle Public Schools Foundational Beliefs for Supporting Student Learning

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.

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As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **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.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

School Profile

Louisa Boren STEM K-8 Scholars:

- Grow 21st Century readiness in a community that values equity, sustainability, and the whole child.
- Develop rigorous STREAM skills to ask and answer *audacious* questions.
- Use Project Based Learning to tackle real world challenges.

Scholarly success requires academic achievement coupled with strong emotional, social and physical growth. STEM K-8 develops community based on Positive Discipline principles: democratic participation, empathy, and student problem solving.

Science: Teachers use Next Generation Science Standards to create a backbone for integrated curriculum. 7th and 8th graders are enrolled in Career and Technical Education (CTE) that engages students in real-world design and engineering problems.

Technology: Students use technology to create, communicate, and connect with a larger community on a regular basis.

Engineering: Students use design and analysis principals to construct and test solutions for real world problems.

Mathematics: Elementary classrooms use Eureka Math to prepare students for advanced mathematics. Middle school students follow the "Accelerated Traditional Pathway for the Common Core." This pathway compacts math curriculum so that all students complete Algebra 1 in 8th grade. A compacted math pathway entails a fast pace and high level of academic rigor. It also requires a strong commitment from students and families.

Project Based Learning (PBL):

PBL is a teaching practice through which students gain knowledge and skills by working on extended projects investigating and responding to a complex questions, problems, or challenges. Some key elements of PBL include student choice, in-depth inquiry, and work that includes a public audience

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 30% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

Target Goals:

For the 2020-21 school year, at least 45% of 3rd grade African American students will meet standards or higher on the ELA Smarter Balanced Assessment.

For the 2020-21 school year, at least 30% of 3rd grade students who receive Special Education services will meet standards or higher on the ELA Smarter Balanced Assessment.

For the 2020-21 school year, at least 30% of 3rd grade ELL students will meet standards or higher on the ELA Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

Priority Goal:

By June 1, 2021, attendance rates will increase from March 2020 rates to mirror overall attendance rates as recorded below, indicating effectiveness of safe and welcoming systems, routines and practices:

For

- African American male students 83.7% attendance (-2.2%)
- ELL students will meet or exceed 79.4% (-6.5%)
- Students who receive Special Education services 80% (-5.9%)
- All students 85.9% (maintenance)

High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student’s life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students’ academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

STEM K-8 will continue to develop two focus priorities within the MTSS framework. STEM grade level PLC’s use summative data to establish student learning goals and formative data to support progress monitoring and instructional planning. STEM’s MTSS Team will implement a schedule for the MTSS to conduct school wide progress monitoring that supports the evaluation of interventions and resources. STEM’s Tier II team will also continue to implement missed instruction log analysis to guide school-wide Tier 1 PBIS practices, assign SEL supports, and target equity concerns. All progress monitoring will disaggregate data for African American, ELL, and Special Education students.

Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

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.

By focusing on students of color who are furthest from educational justice, especially African American

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males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

STEM K-8 will utilize variety of research-based strategies to support the success of African American, ELL, and Special Education students. The strategies chosen will be prioritized because they all support the success of all students.

- STEM K-8 will work with SPS ELL coaches to continue implementing explicit instruction for language forms (including sentence frames) and structured oral language.
- STEM K-8 students who qualify for ELL services will be supported by leveled small group reading instruction that emphasizes vocabulary and comprehension, differentiation provided within a math workshop model, an emphasis on math communication, and the development of vocabulary in learning contexts provided by PBL units.
- STEM K-8's MTSS Leadership team will include a Teacher Leadership Cadre and interventionist to support grade level PLC's in gathering, analyzing, and planning interventions based on student data.
- STEM K-8 will work with Inclusion Special Education Coach Zoe Leverson to provide professional development supporting inclusion, differentiation, and co-teaching.
- STEM K-8 will structure Access/Resource Special Education Services to provide Access/Resource Special Education services by grade levels, not programs. Groupings for case management will be grades K-3, 4-5, 6th and 7th, and 8th. General education teachers will work with Special Education staff to modify grade level curriculum, assessments, and instruction; and implementation and progress monitoring of Individualized Education Programs and Behavior Intervention Plans.
- STEM K-8 students who receive Special Education services are supported with leveled reading instruction, differentiation provided within a math workshop model, Leveled Literacy Intervention, and an emphasis on math discourse.
- An English Language Learner (ELL) teacher and instructional assistants will support teachers and students to address the language needs of ELL students with push in services.
- STEM K-8 will continue work with SPS ELL Coach Katherine Berg to tier students eligible for ELL services and structure classroom supports.
- All progress monitoring will disaggregate data for African American, ELL, and Special Education students.
- STEM K-8 will provide paid summer opportunities for staff to pursue professional learning and develop materials that support Ethnic Studies, a welcoming environment, soci-emotional learning, and the integration of Ethnic Studies and PBL.

Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means

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that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

Essential strategies and practices for African American Students and ELL students and students who Receive Special Education services.

- Project Based Learning with its emphasis on student voice and choice, multiple opportunities for feedback and collaboration, and opportunities for extended collaboration and integration.
- Rethink Mathematics MasterTrack Assessments will be used to assess and provide Tier II instruction to students struggling with mathematics in grades 3-5.
- An additional math class will be provided to 6th, 7th, and 8th grade students struggling with grade level math standards.
- A full-time reading interventionist will support struggling students in grades K-5.
- Benchmark and progress monitoring tools will identify students who need intervention and measure progress every 8 weeks for African American, ELL, and Special Education students.
- Interim SBA's at targeted grade levels and subjects will monitor progress towards year-end standards.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can to learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

Our practices and strategies designed to enhance our safe and welcoming environment:

- Attendance, Discipline, and Missed Instruction Log data will be disaggregated and used by the MTSS team to monitor outcomes.
- Developing school wide Ethnic studies framework that supports lessons and content that allow students to see themselves, their families, their communities, and their histories in the curriculum and practices of the classroom.
- STEM K-8 will participate in the SPS PBIS Cohort and refine and implement a school-wide PBIS action plan. Essential elements:
- 5:1 Ratio supports, including menu of reinforcers, school wide reinforcements
 - School wide routines for attention, break spaces, All in 4 STEM, thresholding

- Ruler implementation
- Community circles and class meetings
- Lunch and after school clubs that provide student voice and leadership opportunities: Student Council, Black Student Union, LGBTQ.
- A school staff member will make a welcoming contact to students/families prior to or within the first four weeks of school
- Remote lessons include SPS Signature Practices for social emotional well-being in Safe and Welcoming Environments (see addendum below)
- Attendance is taken and recorded daily or by period.
 - Progress monitoring of student attendance includes a process for staff referral of students in need of attendance supports.
 - A school-level response protocol exists for responding when attendance rates are not on track and an educator referral is made.

Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Family and Community Goals

Priority Goal:

STEM K-8 will show continues improvement in the rate of positive responses from families in response to the following questions from the Fall Remote Learning Pulse Surveys when compared to Winter and Spring Remote Learning Pulse Surveys (numerical goals will be added when data becomes available:

- My child's school is interested in family feedback and ideas to improve the school.
- More opportunities for families to provide feedback about remote learning.

Plans for Family Engagement

STEM K-8 will utilize a number of strategies to engage families of African American and ELL students, and students who receive Special Education services:

- Recruit and include families of color to participate on the school Racial Equity Team.
- Overlap a parent member from the school Racial Equity Team and PTA board.
- Target welcome and outreach to families of African American and ELL students, and students who receive Special Education services by classroom teachers before school begins.
- Invite participation and leadership from families in the development of BLM and NAAPID events at

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school.

- Support and host regular STEM Special Education PTSA meetings to support parents to identify barriers to participation and learning and collaborate with staff to address them.
- Use cultural wealth model to support families to identify opportunities and barriers to engagement for students and families.
- Offer regular classroom-level meetings with families to provide feedback on remote learning experiences.
- Work with families to create feedback measures for family feedback regarding warm and welcoming or exclusionary experiences.

2020-2021 COVID-19 CSIP Addendum

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The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

Required Practices:

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.
7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.



8. **Recommended School Specific Strategy as outlined in the Playbook:**
STEM K-8 is working to engage families by supporting regular two-way communication with families about how things are going. This is being accomplished by working with family liaisons in each classroom to gather semimonthly feedback. Teachers also established regular weekly communication schedules.

Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

Required Practices:

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
4. **Recommended School Specific Strategy as outlined in the Playbook:**

STEM K-8 staff are implementing the three Signature SEL Practices of Welcoming Routines, Engaging Practices, and Optimistic Closures. They are also working to implement a 5:1 ratio of positive communication during remote learning

Curriculum, Instruction, and Assessment:

Required Practices:

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.

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6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
 - A systemic plan to track and monitor learner experience data
 - (e.g. *determine level of engagement to inform supportive practices.*)
 - Collection and review of meaningful and purposeful data
 - (e.g. aligns to SPS assessment plan for 2020-21 school year.)
 - Adult collaboration between educators and families
 - (e.g. review of data in collaborative PLCs)
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
 - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
 - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
 - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
9. **Recommended School Specific Strategy as outlined in the Playbook:**

STEM K-8 staff are implementing CRT for Distance Teaching strategies of Deepening background knowledge, Cultivating cognitive routines, and Building word wealth.