



# 2023-26 Continuous School Improvement Plan (CSIP)

## Eckstein Middle 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:** Eckstein Middle School

**Principal:** Kristin Rose

#### Members of the Building Leadership Team and Parent/Guardian Partners:

BLT 2022-23: Erin Sterling, Sarah Maxwell, Sara Hoofnagle, Rachel Torrie, Bryan Manzo, Toni Morgan, Shari Sjogren, Meredith Bactol

BLT 2023-24: Emilie Mosko, Dina Vesmanova, Rachel Torrie, Toni Morgan, Daniel Goodwin, Martin Rothwell, Angie Kong, Michael Hoff

Parent Representative: Staci Heldring



[Eckstein Middle School Report](#)

[Eckstein Middle School Climate Survey](#)

## School Overview

Eckstein Middle School, a diverse community of lifelong learners, will ensure the academic, social and emotional growth and success of each student. Each student will be known, nurtured, and challenged. Each student will be given opportunities to actively engage in achieving their full potential.

The school environment will foster creative problem solving. The school will provide an atmosphere to guide each student in becoming a healthy, confident, resilient, and responsible world citizen, prepared for high school and beyond. In identifying our school improvement focus areas, our Building Leadership Team reviews student data, creating school-based goals.

We review data in the following areas: baseline assessments in reading, writing and math, Smarter Balanced Assessment data, discipline data, attendance data, our school climate survey, and SBIRT (Screening, Brief Intervention and Referral to Treatment). Our approach to Multi-Tiered Systems of Support (MTSS) creates a framework to identify and support individual student needs and interventions.

## 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](#)

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## 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 June 2026, Eckstein aims to increase the percentage of students responding favorably to the statement “This school is a safe and welcoming place for people of all races and cultural backgrounds,” from the current 82% (Spring 2023 Climate Survey) to 92% through the BLT professional development plan, curriculum development, structures and practices to amplify student voice, best practices of culturally responsive classroom environment, and regularly collecting and analyzing data.

## **One-year Goal:**

By June 2024, aims to increase the percentage of students responding favorably to the statement "This school is a safe and welcoming place for people of all races and cultural backgrounds," from the current 82% (Spring 2023 Climate Survey) to 87% through the BLT professional development plan, curriculum development, structures and practices to amplify student voice, best practices of culturally responsive classroom environment, and regularly collecting and analyzing data.

## **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:**

Creating a welcoming environment at Eckstein is a priority to ensure every student feels valued, supported, and included. We believe that fostering a sense of belonging is essential for academic and social-emotional growth as is evident by our vision that each student will be known, nurtured, and challenged; given opportunities to actively engage in achieving their full potential; foster creative problem solving; and provide an atmosphere to guide each student in becoming a healthy, confident, resilient, and responsible world citizen. To achieve this, we employ evidence-based practices through professional development, social-emotional learning, student survey data, and the Multi-Tiered System of Supports (MTSS) process. Through ongoing collaboration, reflection, and data analysis, we remain committed to continuously improving our practices and ensuring that our school is a place where all students feel accepted, respected, and inspired to reach their full potential.

## **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:**

Our curriculum no longer includes tokenistic diversity in curriculum materials, classroom resources, and teaching practices. Superficial representations of diverse cultures and perspectives fail to address the underlying structural and institutional biases that contribute to disparities in educational outcomes.

Teachers are now taught that they should not use deficit-based frameworks when working with marginalized student groups. Approaches that solely focus on identifying and addressing perceived deficiencies or deficits in students overlook their inherent strengths, resilience, and unique assets.

Teachers and staff also do not use a one-size-fits-all approach to assume all work will work for all students. Instead, they implement differentiated instruction that takes into account individual learning needs, cultural backgrounds, and diverse abilities.

Eckstein has transitioned from punitive disciplinary measures, which disproportionately affect Black males, students of color, multilingual learners, and students eligible for special education, with restorative and transformative disciplinary practices.

By discarding ineffective practices and embracing a holistic approach that celebrates diversity, nurtures strengths, and recognizes the unique needs of all students, we can create inclusive learning environments that support the success and well-being of Black males, students of color, multilingual learners, and students eligible for special education.

Eckstein will:

- Examine curriculum to ensure that there is a deep and meaningful integration of diverse voices, experiences, and histories throughout the entire curriculum to promote an accurate and nuanced understanding of how different cultures contribute to all curriculums.
- Build practices on students' strengths, resilience, and unique assets to tap into cultural wealth, linguistic capabilities, and diverse talents that all students bring to the learning environment.
- Continue to differentiate curriculum and collaborate with our special education teachers to take into account individual learning needs, cultural backgrounds, and diverse abilities.
- Teaching practices that are informed by ongoing formative assessments that provide timely feedback and guide instructional decision-making, ensuring that each student's progress is monitored and supported.

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

The BLT PD plan for next year will continue to have staff organize into different "Road Crews" that will support students feeling successful in school in addition to a sense of belonging to the Eckstein Community. The PD will launch the year using a racial equity lens to focus on schools systems, including shared protocols and systems to establish a common school culture. Road crews will then establish goals, identify action steps, and use the BLT PD time to accomplish these tasks. BLT has proposed that the District Wednesday early release Professional Development afternoons will be used for whole staff learning to implement and discuss how these systems are working for students, particularly for students of color furthest from educational justice, students with special education or advanced learning services, and multilingual learners. There will be a space for sessions on instructional strategies as well as collaborative learning where teachers will share experiences, ideas and resources related to culturally responsive strategies.

The PD will be evaluated through pre and post surveys, assessment of implementation fidelity analysis of student outcomes, and feedback from teachers and students. BLT has proposed that the District Wednesday early release Racial Equity afternoons will be used to build content for Road Crews to deliver to whole staff on the District Wednesday early release Professional Development afternoons.

The PD and the RET time is focused on systems and strategies to create and support a welcoming culture as well as helping students be successful. This means there will be a lot of time spent looking at systemic inequities and what is working and not in the school environment.

**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:**

Because MTSS recognizes the importance of early intervention and prevention, we can proactively identify students who require additional assistance and provide timely and targeted interventions to address academic, behavioral, and social-emotional needs before they escalate. Inclusive practices are at the core of MTSS implementation because it acknowledges the diverse backgrounds, experiences, and learning styles of students.

Components that create conditions of success:

- Curriculum that incorporates culturally relevant materials, leverage students' cultural assets, and provide differentiated instruction that recognizes and embraces the linguistic and cultural diversity of multilingual learners.
- Collaboration and shared responsibility among all stakeholders, including teachers, administrators, support staff, counselors, families, and the community working together to ensure the success of every student.
- Regular data-driven meetings to provide opportunity for collaborative problem-solving and decision-making.

- Identifying barriers and developing targeted strategies to support the success of Black males, students of color furthest from educational justice, multilingual learners, and students eligible for special education or advanced learning services.
- Family and community involvement – actively involving families in the decision-making process and seeking input and perspective.

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

- Recognizing the intersectionality of identities and unique needs of students who may face multiple challenges or strengths.
- Development of personalized comprehensive plan that address the whole child.
- Tier 1 level focuses on promoting a positive school climate, implementing evidence-based strategies that promote social-emotional learning and positive behavior supports.
- Tier 2 uses targeted interventions and supports such as small group counseling, social skills training, and mentoring programs which can help address specific social and emotional needs of students.
- Tier 3 provides individualized and intensive support and involves further collaboration with school counselors, mental health professionals, and community resources to address specific needs effectively.
- Collaboration and communication among educators, families, and other stakeholders to support students’ social and emotional well-being. Regular meetings allow for sharing of information, progress monitoring, and development of targeted strategies to address students’ social and emotional needs.

## **Priority Area: Classroom Instruction and Academic Success—7th Grade Mathematics**

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**

**School Three-year Goal:**

The percent of 7<sup>th</sup> grade African American male students projected proficient or above on the SBA will increase from a baseline of 31.3% in 2022-23 to 72.3% in the 2025-26 school year.

**School One-year Goal:**

The percent of 7<sup>th</sup> grade African American male students projected proficient or above on the SBA will increase from a baseline of 31.3% to 41.3% in the 2023-23 school year.

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

- Gather standardized data from MAP and SBA that allows for comparison and analysis of student performance. The data allows teachers to identify trends, patterns, and areas of strength and challenge across classrooms, grade levels, and/or subject areas. This allows school to adjust instructional strategies, allocate resources, and provide targeted support.

- Classroom-based assessments provide teachers with insight into students' progress, understanding, and mastery of content and skills. By using a variety of assessment methods (quizzes, projects, portfolios, observations, performance tasks, etc.), teachers gather data that reflect student growth. They also allow for timely feedback, differentiation, and adjustment of teaching strategies.
- Collaborative teams by way of PLC's will analyze classroom-based assessments and respond to data outcomes for students by considering the following prompts: What supports or strategies can we deliver to support student growth? For students below standard? Students at standard? Students above standard?
- Qualitative data collected through observations, interviews, and student work samples that allow teachers to gain insight into student thinking, engagement, and attitudes toward learning.
- Regular analysis and reflection of data trends and areas of concern through the school. This allows us to identify instructional strengths and weaknesses and make data-informed decisions to enhance instruction.
- Provide targeted feedback to students that addresses areas of strength and areas needing support.

## **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 Eckstein, we envision a community where staff, educators, and students collectively strive to create an anti-racist and student-centered environment. Our mission and vision statement also includes student assurances that students' academic and social well-being will be at the core of all staff decisions; that teachers will empower students to become leaders in the learning process, value perseverance and creativity, and provide students with quality feedback; that teachers will integrate technology within the curriculum preparing them for the 21<sup>st</sup> century; that teachers will collaborate to create lessons that will positively impact student achievement; that staff work to ensure an inclusive, safe, and supportive learning environment that honors individuality and encourages self-advocacy; and that staff value family, diversity, and community partnerships. The way we put this into action is through curriculum that amplifies diverse perspectives, discipline practices that are fair, restorative, and non-discriminatory, creating opportunities for family and community engagement, and empowering student voice with different leadership opportunities and social emotional learning curriculum.

## **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.

### **Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:**

Staff can design and deliver mathematics instructions that incorporate examples, problems, and activities that reflect diverse cultural perspectives and contexts; implement differentiated instruction techniques to address diverse learning needs of students such as small group instruction, hands-on activities, technology-based resources, and peer collaboration; utilize authentic and culturally responsive assessments that include performance tasks, projects, and portfolio assessments that reflect diverse perspectives and require critical thinking and problem-solving skills; establish norms for respectful communication, active listening, and inclusive

interactions; actively involve families and broader community in students' mathematical learning, provide training and resources for staff to deepen understanding of culturally responsive mathematics instructions, and have PLCS engage in data analysis and collaborative planning to inform instructional decision-making and tailor support strategies accordingly.

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

The BLT Professional Development plan will have staff organize into different "Road Crews" that will support students feeling successful in school in addition to a sense of belonging to the Eckstein Community. The Professional Development focus will launch the year using a racial equity lens to focus on schools systems, including shared protocols and systems to establish a common school culture. Road Crews will then establish goals, identify action steps, and use the Wednesday early release Racial Equity days to work through Road Crew objectives. BLT has proposed that the Wednesday early release Professional Development days will be used for whole staff learning to implement and discuss how these systems are working for students, particularly for students of color furthest from educational justice, students with special education or advanced learning services, and multilingual learners. This will also be a space for sessions on instructional strategies as well as collaborative learning where teachers will share experiences, ideas and resources related to culturally responsive strategies. The PD will be evaluated through pre and post surveys, assessment of implementation fidelity analysis of student outcomes, and feedback from teachers and students.

The BLT PD and the RET time is focused on systems and strategies to create and support a welcoming culture as well as helping students be successful. This means there will be a lot of time spent looking at systemic inequities and what is working and not in the school environment.

**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:**

- Curriculum that incorporates culturally relevant materials, leverage students' cultural assets, and provide differentiated instruction that recognizes and embraces the linguistic and cultural diversity of multilingual learners.
- Collaboration and shared responsibility among all stakeholders, including teachers, administrators, support staff, counselors, families, and the community working together to ensure the success of every student.
- Regular data-driven meetings to provide opportunity for collaborative problem-solving and decision-making.
- Identifying barriers and developing targeted strategies to support the success of Black males, students of color furthest from educational justice, multilingual learners, and students eligible for special education or advanced learning services.
- Family and community involvement – actively involving families in the decision-making process and seeking input and perspective.

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

- Universal or tier 1 instruction that focuses on high-quality core instruction for all students, including evidence-based teaching strategies, differentiated instruction and appropriate curriculum materials. It aims to meet diverse learning needs of the majority of students.
- Regular progress-monitoring that assesses students' academic performance at specific intervals to track progress and identify areas of concern. This is conducted through formative assessments, benchmark assessments, and curriculum-based measurements which helps teachers make data-informed decisions about instructional modifications or interventions.

- Tier 2 interventions provide additional intervention to students who require extra support. This includes small group instruction, supplemental materials, tutoring, or other focused skill-building activities.
- Tier 3 interventions provide individualized and intensive support to students who continue to struggle academically, which include one-one-one instruction, individualized learning plans, or more support from specialists or interventionists.
- Data-based decision making to guide instructional practices. Teachers analyze a variety of data sources to identify student needs, monitor progress, and determine the effectiveness.
- Grade-level PLCs that allow for educators to work together to share expertise, analyze student data, and make informed decisions about instructional strategies and interventions.
- Family engagement. Collaboration with families is crucial for helping teachers gain insights into students' strengths, challenges, and cultural backgrounds. It also promotes a shared responsibility for student success and allows for a better understanding of students' learning environments outside school.

### **Advanced Learning and Highly Capable Services:**

Eckstein Middle School serves all Highly Capable and Advanced Learners, though we are not designated as a regional Highly Capable pathway school. We participate yearly in the District DPT process of identifying Advanced Learners and Highly Capable students within our school community who do not currently carry the designation. Students with an AL or HC identification are served in our building by way of differentiated learning opportunities in our classrooms, recognizing the individual needs of our learners, as well as the creation of opportunities for enrichment. Our educators are receiving Professional Development on Universal Design for Learning (UDL). In mathematics, students move to next course in sequence, per SPS protocol. If an HC student chooses to attend their neighborhood school of Eckstein and was previously placed in an HC pathway school, they will proceed on in their accelerated math course sequence. For those students who have not accelerated previously, they will have an opportunity to accelerate in 7<sup>th</sup> grade by opting in our Math 7/8 compacted course.

### **Expanded Learning opportunities for students through afterschool or summer programs:**

- Tutoring club once a week after school.
- Student Connections Road Crew is researching potential opportunities for students both inside and outside of school hours.

### **Homework Policy:**

Eckstein staff has adopted a common understanding for how homework will be utilized in our program. We believe that the purpose of homework is:

- For individual practice and application of concepts and skills learned at school.
- To develop independent study skills and self-management.
- To extend learning to personal interests and home connections through occasional extension projects.

To this end, Eckstein's goal is to assign a total average of one hour or less of homework per school night in core courses. These include math, language arts, science and social studies. Some elective courses, such as world languages (HS credit), music and technology courses may require additional nightly practice.

To ensure equity for all students and to support a balanced school/home life, homework is primarily practice of skills and concepts learned at school that can be completed independently with information and resources from the classroom and Schoology. Some examples are independent reading, writing and math practice.

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## 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

#### School Three-year Goal:

By June 2026, Eckstein Middle School will increase the active participation and engagement of families, as evidenced by a 30% increase in families of color attending a student led conference for their student.

#### School One-year Goal:

By June 2024, Eckstein Middle School will increase the active participation and engagement of families, as evidenced by a 10% increase in families of color attending a student led conference for their student that will take place in March 2024.

### 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 vision of the school is that each student is known, nurtured, and challenged; that each student will be given opportunities to actively engage in achieving their full potential; that the school environment will foster creative problem solving; and that the school will provide an atmosphere to guide each student in becoming a healthy, confident, resilient, and responsible world citizen. Some strategies to ensure that students of color furthest from educational justice are included in that vision include culturally responsive pedagogy; positive teacher-student relationships based on trust, respect and understanding; strong partnerships with families and communities of students of color; a strengths-based approach that focuses on identifying and nurturing talents, skills, and interests of students of color; culturally affirming curriculum that reflect diversity of students' background; trauma-informed practices with access to counseling services, mental health resources, and restorative justice practices; actively involving them in decision-making processes; and staff professional development.

### 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:

The BLT professional development empowers staff to join one of ten different committees called "Road Crews." The goal of our Road Crews is to support all students to feel successful in school in

addition to a sense of belonging to the Eckstein community. The PD will launch the year using a racial equity lens to focus on school systems, i.e., shared protocols, systems, etc. to establish a common school culture. Road crews will then establish goals, identify action steps, communicate dates they will present or share with the staff and use BLT PD time to accomplish these tasks. Road Crews that are specifically devoted to supporting educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding, include the Student Led Conference Road Crew, Family Partnership Road Crew, MTSS Road Crew and Tutoring Road Crew.

In particular, the Family Partnership Road Crew will provide training for staff on effective communication strategies for engaging with parents, including techniques for active listening, empathy, and clear, concise communication. This Road Crew will also foster cultural competence among educators and help teachers understand the impact of culture on communication styles and expectation.

**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:**

- Establishing collaborative partnerships that emphasizes shared decision-making, mutual respect, and recognition of families as essential contributors to their child's educator.
- Creating opportunities for families to share cultural backgrounds, beliefs, and knowledge.
- Improving on student-led conferences as an event for the whole family that honors the diversity within the school. We will create other means of connecting with parents and students on the day of student led conferences by offering means such as TEAMS or visits to our housing partners and meeting in the community rooms.
- Providing multiple pathways for engagement, such as in-person meetings, virtual platforms, surveys, suggestion boxes, focus groups, newsletters, text messages, and more.
- Enhancing communication and accessibility through various mediums such as social media, newsletters, and texting
- Professional development on cultural competence that builds on teachers' understanding of diverse cultures, backgrounds, and perspectives.
- Encouraging parents to take on leadership roles within school committees, decision-making bodies, and community outreach programs. This includes PTSA and BLT representation.
- Including families in development and implementation of curriculum by seeking input on culturally relevant and inclusive teaching materials and resources
- Creating spaces for dialogue where challenges, concerns, and ideas can be openly discussed and addressed.
- Recognizing and celebrating family contributions by highlighting success stories, achievements, and family-led initiatives.

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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:**

At Eckstein, we envision a community where staff, educators, and students collectively strive to create an anti-racist and student-centered environment. Our mission and vision statement also includes student assurances that students' academic and social well-being will be at the core of all staff decisions; that teachers will empower students to become leaders in the learning process, value perseverance and creativity, and provide students with quality feedback; that teachers will integrate technology within the curriculum preparing them for the 21<sup>st</sup> century; that teachers will collaborate to create lessons that will positively impact student achievement; that staff work to ensure an inclusive, safe, and supportive learning environment that honors individuality and encourages self-advocacy; and that staff value family, diversity, and community partnerships. The way we put this into action is through curriculum that amplifies diverse perspectives, discipline practices that are fair, restorative, and non-discriminatory, creating opportunities for family and community engagement, and empowering student voice with different leadership opportunities and social emotional learning curriculum.

## **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:**

- Providing ongoing culturally responsive professional development that enhances cultural competence and understanding and empowers teachers to create inclusive learning environments.
- Facilitate collaborative learning communities and providing space and meeting time for teachers to exchange ideas, reflect on teaching practices, and develop strategies.
- Celebrating and recognizing the diversity within the teacher workforce.

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

- Encouraging teachers to engage in reflective practices to examine their own beliefs, biases, and teaching methods.
- Creating a safe and supportive environment for teachers to engage in conversations about race, culture, and equity.
- Fostering a culture of shared decision-making where teachers have opportunities to contribute to school-wide policies, initiatives, and decision-making processes.
- In hiring processes, we will work to increase diversity in our educational community.

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

- Providing opportunities for teachers to engage in professional growth and advancement through conferences, specialized training, sub time to observe other teachers, and more.

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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:** 2023-24

**Funding Type:** Specific use

**Funding Source:** LAP

**Amount:** \$59,952.00

**How will funds improve student learning?** 0.4 Math Empowerment (push-in support in classes) with a focus on Math 7 (CSIP goal).

**Academic Year:** 2023-24

**Funding Type:** Specific use

**Funding Source:** LAP

**Amount:** \$31,527.80

**How will funds improve student learning?** 0.2 Academic Interventionist to support the MTSS process, individual students, and tutoring program (to pair with 0.8 Social Worker).

**Academic Year:** 2023-24

**Funding Type:** Specific use

**Funding Source:** Per student-in poverty allocation

**Amount:** \$32,413.20

**How will funds improve student learning?** 0.2 Counselor to provide support of 3 full-time grade-level supports (1.0 Counselor per grade of students).

**Academic Year:** 2023-24

**Funding Type:** Specific use

**Funding Source:** Per student-in poverty allocation

**Amount:** \$29,284.80

**How will funds improve student learning?** 0.2 Social Worker to provide tier 3 supports to students and families (to add to District staffing of 0.5 Social Worker).

**Academic Year:** 2023-24

**Funding Type:** Specific use

**Funding Source:** Per student discretionary allocation funds

**Amount:** \$15,786.40

**How will funds improve student learning?** 0.1 Social Worker to provide tier 3 supports to students and families (to add to District staffing of 0.5 Social Worker).

**Academic Year:** 2023-24

**Funding Type:** Specific use

**Funding Source:** EAC (Eckstein Annual Campaign)

**Amount:** \$6,468.00

**How will funds improve student learning?** To provide money for our afterschool tutoring program - to compensate staff, provide transportation home from school after tutoring, pizza, and snacks - Semester 1.