



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

Louisa Boren STEM K-8

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

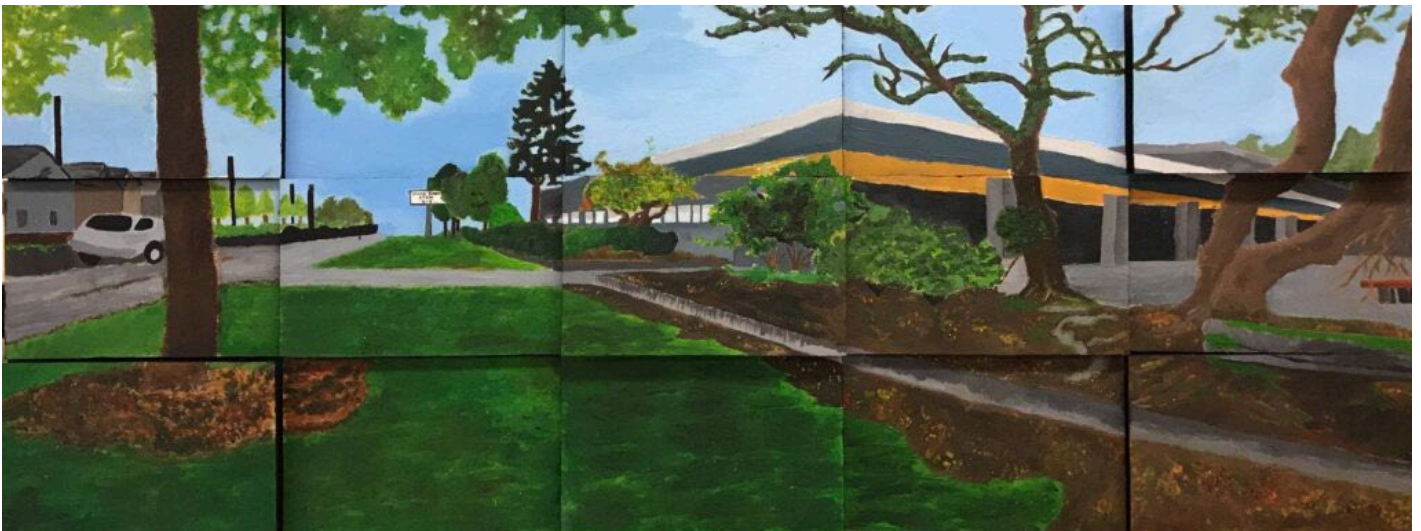
Current School Year: 2023-24

School Name: Louisa Boren STEM K-8

Principal: Ben Ostrom

Members of the Building Leadership Team and Parent/Guardian Partners: Benjamin Ostrom, Beth Mahrt, Jessica Long, Sunny Graves, Nicole Albertson, Maddie Canty-Gill, Jennifer Sawade, Mmatjatji Edelstein, Connor Lee, Jody Hapgood, Kim Noble, Trey Sanders, Kate Moore, Jess Andre

Community Partners (Community Based Organizations): STEM K8 PTA, West Seattle YMCA, Delridge Neighborhood Association, Outdoor Schools Washington



[Louisa Boren STEM K-8 School Report](#)

[Louisa Boren STEM K-8 School Climate Survey](#)

School Overview

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.

Develop 21st Century readiness in a community that values equity, sustainability, and the whole child.

- [21st Century Learning](#): Within the context of core knowledge instruction, students must also learn the essential skills for succeeding in today's world. A focus on communication, creativity, critical thinking, and collaboration is essential to prepare students for the future. We will cultivate lifelong scholars who love learning.
- [Equity/Cultural Competence](#): STEM K-8 will develop equity-driven classroom communities that support success for students of all genders, races, and cultures. We believe [culturally responsive teaching](#) is built on motivation. Teachers and students work together to build motivation *by* enhancing inclusion, facilitating relevant learning, providing challenging learning experiences, and helping students see their effectiveness and recognize and value differences. We are committed to creating an environment that supports the recruitment and retention of girls and students from diverse backgrounds.
- [Environmental Sustainability](#): Education for Sustainability aspires to educate students who have the ability, ambition, and knowhow to make decisions that balance the need to preserve healthy ecosystems with the need to maintain vibrant economies and equitable social systems in this generation and in all generations to come.
- [Positive Discipline](#) uses democratic classrooms and practices that build mutual respect to help students solve problems and encourage positive behaviors.
- Family involvement: STEM is built on the [partnership between families](#), the [PTA](#), and the school. Our community values volunteering, community events, communication, honors the contributions of families' time, treasure and talent, and supports guardians as full partners in their children's education.

Develop rigorous *STREAM skills* to ask and answer *audacious* questions.

- [The Next Generation Science and Engineering Standards](#) provide guideposts for integrated curriculum. Students will learn to ask questions, plan and carry out investigations, and engage in using data.
- Technology will be utilized by teachers and students to move from enhancing to transforming learning. The [SAMR Model](#) [Substitution, Augmentation, Modification, Redefinition] encourages technology use that creates innovative connections and new learning tasks.
- Reading instruction utilizes the district adopted Center for the Collaborative Classroom (CCC) curriculum and [Balanced Literacy](#) practices to teach reading and writing skills, and integrate literacy into content areas and PBL projects.
- Engineering curriculum will teach students to define problems, develop and test models, and design solutions.
- Arts education will develop creativity, risk taking, and communication skills. Students will explore scientific illustration, technical drawings, construct models, and participate in visual and performing arts integrated into PBL and science and engineering tasks.
- Mathematics: Elementary classrooms use enVision math with an emphasis on conceptual develop and mathematical communication 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.

Use [Project Based Learning](#) to tackle real world challenges.

- K-8 STEM students participate in big and small learning projects that explore real world problems and challenges. Project Based Learning experiences are based on inquiry and rigorous standards, integrate curriculum, and produce public displays of collaborative work. Students must communicate their learning to others. PBL will nurture lifelong scholars who love learning.
- Community Partnerships: Learning takes place inside the school and out, in cooperation with community, business and higher education partners.
- Partnerships provide human talent, facilities, technology and other resources necessary to prepare students for the ever-changing world of work and education. Louisa Boren STEM K-8 will seek to partner with organizations that recognize the value of inspiring and preparing all students to follow a STEM education and career pathways that will fill the critical gaps in the STEM workforce. Throughout all grades we will work to develop opportunities for students to explore career and educational options, including visits by STEM professionals and tours of regional STEM industries.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

Students grades 3-5 will increase from 59% to 75% responding favorably to "Adults take action when students are being mean"

Students grades 6-8 will increase from 52% to 70% responding favorably to "Adults at school take action to stop hurtful or mean behaviors."

One-year Goal:

Students grades 3-5 will increase from 70% to 85% responding favorably to "If someone is treated unfairly because of their culture or background, adults here take action."

Students grades 6-8 will increase from 53% to 70% responding favorably to "Adults take action to address racial issues and acts of racism at school."

Student Outcome Focused Governance

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

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

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:

STEM K-8's vision aims to develop equity-driven classroom communities that support success for students of all genders, races, and cultures. We believe culturally responsive teaching is built on motivation. Teachers and students work together to build motivation *by* enhancing inclusion, facilitating relevant learning, providing challenging learning experiences, and helping students see their effectiveness and recognize and value differences.

Adults taking action and helping students see and repair hurtful experiences is a vital way to build community, welcoming environments, and support learning.

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:

- PLC meetings 2 times/month to conduct standards-based planning and/or analyze student data
- Focusing on student discourse: structured discussions (including think-pair-share, partnerships, Socratic seminar, math talks, lit circles, jigsaw)
- Pedagogy of Voice strategies (Talk less, smile more; Questions over answers; Ritualize reflection and revision; Make learning public; Circle up; Feedback over Grades)
- Assessing and responding to measures of student agency
- Integrating literacy, science, and math standards in Project Based Learning.
- Implementing Tier 1 and Tier II restorative practices in all classrooms.
- Implementing STEM K-8 Essential SEL Practices for Adults and Students: Charters, Circles, Democratic Routines, 5:1 Ratio, Mood Meter, Peace or Calm Down Corner
- Creating consistency and accountability for shared responses to unexpected behavior and an expectations matrix defining expectations for common areas
- Family engagement in seeing student data, setting student growth goals and strategies

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

- Professional Development on Tier II Restorative Practices
- Seattle Public Schools Universal Design for Learning Professional development
- Continued planning of Pedagogy of Voice Strategies
- Aligning Wednesday PD calendar to support integration of professional development, formative data analysis, collaborative planning, coaching, and peer and instructional walk throughs.

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:

- Emphasis on PLC's and collaborative teacher evaluation of data (teacher efficacy).
- Universal screening to identify students' needs, while individually tracking the performance of BIPOC and multilingual students, and students who receive special education services.
- Assessment of and promotion of strong Tier 1 practices as a first step in intervention.
- An emphasis on early identification and intervention to address students' academic, behavioral, and social emotional needs, along with ongoing assessment, monitoring, and follow up.
- Collaboration with families, educators, and school support staff (OT, PT, Speech, Psych, Interventionist, multilingual staff, and social worker) to develop interventions based on student strengths and areas of need.
- Individualized intervention plans with research-based strategies and supports for students (reading intervention, social skills, behavior interventions).
- Family engagement support.

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

- Emphasis on PLC's and collaborative teacher evaluation of data (teacher efficacy).
- Universal screening to identify students' needs, while individually tracking the performance of BIPOC and multilingual students, and students who receive special education services.
- Assessment of and promotion of strong Tier 1 practices as a first step in intervention.
- An emphasis on early identification and intervention to address students' academic, behavioral, and social emotional needs, along with ongoing assessment, monitoring, and follow up.
- Individualized intervention plans with research-based strategies and supports for students (reading intervention, social skills, behavior interventions).
- Family engagement support.

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:

Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 32.6% to a target of 62.6% by 2025-26.

One-year Goal:

The percent of 2nd grade Students of Color FFEJ projected proficient or above in the ELA based on MAP will increase from a baseline of 21.7% to a target goal of 31.7% by 2023-24.

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

- Teachers in grades K-2 will use CCC Small Group Reading and SIPPS assessments to organize reading group instruction that will support mastery of foundational reading skills as evidenced by an increase in students scoring at
- Teachers in grades K-2 will use beginning and mid-year DIBELS results to organize and deliver small group reading instruction and identify students in need of SIPPS.
- Teachers delivering SIPPS instruction to students will use
- Teachers in grades K-3 will use teacher-made student surveys that include questions about whether they feel like the teacher likes them, teacher fairness, opportunities to talk and contribute, and opportunities to struggle to address student agency. They will discuss survey results with the class.
- MTSS team will support grades K-3 to analyze DIBELS and Small Group reading assessments to identify students in need of more intensive instruction and progress monitor results.

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:

The STEM K-8 vision emphasizes an anti-racist stance in core beliefs: an emphasis on equity, 21st Century skills that are foundational for student agency, restorative practices that support democratic, student-centered classrooms, PBL projects that develop student agency, and family involvement. Our twice-annual Community PBL nights during which students display their work for a public audience exemplify the connection between the Louisa Boren STEM K-8 vision and Guardrail 3.

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:

- PLC meetings 2 times/month to conduct standards-based planning and/or analyze student data
- Scaffolding for comprehensible input and output, including graphic organizers, written directions, visuals, sentence frames, explicit vocabulary instruction, and structured discussions.
- Focusing on student discourse: structured discussions (including think-pair-share, partnerships, Socratic seminar, math talks, lit circles, jigsaw)
- Pedagogy of Voice strategies (Talk less, smile more; Questions over answers; Ritualize reflection and revision; Make learning public; Circle up; Feedback over Grades)
- Assessing and responding to measures of student agency
- Using formative assessment to plan for instruction
- Integrating literacy, science, and math standards in Project Based Learning.
- Implementing Tier 1 and Tier II restorative practices in all classrooms.
- Implementing STEM K-8 Essential SEL Practices for Adults and Students: Charters, Circles, Democratic Routines, 5:1 Ratio, Mood Meter, Peace or Calm Down Corner
- Creating consistency and accountability for shared responses to unexpected behavior and an expectations matrix defining expectations for common areas
- Family engagement in seeing student data, setting student growth goals and strategies

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

- Professional Development on Tier II Restorative Practices
- Seattle Public Schools Understanding by Design Professional development
- Continued planning and implementation of comprehensible input and output
- Continued planning of Pedagogy of Voice Strategies
- SIPPS use by K-2 Teachers
- Year II enVision Math Implementation
- Aligning Wednesday calendar to support integration of professional development, formative data analysis, collaborative planning, coaching, and peer and instructional walk throughs.

This professional learning will disrupt systemic inequities by...

Restorative practices create an environment of belonging and ownership that support, learning, collaboration and engagement.

Understanding by Design is about planning for multiple ways for students to access instruction and demonstrate learning.

An emphasis on Pedagogy of Voice strategies and student discourse increases student agency and ownership in classrooms and elevates the voice of BIPOC and multilingual students and students who receive special education services.

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:

- Emphasis on PLC's and collaborative teacher evaluation of data (teacher efficacy).
- Universal screening to identify students' needs, while individually tracking the performance of BIPOC and multilingual students, and students who receive special education services.
- Assessment of and promotion of strong Tier 1 practices as a first step in intervention.
- An emphasis on early identification and intervention to address students' academic, behavioral, and social emotional needs, along with ongoing assessment, monitoring, and follow up.
- Collaboration with families, educators, and school support staff (OT, PT, Speech, Psych, Interventionist, multilingual staff, and social worker) to develop interventions based on student strengths and areas of need.
- Individualized intervention plans with research-based strategies and supports for students (reading intervention, social skills, behavior interventions).
- Family engagement.

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

- Emphasis on PLC's and collaborative teacher evaluation of data (teacher efficacy).
- Universal screening to identify students' needs, while individually tracking the performance of BIPOC and multilingual students, and students who receive special education services.
- Assessment of and promotion of strong Tier 1 practices as a first step in intervention.
- An emphasis on early identification and intervention to address students' academic, behavioral, and social emotional needs, along with ongoing assessment, monitoring, and follow up.
- Individualized intervention plans with research-based strategies and supports for students (reading intervention, social skills, behavior interventions).
- Family engagement.

Advanced Learning and Highly Capable Services:

Highly Capable learners are served with leveled reading instruction, differentiation provided within math workshop and writers workshop, and opportunities for extended research and interdisciplinary work during Project Based Learning.

STEM K-8 provides an accelerated scope and sequence of 7th and 8th grade Common Core Standards in Mathematics, offering Math 7th and 8th Compacted to all 7th graders.

STEM K-8 provides all 8th grade students with access to Algebra.

Expanded Learning opportunities for students through afterschool or summer programs:

- Elementary Students qualifying for free and reduced lunch and reading below grade level had the opportunity to participate in Team Read, an organization that promotes reading and writing and relationship building through 1:1 tutoring with a local high school student.
- Students FFEJ who attended summer school in 2022 had the opportunity to reenroll in summer learning opportunities.
- STEM K-8 Out of School Time Opportunities for Fall 2023 LGBTQ+ clubs met for middle school and elementary school during lunch.
- CraftLab, Art with Nature, grades 1-5
- Drama Club, grades 2-8
- Art Club, grades 3-8
- VexRobotics Club, grades 4-8 (BEFORE SCHOOL)
- Mixed Media Art, grades 5-8
- Middle School sports, grades 6-8

Homework Policy:

STEM K-8's homework policy directs that grade level teams create consistent homework expectations that don't exceed the following time requirements: K: 20 minutes of reading and 10 minutes of other homework; 1st-2nd: 20 minutes of reading and 15 minutes of other homework; 3rd-5th: 30-45 minutes of reading and 15-30 minutes of other homework; 6th-8th: 60-70 minutes of homework including reading.

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

Three-year Goal:

The percent of 7th Grade Students of Color FFEJ proficient or above in math on the SBA will increase from a baseline of 25% to a target of 66% by 2025-26.

One-year Goal:

The percentage of 6th Grade Students of Color FFEJ projected proficient or above in Math based on the MAP will increase from a baseline of 33.3% to a target goal of 43.3% by 2023-24.

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

- Teachers in grades 4-8 will use Envision unit assessments.

- Teacher-made student surveys that include questions about whether they feel like the teacher likes them, teacher fairness, opportunities to talk and contribute, and opportunities to struggle to address student agency.
- Weekly formative exit tickets based on ongoing learning targets. Exit tickets assigned on Wednesday and reviewed as a full class on Thursday. Data collected on student performance and used as a measure of growth over the course of a unit of instruction
- One or more summative, standards-based assessments per unit of instruction, with opportunities for students to retake assessments and improve their score.
- Goal setting and tracking for 7th grade Math Empowerment students. Student goals focus on successful mathematical habits, e.g.: asking questions, listening to others, etc. Students self-assess goal progress in Math EMP.

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:

The STEM K-8 vision emphasizes an anti-racist stance in a number of core beliefs: an emphasis on equity, 21st Century skills that are foundational for student agency, restorative practices that support democratic, student-centered classrooms, PBL projects that develop student agency, and family involvement. Our twice-annual Community PBL nights during which students display their work for a public audience exemplify the connection between the Louisa Boren STEM K-8 vision and Guardrail 3.

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:

- Teaching all 7th graders compressed 7th/8th Common Core curriculum so that all 8th graders can take Algebra and be ready for advanced math in high school.
- Providing a math empowerment class for struggling students that provides additional learning opportunities by pre-teaching and reviewing grade level content and offering additional collaborative problem solving.
- General pedagogical approach of learning *through* problem-solving, rather than learning *for* problem-solving. Open-ended tasks in which students devise their own solution strategies and share their approaches with their classmates. Rooted in NCTM's "5 Practices."
- Weekly instructional routines for 7th and 8th grade math students.
 - Routines for Reasoning: Number Talks and Problem Strings every Monday
 - Small group tasks every Tuesday and Thursday. One table group selected at random to lead full-class discussion of the task, promoting accountability and engagement.
 - Formative assessment: exit ticket every Wednesday, reviewed as a full class every Thursday
 - Low-stakes formative practice work every Friday. Students work in self-selected groups, teachers available to offer support.
- Implementing Tier 1 and Tier II restorative practices in all classrooms.

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

- Professional Development on Tier II Restorative Practices
- Seattle Public Schools Understanding by Design Professional development
- Continued planning and implementation of comprehensible input and output
- Continued planning of Pedagogy of Voice Strategies
- SIPPS use by K-2 Teachers
- EnVision Math Implementation
- Aligning Wednesday calendar to support integration of professional development, formative data analysis, collaborative planning, coaching, and peer and instructional walk throughs.
- This professional learning will disrupt systemic inequities by...
- Restorative practices create an environment of belonging and ownership that support, learning, collaboration and engagement.
- Understanding by Design is about planning for multiple ways for students to access instruction and demonstrate learning.
- An emphasis on Pedagogy of Voice strategies and student discourse increases student agency and ownership in classrooms, and elevates the voice of BIPOC and multilingual students and students who receive special education services.
- Promoting student talk creates more democratic classrooms where all voices and ideas are heard and respected.
- Practice with language and discussing ideas is essential to initiate and cement learning for multilingual students and others.
- Promoting student talk provides a powerful assessment tool to inform instruction.
- Promoting student talk encourages ownership and agency in the classroom.

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:

- Emphasis on PLC's and collaborative teacher evaluation of data (teacher efficacy).
- Universal screening to identify students' needs, while individually tracking the performance of BIPOC and multilingual students, and students who receive special education services.
- Assessment of and promotion of strong Tier 1 practices as a first step in intervention.
- An emphasis on early identification and intervention to address students' academic, behavioral, and social emotional needs, along with ongoing assessment, monitoring, and follow up.
- Collaboration with families, educators, and school support staff (OT, PT, Speech, Psych, Interventionist, multilingual staff, and social worker) to develop interventions based on student strengths and areas of need.
- Individualized intervention plans with research-based strategies and supports for students (reading intervention, social skills, behavior interventions).
- Family engagement.

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

- Support for strong Tier 1 instruction.
- Emphasis on PLC's and collaborative teacher evaluation of data (teacher efficacy).
- Universal screening to identify students' needs, while individually tracking the performance of BIPOC and multilingual students, and students who receive special education services.
- Assessment of and promotion of strong Tier 1 practices as a first step in intervention.
- An emphasis on early identification and intervention to address students' academic, behavioral, and social emotional needs, along with ongoing assessment, monitoring, and follow up.
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- Family engagement.

Advanced Learning and Highly Capable Services:

Highly Capable learners are served with leveled reading instruction, differentiation provided within math workshop and writers workshop, and opportunities for extended research and interdisciplinary work during Project Based Learning.

STEM K-8 provides an accelerated scope and sequence of 7th and 8th grade Common Core Standards in Mathematics, offering Math 7th and 8th Compacted to all 7th graders..

STEM K-8 provides all 8th grade students with access to Algebra.

Expanded Learning opportunities for students through afterschool or summer programs:

- Elementary Students qualifying for free and reduced lunch and reading below grade level had the opportunity to participate in Team Read, an organization that promotes reading and writing and relationship building through 1:1 tutoring with a local high school student.
- Students FFEJ who attended summer school in 2022 had the opportunity to reenroll in summer learning opportunities.
- STEM K-8 Out of School Time Opportunities for Fall 2023 LGBTQ+ clubs met for middle school and elementary school during lunch.
 - CraftLab, Art with Nature, grades 1-5
 - Drama Club, grades 2-8
 - Art Club, grades 3-8
 - VexRobotics Club, grades 4-8 (BEFORE SCHOOL)
 - Mixed Media Art, grades 5-8
 - Middle School sports, grades 6-8

Homework Policy:

STEM K-8's homework policy directs that grade level teams create consistent homework expectations that don't exceed the following time requirements: K: 20 minutes of reading and 10 minutes of other homework; 1st-2nd: 20 minutes of reading and 15 minutes of other homework; 3rd-5th: 30-45 minutes of reading and 15-30 minutes of other homework; 6th-8th: 60-70 minutes of homework including reading.

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:

STEM K-8 will increase two-way communication with parents and caregivers in home languages by increasing the total number of teachers using Talking Points by 200% from 9 to 27 certificated teachers.

Over the next three years In order to create a stronger sense of collaboration, support, and shared responsibility for student success, there will be at least 3 new community partnerships which will provide additional resources and support for students, enhancing their academic performance and well-being.

One-year Goal:

- By the end of 2024 improve two way communication with parents and caregivers in home languages by increasing the total number of teachers using Talking Points by 100% from 9 to 18 certificated teachers.
- To establish at least one new community partnership which will provide additional resources and support for students, enhancing their academic performance and well-being.
- Increase parent participation on school committees from three committees to four.

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:

Guardrail 1 aligns with the values of our school, as it underscores the commitment to educational justice and equity for students of color and their families. By ensuring their active engagement in school and district initiatives, the guardrail promotes inclusivity, diversity, and cultural responsiveness within the educational environment.

Current membership on school committees by parents and caregivers:

- Building Leadership Team (3 members)
- Racial Equity Team (1 member)
- Community Committee (1 member)
- Invitation to participate on hiring committees

Current leadership opportunities for STEM's student leaders:

- Student leadership class
- Middle School and Elementary School LGBTQ+ clubs
- PBL Learning experiences that center student voice and choice and partner with families

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:

- Professional Development on Tier II Restorative Practices
- Seattle Public Schools Universal Design for Learning Professional development
- Continued planning of Pedagogy of Voice Strategies
- Aligning Wednesday calendar to support integration of professional development, formative data analysis, collaborative planning, coaching, and peer and instructional walk throughs.

This professional learning will disrupt systemic inequities by...

- Restorative practices create an environment of belonging and ownership that support, learning, collaboration and engagement.
- Universal Design for Learning is about planning for multiple ways for students to access instruction and demonstrate learning.
- An emphasis on Pedagogy of Voice strategies and student discourse increases student agency and ownership in classrooms, and elevates the voice of BIPOC and multilingual students and students who receive Special Education services

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:

STEM K-8 strives for parent participation in Decision-making.

- Parents are recruited to participate in the Building Leadership Team, Community-PBIS Team, Equity Team, and Safety Team
- Our school Equity Team worked with the PTA to develop a PTA Equity Committee, which overlaps members and works collaboratively with the school Equity Team.
- School staff voted to have a PTA Equity Committee-selected parent member on the Building Leadership Team.
- The PTA and school collaborate closely to support parent input for significant school issues, such as school budget and priorities.

STEM K-8 supports professional development and culturally relevant curriculum development that emphasizes centering identity, student voice, and family input: I.e. Ethnic Studies; Street Data; A Next-Generation Model for Equity, Pedagogy, and School Transformation; Culturally Responsive Teaching of the Brain, by Zaretta Hammond; Cultivating Genius and Unearthing Joy, by Gholdy Muhammed, Project Based Learning, ...etc.

Project Based Learning units incorporate student voice and choice and family and community participation and expertise, e.g. What is Accessibility; How humans affect Salmon habitat, Community-based Passion projects.

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:

STEM K-8's vision aims to develop equity-driven classroom communities that support success for students of all genders, races, and cultures. We believe [culturally responsive teaching](#) is built on motivation. Teachers and students work together to build motivation by enhancing inclusion, facilitating relevant learning, providing challenging learning experiences, and helping students see their effectiveness and recognize and value differences.

STEM K-8's instructional focus for '23-24 concentrates collaboration and professional development on Restorative Practices, Street Data strategies and measures for student voice, and beginning to explore Universal Design for Learning practices.

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:

- Professional development and collaboration that provide explicit opportunities for staff to connect and build relationships.
- Collective development of staff charter.
- Providing clear PLC structures, expectations, protocols, and opportunities for reflection.
- Structured opportunities for grade band, grade level, and whole staff collaboration.
- Transparency in school processes and procedures as represented in online One Note Staff Handbook and Notebook of Committee and Team meeting minutes.
- Modeling of and opportunities for staff to explicitly plan for well-being and joy.
- Stipended Sunshine committee to support staff social interactions.
- Developing and modeling Restorative Practices with staff before
- Providing Professional Development calendar that integrates school professional development, assessment, and staff workload demands with collaborative opportunities.
- Providing multiple venues and opportunities for staff input, leadership, and participation through committees, staff meetings, and surveys.
- New staff orientation and monthly check ins for new staff.
- Assign new staff TLC mentor-check in to support transition and belonging.

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

- School-wide Equity Team that plans professional development, events, and practices to implement inclusive, anti-racist procedures and measure the impact on students and adults.
- Facilitated staff circles to model, experience, and practice Tier I and Tier II restorative practices.
- Collective development of staff charter.
- Recruitment and hiring STEM BIPOC community members for hourly, classified, and certificated positions.
- Supporting BIPOC staff to participate in alternative routes to certification.
- Recruiting and prioritizing culturally responsive and anti-racist experiences when hiring.
- Recruiting diverse caregivers to provide input and participation in school-wide committees.

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

- Four TLC Positions that facilitate participation and leadership in Middle School, Equity Team, Community-PBIS, and Professional Development.
- Staff co-facilitators or facilitators for school-wide committees: Building Leadership Team, Community-PBIS Team, Safety Team, and Equity Team.
- PLC facilitators responsible for facilitating and preparing for PLC's.
- Intentional recruitment and support for BIPOC staff to participate in school leadership and certification processes.
- Recruitment and encouragement of staff to take on other leadership roles; e.g. educational technology, subject matter leads, sunshine committee, safety patrol-Playworks
- Encouraging classified staff to participate in leadership opportunities on Building Leadership Team, Building Safety Team, Playworks, Athletics

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: LAP

Amount: .5 FTE

How will funds improve student learning? .5 Interventionist will coordinate MTSS Process, support assessment practices, and train and support K-2 teachers to use SIPPS.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Building

Amount: .2 FTE

How will funds improve student learning? Middle school math teacher will teach Math empowerment assigned as elective for students needing additional math support. Math intervention will be.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Building

Amount: \$6000

How will funds improve student learning? Hourly lunch supervisor will be trained as a playworks coordinator to support safe and welcoming playground activities.

Academic Year: 2023-2024

Funding Type: TLC Stipends

Funding Source: Building

Amount: \$3600

How will funds improve student learning? TLC stipends will be used to support Equity and Community-PBIS Coordinators. These roles will support the implementation of Tier 1 and Tier II Restorative Practices.

Academic Year: 2023-2024

Funding Type: .5 MS Teacher

Funding Source: F/R Lunch Allocation

Amount: \$43,465

How will funds improve student learning? Used discretionary allocation to fund .5 MS teacher so that 7th and 8th grade math classes aren't combined and above contract size to more effectively deliver math instruction.