



2023-26 Continuous School Improvement Plan (C-SIP) Licton Springs 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: Licton Springs K-8

Principal: Dante Rhodes

Members of the Building Leadership Team and Parent/Guardian Partners: Dante Rhodes, Carole Johnson, Kirsten Lawhorn, Henry Morgan, Blaine Parce, Jenee Twitchell, Maura Madden

Community Partners (Community Based Organizations): Washington Building Leaders of Change (Wa Bloc), Discover Dance]



[Licton Springs K-8 School Report](#)

[Licton Springs K-8 School Climate Survey](#)

School Overview

We serve a diverse population that includes students who are particularly vulnerable and not well served in other schools. More than forty percent of our students qualify for the Federal Free and Reduced Lunch program; more than 40% receive Special Education services; 10% receive English Language Learning services; and 8% of students are supported via 504 plans, often for neurodivergence. We have a long history of being a safe haven for students and families of color, with more than 57% of students identifying as a race other than White and regularly enroll a high percentage of students that are affiliated with federally recognized and non-federally recognized Indigenous tribes and communities. Additionally, we have a percentage of Middle Eastern and North African students categorized as White who do not identify or present that way. We also serve a significant population of LGBTQIA2S+ students and families. We address the needs of students who have emotional and/or learning difficulties or non-traditional learning styles that may have caused them to slip through the cracks or experience bullying and social stigma. We have a deep commitment to supporting our students' social and emotional well-being. By focusing on restorative practices and justice, we can grow in community together. Because of our staff's deep commitment and special approach to serving our unique population and our partnership with families and support providers, students who have experienced severe trauma, social isolation, behavioral challenges, ableism, racism, classism, sexism, or heterosexism are supported in an inclusive classroom setting in our school community. We can meet the needs of these students because of an inclusive environment where students of varying abilities and backgrounds work side-by-side in a collaborative learning community with a caring, culturally competent educator who is trained to develop a positive, inclusive, and supportive classroom environment. Our staff are determined to unlock the door to learning for every student. Our team's primary concerns are with student belonging and growth--both academic and personal. Everything we do is strategically in place to support students in these two foundational pillars of our school. This is the true measure of a staff and school committed to social justice.

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:

Increase percentage of students reporting "we restore relationships and repair harm after conflicts occur" from 69% to 80% on the Panorama survey by Spring 2026.

One-year Goal:

Increase percentage of students reporting "we restore relationships and repair harm after conflicts occur" from 69% to 75% on the Panorama survey by Spring 2024.

Student Outcome Focused Governance

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

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

Evidence of alignment to student outcome focused governance:

Licton Springs K-8 instills a growth mindset in our students to prepare them for a rapidly changing world by developing critical thinking skills, a global perspective, and our core values of collaboration, respect, equity, innovation, and resilience. Licton Springs K-8 strives for excellence academically, socially, and emotionally while recognizing the uniqueness of individual learners, respecting their funds of knowledge. Our goal is to create an inclusive environment for all scholars. We put social emotional supports and skill building at the forefront of everything we do when considering how we are working to support changing students' behavior.

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:

To meet the three-year learning environment goal, staff will implement a daily block for SEL and use common SEL materials and curriculum. Part of the SEL work is circle time that staff will complete with students to enhance community building. We will partner with WA BLOC to continue our learning on restorative practices, discipline, Tier I supports, and use a positive reinforcement system to acknowledge desired expectations. We will leverage our Racial Equity Team to support our staff by ensuring that we are improving outcomes for our students of color; which includes involving the broader community. Our teachers will engage in PLC's (professional learning communities) to share strategies on how to best support our highest needs of learners. We will also continue to train staff on implementing Universal Design for Learning to better engage and support all students.

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

To support the implementation of the culturally responsive strategies, processes, or procedures, our staff will collaborate with our Racial Equity team and the Department of Racial Equity Advancement to interrupt harm while simultaneously affirming our students and families of color. We will uplift the voices of our students of color and involve family members in our decision-making to get their input. All professional learning will be looked at through a racial equity lens to support our students of color furthest from educational justice, students eligible for special education services, multilingual learners and our advanced learners.

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:

Licton Springs K8 strives to meet the needs of all learners through our Universal Design for Learning (UDL) approach. We have 35% of students that receive special education services and UDL is a researched backed way to enrich our Tier I practices so that all types of learners can access the curriculum. We meet as an MTSS team to review supports that students need and work together to provide them those resources. We have an academic interventionist that

reviews student progress and provides intervention to them. In addition, we have our multi-lingual teacher to support students whose first language is not English as well as tutors to help our students in the areas of reading and math.

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

We have a Social Worker and Counselor whose schedule is split up to ensure that we have a mental health professional at our school daily to support students' Social and emotional needs. We use Second Step curriculum and Zones of Regulation to help students learn self-regulation and emotional control skills. We have a Tier I support system team that meets to look at how our systems are changing student behavior and what else we can do to ensure students are able to be set up for success in the learning environment. In addition, we have clear expectations in each school area for students to know what to expect. We have a strong focus on restorative practices and our goal is to use this approach to help students solve problems between each other. We will share this with our community so this practice can continue in the home and community.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

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

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

School Three-year Goal:

The percentage of all students projected proficient or above in ELA on the SBA will increase from a baseline of 46% to a target goal of 70% by 2025-2026.

School One-year Goal:

The percentage of all 2nd grade students projected proficient or above in ELA based on MAP will increase from a baseline of 20% to a target goal of 30% by 2023-2024 school year.

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

Utilizing common formative and classroom-based assessments, along with qualitative data often referred to as "Street Data," is a powerful approach to improving instruction and achieving continuous improvement aligned with our school goals. Teachers provide regular formative assessments aligned with the district's ELA curriculum. This helps us to get valuable insight into each students' strengths, growth areas, and overall class progress.

Teachers will look at assessment data during PLC time and collaborate on what instructional strategies are working and what could be better. Continuous review of these strategies helps us to make data driven decisions and pushes us to adapt our instructional methods, pacing, and resources to increase student achievement. Teachers also use differentiating instruction to ensure all learners can access the curriculum.

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:

Licton Springs K-8 instills a growth mindset in our students to prepare them for a rapidly changing world by developing critical thinking skills, a global perspective, and our core values of collaboration, respect, equity, innovation, and resilience. Licton Springs K-8 strives for excellence academically, socially, and emotionally while recognizing the uniqueness of individual learners, respecting their funds of knowledge. Our goal is to create an inclusive environment for all scholars. We put social emotional supports and skill building at the forefront of everything we do when considering how we are working to support changing students' behavior.

Guardrail 3 emphasizes the need for the behavior of adults and our educational systems to not disrupt the learning that goes on in the classroom because it hinders the development of our students to have a global perspective on our world. Our vision directly aligns with the districts, and this helps to create a more cohesive and inclusive environment that allows all learners the ability to success.

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:

To achieve our Three-Year Classroom Instruction and Academic Success Goal, all staff will implement Universal Design for Learning strategies, including culturally responsive teaching strategies, daily to help support all learner, especially students of color furthest from educational justice. Staff will engage in Professional Learning Communities to collaborate with other grade levels, K-8 on instructional strategies that best support student learning, review data, partner without academic interventionist, etc., The data review will inform teaching practices and culturally responsive materials will be integrated fostering a more inclusive environment.

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

Monthly Professional Learning Communities (PLCs) provide educators with dedicated time for collaboration, reflection on instruction and teaching strategies, and its connection to student data. Our focus on Universal Design for Learning strategies and restorative practices supports our goal for all students to receive the support needed to thrive in our educational system. Vertical alignment of grade levels ensures consistency in content and instruction and supports our large neurodivergent students to know what to expect at different grade levels. In addition, by equipping educators with culturally responsive strategies and tools and fostering collaboration, the professional learning plan empowers educators to mitigate systemic inequities and improve student outcomes in a supportive and inclusive learning 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:

Before we begin MTSS work, we look to see what Tier I supports we can provide for all students to support all learners. By having a strong Tier I practice in place classrooms are more Inclusive of all needs. Universal design for learning (UDL) principles are employed to provide multiple means of representation, engagement, and expression, etc.

Our MTSS structure looks at students as a whole, including their basic needs, Social and Emotional needs, behavior, and academic concerns. It includes various tiers or levels of support, with each level tailored to the specific needs of students. The team approach allows for various perspectives to support the student. Taking data and reviewing data as a team is an integral part of this process. Monitoring this data on a regular basis informs decision making as a school and what supports students and the whole school needs.

Inclusive practices within an MTSS framework emphasize creating an environment where all students, regardless of their unique needs or backgrounds, can access high-quality instruction and support within the general education setting. It recognizes the importance of providing equitable opportunities for every student to succeed.

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

Our MTSS structure looks at students as a whole, including their basic needs, Social and Emotional needs, behavior, and academic concerns. It includes various tiers or levels of support, with each level tailored to the specific needs of students. The team approach allows for various perspectives to support the student. Taking data and reviewing data as a team is an integral part of this process. Monitoring this data on a regular basis informs decision making as a school and what supports students and the whole school needs.

We have an interventionist where students can get more academic support from, a multilingual teacher where students can get language support from, a special education team to provide recommendations for students that need behavioral support, and a team that is representative of all areas of our student population to get different perspective.

Advanced Learning and Highly Capable Services:

For our students in need of advanced learning services, Licton Springs will differentiate instruction by utilizing the Universal for Design Learning (UDL) strategies such as: flexible assessment, collaboration and community, flexible methods, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student.

Students who are achieving well above grade level standards will be provided supports in Reading and Math which is accessible to all educators on the Advanced Learning Hub and Professional Development is provided on the district Professional Development (PD) system, LEARN.

Expanded Learning opportunities for students through afterschool or summer programs:

Our students have access to various childcare centers around our school where families can sign them up for different enrichment activities and tutoring opportunities. Many of these programs offer scholarships for our families that need financial support to remove that barrier. Our PTO is continuously working to find other opportunities for students to have access to after school activities. All students can follow the district process of being accepted into summer learning programs. Our students go on several field trips throughout the year to participate in various cultural, academic, social, etc. Activities to support their growth of the natural world.

Homework Policy:

Homework includes reading every night as we help each student develop the habit of being a lifelong reader. Our school expectation is that students will engage in reading activities at least 30 minutes per night (Kindergarten and 1st Grade students may read for less time at the start of the year, as communicated by their teacher). This can be a combination of reading to an adult, having an adult read to the child, or reading independently as students get older. In addition to nightly reading, students should also use SuccessMaker to continue practicing their math skills for at least 10 minutes a day. This will be reviewed each fall.

Grade K – an average of 10-15 minutes per day, 4 days per week

Grade 1 – an average of 15 minutes per day, 4 days per week

Grade 2 - an average of 20 minutes per day, 4 days per week

Grade 3 – an average of 30 minutes per day, 4 days per week

Grade 4 – an average of 40 minutes per day, 4 days per week

Grade 5-8 - an average of 50+ minutes per day, 4 days per week

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 all students projected proficient or above in math on the SBA will increase from a baseline of 33.3% to a target goal of 74.3% by 2025-2026.

One-year Goal:

The percent of all students projected proficient or above in math on the MAP will increase from a baseline of 37.5% to a target goal of 70% by 2023-2024.

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

Utilizing common formative and classroom-based assessments, along with qualitative data often referred to as "Street Data," is a powerful approach to improving instruction and achieving continuous improvement aligned with our school goals. Teachers provide regular formative assessments that are in alignment with the district enVision math curriculum. This helps us to get valuable insight into each students’ strengths, growth areas, and overall class progress.

Teachers will look at assessment data during PLC time and collaborate on what instructional strategies are working and what could be better. Continuous review of these strategies helps us to make data driven decisions and pushes us to adapt our instructional methods, pacing, and resources to increase student achievement. Teachers also use differentiating instruction to ensure all learners can access the curriculum.

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:

Licton Springs K-8 instills a growth mindset in our students to prepare them for a rapidly changing world by developing critical thinking skills, a global perspective, and our core values of collaboration, respect, equity, innovation, and resilience. Licton Springs K-8 strives for excellence academically, socially, and emotionally while recognizing the uniqueness of individual learners, respecting their funds of knowledge. Our goal is to create an inclusive environment for all scholars. We put social emotional supports and skill building at the forefront of everything we do when considering how we are working to support changing students' behavior.

Guardrail 3 emphasizes the need for the behavior of adults and our educational systems to not disrupt the learning that goes on in the classroom because it hinders the development of our students to have a global perspective on our world. Our vision directly aligns with the districts, and this helps to create a more cohesive and inclusive environment that allows all learners the ability to success.

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:

To achieve our Three-Year Classroom Instruction and Academic Success Goal, all staff will implement Universal Design for Learning strategies, including culturally responsive teaching strategies, daily to help support all learner, especially students of color furthest from educational justice. Staff will engage in Professional Learning Communities to collaborate with other grade levels, K-8 on instructional strategies that best support student learning, review data, partner without academic interventionist, etc., The data review will inform teaching practices and culturally responsive materials will be integrated fostering a more inclusive environment.

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

Monthly Professional Learning Communities (PLCs) provide educators with dedicated time for collaboration, reflection on instruction and teaching strategies, and its connection to student data. Our focus on Universal Design for Learning strategies and restorative practices supports our goal for all students to receive the support needed to thrive in our educational system. Vertical alignment of grade levels ensures consistency in content and instruction and supports our large neurodivergent students to know what to expect at different grade levels. In addition, by equipping educators with culturally responsive strategies and tools and fostering collaboration, the professional learning plan empowers educators to mitigate systemic inequities and improve student outcomes in a supportive and inclusive learning 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:

Before we begin MTSS work, we look to see what Tier I supports we can provide for all students to support all learners. By having a strong Tier I practice in place classrooms are more Inclusive of all needs. Universal design for learning (UDL) principles are employed to provide multiple means of representation, engagement, and expression, etc.

Our MTSS structure looks at students as a whole, including their basic needs, Social and Emotional needs, behavior, and academic concerns. It includes various tiers or levels of support, with each level tailored to the specific needs of students. The team approach allows for various perspectives to support the student. Taking data and reviewing data as a team is an integral part of this process. Monitoring this data on a regular basis informs decision making as a school and what supports students and the whole school needs.

Inclusive practices within an MTSS framework emphasize creating an environment where all students, regardless of their unique needs or backgrounds, can access high-quality instruction and support within the general education setting. It recognizes the importance of providing equitable opportunities for every student to succeed.

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

Our MTSS structure looks at students as a whole, including their basic needs, Social and Emotional needs, behavior, and academic concerns. It includes various tiers or levels of support, with each level tailored to the specific needs of students. The team approach allows for various perspectives to support the student. Taking data and reviewing data as a team is an integral part of this process. Monitoring this data on a regular basis informs decision making as a school and what supports students and the whole school needs.

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Advanced Learning and Highly Capable Services:

For our students in need of advanced learning services, Licton Springs will differentiate instruction by utilizing the Universal for Design Learning (UDL) strategies such as: flexible assessment, collaboration and community, flexible methods, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student.

Students who are achieving well above grade level standards will be provided supports in Reading and Math which is accessible to all educators on the Advanced Learning Hub and Professional Development is provided on the district Professional Development (PD) system, LEARN.

Expanded Learning opportunities for students through afterschool or summer programs:

Our students have access to various childcare centers around our school where families can sign them up for different enrichment activities and tutoring opportunities. Many of these programs offer scholarships for our families that need financial support to remove that barrier. Our PTO is continuously working to find other opportunities for students to have access to after school. All of our students are able to follow the district process of being accepted into summer learning programs. Our students go on several field trips throughout the year to participate in various cultural, academic, social, etc. Activities to support their growth of the natural world.

Homework Policy:

Homework includes reading every night as we help each student develop the habit of being a lifelong reader. Our school expectation is that students will engage in reading activities at least 30 minutes per night (Kindergarten and 1st Grade students may read for less time at the start of the year, as communicated by their teacher). This can be a combination of reading to an adult, having an adult read to the child, or reading independently as students get older. In addition to nightly reading, students should also use SuccessMaker to continue practicing their math skills for at least 10 minutes a day. This will be reviewed each fall.

Grade K – an average of 10-15 minutes per day, 4 days per week

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Grade 2 - an average of 20 minutes per day, 4 days per week

Grade 3 – an average of 30 minutes per day, 4 days per week

Grade 4 – an average of 40 minutes per day, 4 days per week

Grade 5-8 - an average of 50+ minutes per day, 4 days per week

Priority Area: Family and Community Engagement

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

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

Three-year Goal: In Progress

One-year Goal:

In collaboration with our Racial and Equity Team (RET), we will hold at minimum three subgroup focus groups meetings this school year, including groups for Black/African, Latinx, Native American, and LGBTQIA2S students and families to identify areas of strength and growth areas with supporting our students of color.

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:

Licton Springs K8 will ensure that parents voice is represented in school in a variety of ways, including on committees such as Building Leadership Team, Racial Equity Team, etc. We strive to include our Special Education population, General Education and K-8 population to get a broad range of perspective. In addition, we make sure to include our families of color within these populations to support our students furthest from educational justice.

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:

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.

- Staff receive training in conducting family conferences during the year to engage families in learning goals for students and to build relationships between teachers and families and to connect families with each other.
- Staff receive training in culturally responsive conferences each fall so that conferences are focused on hearing each family's hopes and dreams for their child and not just one-way teacher sharing of data.
- New staff receive additional training to prepare for conferences to ensure they understand the goals for conferences at our school and how to best partner with parents.
- Parents receive information about strategies to help them prepare for conferences so that they can get the most out of this time with their child's teacher.
- The staff handbook, reviewed by staff each year, contains information for staff on how best to communicate with parents, especially when emotions are strong.
- Staff participate in the Individual Education Plan and 504 Team meetings for students that receive extra services. This ensures that staff working with a child have a better understanding of their strengths, learning differences, and any needs for accommodation. As parents are always part of this team, it also allows parents to be heard and always included in any decisions made about the child and their education.

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:

- Families are encouraged to join our Building Leadership Team so we can have their representation on the team. This allows them to provide input and make decisions on matters that directly affect them. These groups meet regularly to discuss policies, programs, and initiatives, ensuring that families have a meaningful voice in shaping our school's direction.
- Engaging in Collaborative Decision-Making processes that involve families in policy development, program planning, and evaluation. Seeking input from families through surveys, focus groups, and regular meetings, allowing them to contribute ideas and perspectives and be part of the decision-making process.

- Collaborate with families to develop policies, procedures, and guidelines that reflect their needs and experiences. Involve families in the drafting and review process to ensure their perspectives are considered, and co-create policies that promote equity, inclusion, and meaningful family engagement.
- Ensure transparent communication with families by providing clear and accessible information about programs, policies, and decision-making processes. Use multiple channels, such as newsletters, school websites, and community meetings, to keep families informed and engaged.
- Culturally Responsive Practices: Recognize and respect the diverse cultures, languages, and backgrounds of families. Provide interpreters, translations, and cultural liaisons when necessary to facilitate effective communication and participation of all families, particularly those from marginalized communities.
- Regularly evaluate family engagement efforts and seek feedback from families to assess the effectiveness of strategies implemented. Use this feedback to improve and refine practices, ensuring that the voices of families are genuinely heard and considered.

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:

Licton Springs k-8 aims to prepare our students for a rapidly changing world by developing critical thinking skills, a global perspective, and our core values of collaboration, respect, equity, innovation, and resilience. Licton Springs K-8 strives for excellence academically, socially, and emotionally while recognizing the uniqueness of individual learners. Our goal is to create an inclusive environment for all scholars. We put social emotional supports at the forefront of everything we do when considering how we are disciplining students.

Guardrail 3 emphasizes the need for the behavior of adults and our educational systems to not disrupt the learning that goes on in the classroom because it hinders the development of our students to have a global perspective on our world. Our vision directly aligns with the districts, and this helps to create a more cohesive and inclusive environment that allows all learners the ability to success.

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:

Licton Springs is dedicated to fostering a sense of belonging and building strong relationships among our students, staff, and families. To achieve this, we will incorporate culturally responsive strategies, processes, and procedures that prioritize the importance of inclusivity and connection. We will actively create opportunities for students to see themselves and their cultures represented in the curriculum, classroom materials, and school environment. Additionally, we will implement restorative practices that encourage open dialogue, active listening, and understanding among students, fostering a supportive and empathetic community. By embracing these culturally responsive approaches, we are committed to cultivating an inclusive and welcoming environment where every individual feels a sense of belonging and valued relationships are at the core of our educational experience.

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

In our ongoing commitment to fostering a culturally responsive and anti-racist work environment, we have implemented various strategies, processes, and procedures to ensure inclusivity and equity for all staff members. Our Racial and Equity team will continue the work of providing staff with the skills to speak up at school, which will empower us to address prejudiced remarks and actively challenge racist dialogue. We will encourage staff members to interrupt and confront any instances of bias, while also providing support through questioning, educating, and echoing. We will establish an accountability system, where staff members can work together to hold each other accountable and practice interrupting racist dialogue. By engaging in these practices collectively, we aim to create a safe and supportive environment where everyone feels valued and respected.

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

Our school's plan prioritizes the integration of culturally responsive strategies, processes, and procedures to support the implementation of Leadership Opportunities. One essential component of this plan is the establishment of a culturally diverse and representative RET (Race, Ethnicity, and Traditions) team. This team aims to ensure that the perspectives and experiences of all students and communities are recognized and valued. We are committed to providing opportunities for growth and leadership through the formation of a BLT (Building Leadership Team) and a Teacher Leadership Cadre. These platforms will enable teachers to contribute their expertise and collaborate in decision-making processes that shape our school's direction. We have designated a PGES (Professional Growth and Effectiveness System) lead who will support teachers in their professional development and growth. The establishment of a Safety and belonging team will ensure a safe and inclusive learning environment. Additionally, various other committees started in the 23-24 school year to plan and organize culturally relevant events that celebrate the diversity of our school community. We value the input of all stakeholders, and therefore, schedule input meetings will be held regularly to gather perspectives and suggestions for improving our school. Lastly, we recognize the importance of inclusive hiring practices and will establish hiring committees that prioritize diversity and equity. By implementing these culturally responsive strategies, processes, and procedures, we aim to foster an environment that values and supports the leadership potential within every member of our school community.

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: Combined

Funding Source: Per pupil, equity, and preschool administration

Amount: \$59,695

How will funds improve student learning? Our discretionary funds are used to fund additional reading/math intervention FTE that Title and LAP funds do not fully cover. In addition, this money also funds supplies and an office assistant.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: LAP Instruction

Amount: \$82,623

How will funds improve student learning? Tutors and interventionist for math/ELA

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Title 1

Amount: \$33,500

How will funds improve student learning? Intervention for math/ELA