



Continuous School Improvement Plan (CSIP)

**Louisa Boren STEM K-8**  
2016 - 2018

Principal  
**Ben Ostrom**

## School Overview

### Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District’s plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school’s goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

The STEM K-8 Building Leadership Team reviewed and approved the 2016-2018 CSIP on June 15, 2017

### Mission and Vision

Mission	Vision
Louisa Boren STEM K-8 Scholars: <ul style="list-style-type: none"> <li>• Grow 21<sup>st</sup> Century readiness in a community that values equity, sustainability, and the whole child.</li> <li>• Develop rigorous STREAM skills to ask and answer <i>audacious</i> questions.</li> <li>• Use Project Based Learning to tackle real world challenges.</li> </ul>	Develop 21 <sup>st</sup> Century readiness in a community that values equity, sustainability, and the whole child.

### Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

**ALO (or HC -highly capable): Advanced Learning Opportunities.** Building based program that serves students with a designation of advanced learners.

**BLT: Building Leadership Team.** A school’s advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school

budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

**Career Ladder Teachers.** teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

**ELL: English Language Learners.** Students who have been identified as needing additional support learning English.

**IEP: Individualized Education Plan.** An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

**MTSS: Multi-Tiered System of Support.** Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

**PD: Professional Development.** Instruction and learning activities for teachers to improve or broaden instructional practice.

**PLC: Professional Learning Community.** A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

**RULER- Recognizing Understanding Labeling Expressing Regulating:** a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

**SMART Goal.** Specific, Measurable, Attainable, Realistic and Timely

**SIT: Student Intervention Team.** A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

## School-Wide Programs/Multi-Tiered System of Support

**Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.**

STEM K-8 reviewed a variety of data in different areas to conduct a needs assessment to determine goals to help targeted students meet grade level standards.

- Literacy: Fountas and Pinnell Benchmark literacy assessments are administered to all students, and results reviewed three times yearly by the Literacy Team, for individual and group progress monitoring purposes. The Basic Phonics Skills assessments is given to primary students. Smarter Balanced Assessments data is reviewed for grades 3-7. Grade level writing prompts were administered for all students in grades K-7.

Spring 2017 ELA SBA Data

Grade	Number of Students Tested	Percent Proficient
Grade 366	56%	
Grade 475	49%	

Grade 556	66%
Grade 651	61%
Grade 750	70%

- Mathematics: Smarter Balanced Assessment results are reviewed for grades 3-7. Staff meet weekly in PLC's to plan and analyze formative assessments of emphasis standards in mathematics. Moby Max math assessments are used to help identify student readiness for grade level math standards and track progress. STEM K-8 staff and leadership will identify an interim assessment for 17-18 school year to support progress monitoring for math standards three times/year. We also administered and reviewed a staff math practices survey.

#### Spring 2017 Math SBA Data

Grade	Number of Students Tested	Percent Proficient
Grade 367	54%	
Grade 473	42%	
Grade 556	63%	
Grade 652	48%	
Grade 749	53%	

- Climate: Student and family climate survey results, a STEM staff-created 3-5 Student Respect survey, a Staff Positive Behavior Interventions and Supports (PBIS) survey, and student attendance and discipline data were all reviewed to set goals, identify students in need of intervention, monitor progress, and make adjustments to PBIS plans and practices.

### **We will use research-based strategies that help targeted students.**

STEM K-8 will a variety of research-based strategies to support the success of all students.

- Planning lessons and communicating learning targets based on a common core standard that include a strategy and purpose.
- Providing balanced literacy practices that include phonics in primary, shared reading, interactive read alouds, guided reading, independent reading, and daily writing opportunities. Using F&P Benchmark assessments to target reading levels and skills.
- Using PLC's to develop math units based on grade level sequences of common core standards, identifying shared assessments, and analyzing student work. Using a math workshop model to deliver math instruction that emphasizes conceptual development and math communication.
- Teaching Project Based Learning (PBL) units based on the Buck Institute model that involve student voice and choice, extended research, interdisciplinary work, multiple opportunities for feedback and assessment, and collaboration skills.
- Teaching school wide behavior expectations that are supported by Positive Behavioral Interventions and Supports (PBIS). Implementing the Ruler social and emotional learning curriculum.
- Advanced Learners are served with leveled reading instruction, differentiation provided within math workshop, and the opportunities for extended research and interdisciplinary work in PBL.
- Students who receive Special Education services are supported with leveled reading instruction, differentiation provided within a math workshop model, Leveled Literacy Intervention, an emphasis on math discourse, and collaborative planning in PLC's that includes analyzing student work.
- Students who qualify for ELL services are supported by leveled small group reading instruction that emphasizes vocabulary and comprehension, differentiation provided within a math workshop model, an emphasis on math communication, collaborative planning in PLC's that includes analyzing student work, and the development of vocabulary and learning context provided by PBL.

- Latino and African American students are supported by collaborative planning in PLC's that includes analyzing student work; PBL's emphasis on student voice and choice, multiple opportunities for feedback, and collaboration; and the identification of staff practices based on positive beliefs and positive relationships to build school climate.

### **Our school offers professional development that is high quality and ongoing.**

STEM K-8 staff learning is based on a year-long professional development calendar and staff work in grade level Professional Learning Communities (PLC's).

- The professional development calendar is built from needs assessments (see above) and input from three school-wide committees: Community/PBIS Team, Science, Technology, Engineering, and Math (STEM) Team, and Literacy Team.
- Professional development is led by the principal, career ladder teachers, and committee members.
- 2017-18 priorities for professional development include implementation of the Center for Collaborative Classroom (CCC) curriculum adoption, F&P assessment roll out, Ruler, math discourse, and math differentiation.
- STEM K-8 staff participate in weekly grade level PLC meetings focused on either unit planning or looking at student work. During unit planning staff identify focus standards for instruction, formative assessments, and key instructional strategies. When looking at student work, staff analyze student work or assessments for evidence of learning and next steps for instruction.

### **Our school will increase parent/family engagement.**

STEM K-8 works closely with school parents STEM K-8 PTA to facilitate family participation in different aspects of school life.

- Three parents serve on the Building Leadership Team, one for primary, intermediate, and middle school grades.
- An Equity team composed of parents and staff is leading the development of school equity plans.
- A PTA advocacy committee educates and mobilizes families around community concerns.
- Staff and school connect with parents via Schoology, weekly newsletters, blogs, One note, Twitter, Class Dojo, class Wiki's, email, and more.
- PTA Executive officers and the principal meet monthly to coordinate family-staff agendas and decision-making.
- General PTA meetings are used to support parent learning and engagement in school priorities and decision making.
- 2016 and 2017 Parent Survey results were not available to include in this CSIP.
- 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-7th: 60-70 minutes of homework including reading.

### **Our staff is involved in decision-making.**

STEM K-8 has collaborative decision-making process that emphasizes staff participation in important decisions.

- A Building Leadership Team (BLT) composed of staff, parents, and administrators facilitates communication and the decision-making process. The BLT meets two times per month.

- Three school wide committees established by staff lead decision-making and implementation of instructional priorities, professional development, and instructional resources: a Community/PBIS Team, STEM Team, and Literacy Team
- Committee recommendations are reviewed by the Leadership Team and staff. All agendas and notes for meetings are sent out via email in advance and after. All minutes for meetings are recorded in a One Note STEM K-8 STAFF Notebook available to all staff with separate Tabs for each committee.
- The BLT and staff develop and agree on priorities and goals included in the STEM CSIP.
- All STEM K-8 professional development, curriculum and instruction resource documents, school handbook, and management documents are available to staff on One Drive.

### **We will assist our students to meet standard.**

STEM K-8 identifies and supports the academic and social needs of our students.

- STEM K-8 staff will use the Fountas and Pinnelle (F&P) Benchmark Assessment to prioritize students for small group reading support, literacy intervention and tutoring. Sound Partners is used to support struggling readers in first grade. The F&P Leveled Literacy Intervention system is used to support students performing far below standard in grades 2-7. In 2017-18 Read 180 will be introduced as a reading intervention for grades 6-8.
- STEM Teachers meet in grade level Professional Learning Communities (PLC's) to plan math units aligned to Common Core Standards, and choose formative assessments evidencing student learning. Student work is analyzed to determine instructional needs, and support students with targeted small group instruction in math. Moby Max will be used as a supplemental tool to identify student skill gaps that need remediation in order to access grade level standards. A math intervention class will be offered to grades 6-8 to support students significantly below grade level or struggling to meet math standards aimed at mastering Algebra in 8th grade. STEM staff and leadership will identify an interim math assessment to use three times/year to support individual progress monitoring and group progress towards grade level standards.
- STEM K-8 provides a Continuum of Special Education services, including a Distinct program for students with severe disabilities, Access Program for students with IEP's who can benefit from general education classroom instruction with additional classroom support, and Resource Room program for students who need specially designed instruction in targeted areas. Students with qualifying disabilities are supported with pull out and push in services that modify both assignments and instruction to meet individual learning needs.
- An English Language Learner (ELL) teacher and instructional assistant support teachers and students to address the language needs of ELL students with pull out and push in services.

### **Retain high quality, highly effective, and highly qualified staff.**

STEM K-8 has experienced significant growth during the last three years, adding 6 classes of middle school students, a Special Education Preschool, an inclusion-model SPP preschool, and two Access programs. STEM K-8 supports the attraction and retention of high quality staff by developing common vision, shared decision making, and high quality professional development.

- The STEM K-8 Vision and staff norms are reviewed regularly to guide school priorities, professional development, important decisions, and school staffing and budget.
- New Staff are oriented to STEM's vision and school expectations during a day-long school orientation led by principal Ben Ostrom.
- STEM K-8 staff participate in weekly grade level Professional Learning Community meetings focused on either unit planning or Looking at Student Work. Data team protocols focus collaboration on instruction that responds to student learning evidenced by student work.

- All STEM K-8 professional development, curriculum and instruction resource documents, school handbook, and management documents are available to staff on One Drive.
- For the 2017-18 school year the STEM staff will include 35 certificated teachers with a experience levels ranging from three to 43 years in teaching.
- 4 teachers have less than three years experience; 7 teachers have three- four years experience; 6 teachers have five-nine years experience; 10 teachers have 10+ years experience.
- Please note staff participation in decision-making located in the prior section above.

STEM K-8 identifies and supports the academic and social needs of our students.

- The implementation of Positive Behavioral Interventions and Supports (PBIS) systems are led and managed by a Community-PBIS Team that meets monthly to review goals, plans, concerns, and adjustments to school-wide expectations.
- STEM K-8 is adding a full-time counselor for 17-18.
- STEM K-8 is implementing Ruler during the 17-18 school year. RULER is an evidence-based approach for integrating social and emotional learning into schools. A leadership team of grade level and support staff will be trained as teacher-leaders to train all staff on the Ruler System. Three RULER strategies/tools will be implemented into all classrooms - Mood Meter, Meta Moments and Blueprint.

Attendance and behavior data are used to prioritize interventions from the counselor, administrators, and support staff. Interventions are scaffolded onto the social-emotional instruction and interventions of classroom staff.

### **How do we support the transitions of new students and families into our school?**

A variety of structures support new students and families at STEM.

- At the beginning of the school year STEM hosts separate orientation nights for new families that include representatives from the PTA, Before and After School Care, and school staff.
- STEM K-8 Seattle Preschool Program (SPP) and Special Education Preschool students and families are invited to all school events and programs, during the day and evening.
- STEM K-8 hosts a special program regarding Seattle Public Schools enrollment procedures and enrollment at STEM for STEM preschool families.
- New families arriving during the school meet with an administrator for an intake interview to identify strengths, interests, concerns, and possible support needs. Information from intakes are communicated to teachers, support staff, and secretaries to support transition and expedite services when necessary.
- A LAP instructional assistant supports the immediate assessment of new students with performance concerns to help identify necessary interventions.
- ELL staff host a monthly coffee hour to welcome families, share resources, and answer questions.

### **How do we support students identified as highly capable?**

Advanced Learners are served with leveled reading instruction, differentiation provided within math workshop, and the opportunities for extended research and interdisciplinary work in PBL.

## Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	41,943	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	3,507,884	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	40,961	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	16,033	Building funds to support classroom and building programs.
2017-2018	Combined	Seattle Preschool	165,829	Enables participating students to achieve pre-academic skills and develop socially/emotionally.
2017-2018	Specific Use	Transitional Bilingual	45,353	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	1,422,550	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

## Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

### Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>For the 2015-16 cohort of third grade students on the 2015-16 SBAC, 54% of white students met standard on ELA assessment and 61% of white students met standard on the Math assessment. The corresponding numbers for African American and Latino students meeting standard:            AA ELA--<b>38%</b>            AA Math—25%            Latino ELA--<b>18%</b>            Latino Math—27%  <b>We do not yet have subgroup data yet for Spring 2017 data, so draft subgroup goal at this point is based on Spring 2016 SBA data.</b></p>	<p>95% of STEM K-8 5<sup>th</sup> Grade Latino and African American students will demonstrate mastery or increase one performance level when making sense of and persevering in solving multi-step word problems posed with whole numbers using the four operations (4.OA.A.3/SMP.1), as evidenced by scoring a 3 or higher on a teacher-created rubric, on select end-of-unit assessment word problems, and Amplify/SBA Practice tasks, and teacher-selected or created problem solving tasks on 3 out of the last 5 tasks in comparison to the beginning of the year by May 31, 2018.</p>	<p>Ben Ostrom,            Ben Ostrom,            Joe Roicki,            Ryan Schaedig,            Deborah Giza</p>	<p>5-31-18</p>



### Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Number of students not meeting proficiency on state mathematics assessments.</p>	<p>95% of Grade 5 students will demonstrate mastery or increase one performance level when making sense of and persevering in solving multi-step word problems posed with whole numbers using the four operations (4.OA.A.3/SMP.1) as evidenced by scoring a 3 or higher on teacher-selected or created problem solving tasks, select end-of-unit assessment word problems, and select Amplify/SBA Practice tasks, scored with a teacher-selected rubric, when comparing 3 out of the last 5 tasks administered by May 31, 2017 to a baseline score on a task administered prior to 11/01/2017.</p> <p>5<sup>th</sup> Grade STEM K-8 students will demonstrate at 10% increase in students meeting mastery on the Spring 2018 Math SBA.</p>	<p>Ben Ostrom, Lauren Martin, Deborah Giza, Matt McGavick, David Goldenkranz</p>	<p>5-31-18</p>

### Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Comparing the Spring 2016 SBA Math data with Spring 2017 SBAC math data, all grade except 3<sup>rd</sup> first time takers) cohort SBA mastery scores dropped 2-5 percent. All grade level math SBA scores were below SPS averages.</p> <p>-Out of 67 3<sup>rd</sup> graders tested, 54% tested proficient. -Out of 73 4<sup>th</sup> graders tested, 42% tested proficient. -Out of 56 5<sup>th</sup> graders tested, 63% tested proficient. -Out of 52 6<sup>th</sup> graders tested, 48% tested proficient. -Out of 49 7<sup>th</sup> graders tested, 53% tested proficient.</p>	<p>3<sup>rd</sup>-8<sup>th</sup> Grade STEM K-8 students will demonstrate a 10% increase in students meeting mastery on the 2018 Math SBA for each grade level.</p>	<p>Grade Level Teams, STEM Team</p>	<p>5-31-18</p>

### School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Students of color meeting standard on the SBA at a lower rate than Caucasian students for Reading and Math.</p>	<p>STEM K-8 will improve overall and subgroup measures when comparing the spring 2017 and Spring 2018 scores on the following student climate survey question:</p> <p><i>Adults at school care about me:</i>            Grade 3-5: 71%            Grade 6-7: 64%</p> <p><i>My teacher takes the time to get to know me:</i>            Grade 3-5: 67%            Grade 6-7: 60%            [For this question there is a 29% difference between Middle School African American and White students.]</p> <p><i>My teacher makes me feel included in class:</i>            Grade 3-5: 72%            Grade 6-7: 61%            [For this question there is a 13% difference between Middle School African American and White students.]</p>	<p>Ben Ostrom,            Kim Noble,            STEM staff on            Community-            PBIS Team</p>	<p>6/1/18</p>