



## Continuous School Improvement Plan (CSIP)

Louisa Boren STEM K-8

2016 - 2018

Ben Ostrom, Principal



### 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 2016-2017 CSIP on November 4, 2016

## Mission and Vision

### Mission

#### Louisa Boren STEM K-8 Scholars:

- Grow 21<sup>st</sup> 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.

### Vision

1. **Develop 21<sup>st</sup> Century readiness in a community that values equity, sustainability, and the whole child.**
  - 1.1. **21<sup>st</sup> 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.
  - 1.2. **Equity/Cultural Competence:** STEM K-8 will create classrooms 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. We are committed to creating an environment that supports the recruitment and retention of girls and students from diverse backgrounds.
    - 1.2.1. **Motivational Equity framework**
  - 1.3. **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. **The linked Education for Sustainability Framework requires extensive discussion/exploration before adoption].**
  - 1.4. **Positive Discipline** uses democratic classrooms and practices that build mutual respect to help students solve problems and encourage positive behaviors.

**1.5. 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 children's education.

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

- 2.1. [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.
- 2.2. 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.
- 2.3. Reading instruction utilizes [Balanced Literacy](#) practices to teach reading and writing skills, and integrate literacy into content areas and PBL projects.
- 2.4. Engineering curriculum will teach students to define problems, develop and test models, and design solutions.
- 2.5. 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.
- 2.6. Math curriculum and pedagogy rooted in Singapore Math will be used K-8 to challenge students at different performance levels and prepare all students to take advanced mathematics courses.

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

3.1. 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.

3.2. Community Partnerships: Learning takes place inside the school and out, in cooperation with community, business and higher education partners.

3.2.1. 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.

**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

<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>To start the year. STEM K-8 administers Fountas and Pinnell Literacy assessments to all students, and Basic Phonics Skills assessments to primary students. Staff review student scores on Smarter Balanced Assessments (SBA), student attendance data, and student climate surveys.</p> <p>New middle school students were assessed in mathematics with a Singapore Math end of year assessment.</p> <p>All students in grades K-8 were administered a grade level writing prompt.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>To meet the needs of advanced learners STEM K-8 uses a variety of instructional materials and strategies. In mathematics, the scope and sequence followed by Singapore Math provides an accelerated scope and sequence for the instruction of mathematical skills. Additionally, all classrooms use small group instruction opportunities to provide further challenges to students who have mastered grade level standards. In reading, students' reading levels are used to provide independent reading materials that match reading skills. Project Based Learning (PBL) units involve research and collaboration around open-ended questions. Student choices regarding projects provide access to extended rigor and exploration.</p> <p>STEM K-8 uses Balanced Literacy practices to support reading and writing development.</p> <p>STEM K-8 implements Singapore Mathematics to support accelerated math instruction grades K-7.</p> <p>STEM K-8 utilizes the Buck Institute model for Project Based Learning.</p> <p>STEM K-8 plans Science and PBL units using the Next Generation Science Standards.</p> <p>School wide behavior expectations are supported by Positive Behavioral Interventions and Supports (PBIS).</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>STEM K-8 professional development is based on year-long professional development calendar that is built with 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, committee members, and career ladder teachers.</p> <p>2016-17 priorities for professional development include reading assessment, guided and small group reading instruction, math differentiation and rigor within the math workshop, standards –based planning and assessment, and Project Based Learning.</p> <p>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.</p>
<p>Our school will increase parent/family engagement.</p>	<p>STEM K-8 works closely with the STEM K-8 PTA to facilitate family participation in different aspects of school life. Three parents serve on the Building Leadership Team. 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 weekly newsletter, blogs, twitter, Class Dojo, class Wiki's, email, and more.</p>

<p>Our staff is involved in decision-making.</p>	<p>STEM K-8 has collaborative decision-making matrix that emphasizes staff participation in important decisions. A Building Leadership Team composed of staff, parents, and administrators facilitates communication and the decision making process. Three school wide committees established by staff--a Community/PBIS Team, STEM Team, and Literacy Team, make recommendations regarding instructional priorities, professional development, and instructional resources that are reviewed by the Leadership Team and staff.</p>
<p>We will assist our students to meet standard.</p>	<p>1<sup>st</sup> graders in need of literacy support receive Sound Partners literacy tutoring.  2<sup>nd</sup>-5<sup>th</sup> grade students in need of intensive interventions are targeted for four days/week of Fountas and Pinnell’s (F&amp;P) Leveled Literacy Intervention program.  Students in need of intensive intervention in reading and mathematics are identified through regular formative assessments for daily small group instruction.  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.  English Language Learner (ELL) staff support students with pull out and push in services.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>STEM K-8 supports the retention of high quality staff through the development of a common vision, shared decision making, and high quality professional development. STEM K-8 professional development is based on year-long professional development calendar that is built with input from three school-wide committees: Community/PBIS Team, STEM Team, and Literacy Team.  Professional development is led by the principal, committee members, and career ladder teachers.  2016-17 priorities for professional development include reading assessment, guided and small group reading instruction, math differentiation and rigor within the math workshop, standards –based planning and assessment, and Project Based Learning.  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.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>A variety of structures support new students and families at STEM. At the beginning of the school year there is an orientation night for new families that includes representatives from the PTA, Before and After School Care, and school staff. During the school year all new families meet with an administrator for an intake interview to identify strengths, interests, concerns, and possible support needs. Intake interviews are communicated to teachers, support staff, and secretaries to facilitate transition and expedite services when necessary. ELL staff host a monthly coffee hour to welcome families, share resources, and answer questions.</p>
<p>Our system of support assures our highly qualified staff are supporting students.</p>	<p>STEM K-8 works to identify the academic and social needs of our students. Common literacy assessments are used to prioritize students for small group support in class and tutoring and literacy intervention. Attendance and behavior data are used to prioritize behavior and socio-emotional interventions from the counselor, administrators, and support staff. Tier II and Tier III interventions are scaffolded to the academic and socio-emotional instructional of classroom staff.</p>

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

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	\$2,666,354.00	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	\$41,727.00	Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success of ELL students Descriptive Text
2016-2017	Combined Funds	Self Help	\$78,850.00	Building funds to support classroom and building programs
2016-2017	Combined Funds	PTSA Grant	\$40,000	Funds to support Project Based Learning, staff planning, and enhance technology.
2016-2017	Combined Funds	Free & Reduced Lunch	\$111,007.00	Funding to support MTSS supports at all schools
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$48,594.00	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12
2016-2017	Specific Use Funds	Special Education	\$964,524.00	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP
2016-2017	Combined Funds	Seattle Levy Preschool	\$152,820.00	Funding to support teacher, IA, and tutor to provide full day PreK for qualified students.

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 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:
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	95% of 4 <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, 2017.	Ben Ostrom, Ben Ostrom, Joe Roicki, Ryan Schaedig, Deborah Giza	5-31-16



standard: AA ELA-- <b>38%</b> AA Math—25% Latino ELA-- <b>18%</b> Latino Math—27%			
---	--	--	--

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:
Number of students not meeting proficiency on state mathematics assessments. Large opportunity gaps between the performance of African American and Latino students and white students on state assessments.	95% of Grade 4 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 11/18/2016.	Ben Ostrom, Joe Roicki, Ryan Schaedig, Deborah Giza	5-31

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:
Comparing the 2014-2015 SBAC data with the 2015-2016 SBAC data, there is growth among our current 4 <sup>th</sup> grade students in both ELA (5%) and	95% of STEM students will demonstrate one year or more of reading growth when measuring accuracy and comprehension on a F&P assessment administered in October to one administered in May, 2017. Other assessments used to monitor and target student reading performance will be the Basic Phonics Skills Assessment and teacher-made	Grade Level Teams, Literacy Team	5-31-16

<p>Math (6%). Regarding our current 5<sup>th</sup> grade students, there is a drop in both the ELA (4%) and Math (15%) scores. Regarding our current 6<sup>th</sup> grade students, there is a drop in ELA test scores (9%), but a slight increase in their Math scores (4%). 3<sup>rd</sup> grade SBAC scores represent baseline data. For all grades (except for 4<sup>th</sup> Grade ELA SBA), scores were below SPS averages.</p>	<p>assessments.</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>33% percent of students report positively that “students in my schools treat each other with respect.”</p>	<p>The percentage of students reporting positively that “students in my schools treat each other with respect” will improve from 33% to over 50% when comparing 2016 student climate survey data with 2017 student climate survey data.</p>	<p>Ben Ostrom, Kim Noble, STEM staff on Community-PBIS Team</p>	<p>6/1/17</p>