Steindorf STEAM School
LCAP Board Update
2023-2024

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CAASPP Data

	Percent meeting or exceeding standard	Compared to last year
ELA: Grade 3-8	82%	85% (-3)
Math: Grade 3-8	78%	74% (+4)
Science: Grade 5	72%	71% (+1)
Science: Grade 8	66%	86% (-20)

CAASPP Data-Significant Student Groups

	ELA	Compared to Last Year	Math	Compared to Last Year
English Language Learner	36%	38% (-2)	47%	30% (+17)
Students with a Disability	38%	37% (+1)	40%	34% (+6)
Economically Disadvantaged	44%	61% (-17)	55%	38% (+17)
Hispanic	68%	71% (-3)	58%	63% (-5)

Fastbridge Data

	On/above/low risk 2023	Compared to last year (end of year)
aReading 2-8	92%	91% +1
aMath 2-8	92%	90% +2
Early Reading K-2	89%	81% +8
Early Math K-2	95%	93% +2

# Goal One: High Academic Achievement through PBL and STEAM Integration

Highlights

★ Purchase of updated K-2 units of study in writing (more phonics and grammar embedded)
★ Instructional Aides to support small group instruction in k-2
★ PLCs focusing on looking at data to create intervention groups and set up progress monitoring
★ Instructional Specialist supporting teacher in real time, analyzing data, being a thought partner with the principal
★ Implementation of Building Thinking Classrooms k-8 that aligns to the new California math framework
★ Getting students excited about reading with our book launch
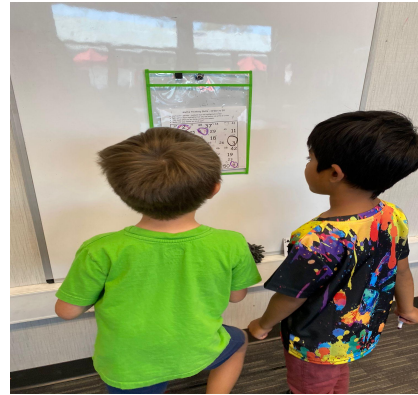
Questions for our MTSS /PLC teams?
● How can we narrow the achievement gap within our subgroups (*it is not about changing them-it is about changing our teaching*)?
● Why did our 8th grade science score dip?
● How can we continue to demonstrate growth in both ELA and Math?
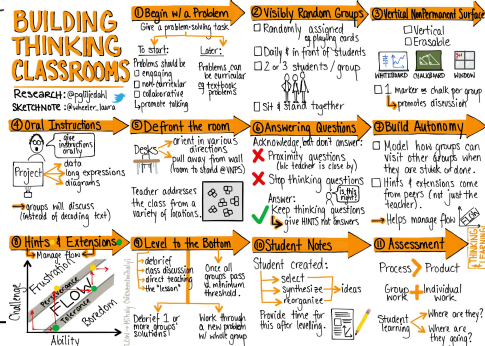
Theme: **Changemakers**

Simply put, a changemaker is someone who is taking creative action to solve a social problem. Thus, whether sparking a global movement or stopping a classroom bully, a founder of a social enterprise or an employee of a multinational company, every changemaker is: • Intentional about solving a social problem.

Current Projects-Driving Questions

1st: How can we as first graders become changemakers and teach others to solve problems that we have in the community?

4th: How can we inspire people to create change in our communities?

5th: Can children be changemakers?

They (students) are getting smart so they can do something that matters in the world-Ron Berger

6th: Growth Mindset: How can we be successful in sixth grade? How can I empower myself to keep trying things are hard?

7th ELA: How can we write a well-crafted realistic fiction short story in order to illuminate the complexities of human nature and society, and how can it inspire empathy and understanding among readers?

7th Math: How can we design a game of chance that not only entertains, but also informs about the likelihood of certain personal/world events?

8th Science: In what ways do we at Steindorf contribute to water pollution in our watershed and can we do better?

Goal Two: Effective Leadership, Teaching and Learning

Highlights:

- 2 day voluntary PD before school started focusing on Integration of core subjects and PBLs (presented by two teachers and myself)
- PLCs-focus on teacher efficacy, data, what to do in small groups and how to challenge students that are performing at grade level
- Prioritising professional development at staff meetings (GLAD, Restorative Practices, Building Thinking Classrooms, Units of Study in reading and writing)
- Teacher book study
- Restorative Practices tier 2 training(community building circles,
- Learning Labs-teachers observing other teachers
- Self -selected professional development
- Instructional specialist co-teaching and modeling readers, writing and GLAD lessons in classrooms.
- IS working with teachers collaborating on best practices for assessment
- IS building in -house PD

Data:

- ❖ 21/23 teachers attended the voluntary 2 day summer PD
- ❖ On the survey question: The training session was beneficial to me as an educator, all but one teacher rated the session a 5!
- ❖ Some of the responses to the question What three Ideas, Strategies, Techniques (that you liked/will take away)?
  - ➢ Review our current PBL's and see if we are doing a main or dessert
  - ➢ Strategies for conferring, small groups and launching workshop
  - ➢ Coming up with a continuum, planning ahead for small groups, different kinds of formative assessments
  - ➢ Making sure to include the Big 5 in my PBL and workshops: sustained inquiry, student -driven, feedback that fortifies, authenticity, and social justice
  - ➢ The Big 5, planning with Big Ideas from curriculum in mind in order to align projects across subjects, feedback that fortifies!

Goal Three: Positive School Environment, Climate and Culture

Restorative Practices
- Address and discuss the needs of the school community
- Build healthy relationships between educators and students
- Resolve conflict, hold individuals and groups accountable
- Reduce, prevent, and improve harmful behavior
- Repair harm and restore positive relationships

Highlights:

- Focus-revamping PBIS (recognition certificates, more consistent shield distribution, PBIS launch)
- Innovative practices to support Tier 2/3 behaviors
- Providing Leadership opportunities-ASB, peer tutoring, student led clubs
- New outdoor teacher space
- Using our MTSS team to look at data and make decisions about school improvement
- Restorative Practices being implemented. We are now participating in Tier 2 training learning about students running circles. In addition to community building circles, we will be learning about running restorative circles

Data:

	2022	2023
I like school		70% K-5
	70% K-5 83% 6-8	78% 6-8
I feel like I do well in school	73% K-5 88% 6-8	81% K-5 85% 6-8
My school wants me to do well	92% K-5 71% 6-8	92% K-5 70% 6-8
My school has clear rules for behavior	95% K-5 91% 6-8	89% K-5 72% 6-8
Teachers treat me with respect	94% K-5 92% 6-8	91% K-5 89% 6-8
Good behavior is noticed at my school	80% K-5 68% 6-8	65% K-5 54% 6-8
I get along with other students	81% K-5 na 6-8	83% K-5 N/A 6-8
I feel safe at school	86% K-5 82% 6-8	82% K-5 84% 6-8
There is an adult who will help me if I need it	88% K-5 81% 6-8	79% K-5 73% 6-8
Students treat each other well	83% K-5 na 6-8	78% K-5 N/A 6-8
The behaviors in my class allow my teachers to teach	na K-5 81% 6-8	N/a K-5 60% 6-8

Goal Four: Strong Parent and Community Engagement

Highlights

- Increase in parents consistently attending HSC meetings
- Almost all of our committee leads are filled
- Increase in volunteers -especially kindergarten families
- Parents on campus sharing expertise for PBLs
- Walk and Roll events that include parent mingle with coffee and refreshments
- First annual International Fair

  Data: Parent engagement survey 2023

- **Positives**
    - Parents feel communication is timely and consistent
    - Parents feel welcome on campus
    - Volunteers are welcome and appreciated
- **Growth**
    - Parents would like more information/classes on how to support their children at home
    - Parents would like more reports about how their children are doing in school
    - Parents feel they would like to be more involved in decision making process

Video from International Fair

QUESTIONS?