



Continuous School Improvement Plan (CSIP)

**Aki Kurose Middle School**  
2016 - 2018

Principal  
**Mia Williams**

## 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.

BLT Approved Budget November 30, 2016

### Mission and Vision

Mission	Vision
<p>Strong Relationships and High Expectations— Every Student Excelling and Cared For—in Our Collaborative Learning Community-Every student Achieves, Everyone Accountable</p>	<p>We strive daily at Aki Kurose Middle School to be a school that:</p> <ul style="list-style-type: none"> <li>• Is a focused learning community-We are committed to providing each and every student Access to high quality teaching and learning.</li> <li>• Is Accountable for making our learning environment safe and personalized. We will build strong relationships and get to know each student and family well.</li> <li>• Holds high expectations for the Achievement of every student. Students will be engaged in culturally relevant and rigorous learning activities. We believe that by providing equitable learning opportunities we are helping to prepare</li> </ul>

Mission	Vision
	<p>every student for high school, college and beyond.</p> <ul style="list-style-type: none"> <li>• Celebrates our wonderful diversity. There is a substantial educational benefit from being part of such a vibrant, racially and culturally diverse school community. Family engagement is critically important and is welcomed and appreciated. We must all have a collaborative Attitude for the good of ALL students.</li> <li>• Always provides students with what they need to grow academically, socially and emotionally by constantly Assessing for learning</li> </ul>

## 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.**

Last year, our concern about student learning was focused on Black Male proficiency in math. After looking at the correlation between positive teacher-student relationships and student success, we saw that in order to boost student growth across the content areas, we would need to develop both technical and relational approaches to instruction in tandem. As we heard from former Aki students, "students don't learn from teachers they don't like, or from teachers they feel don't get them." Our student survey stated that only 47% of students say that "teachers take time to get to know me." Also 61% of students say they have at least one adult they can talk to in the building. Therefore, we want to expand our focus from content instruction professional development to a relational to better support our students. The work from last year showed that there is a strength in how students feel in class that we can build upon. Last year our Black Male 8th grade students were asked questions about how they felt in their math classes. 40% of students identified feeling pleasant in the classroom. When asked how the teacher makes them feel as a learner, students only chose capable and excited; they did not select frustrated or uninterested. Additionally, 72% of students identify that they "work hard to learn in school" as well as 70% said "I have clear goals for my future." Also, 69% of students identify that "I keep working toward my goals even if I experience problems." These traits of our students help support our goal of math proficiency as long as we learn from our students how to utilize these traits to support learning.

Aki Kurose has the following academic offerings for its students: Aki Kurose offers a wide variety of classes to our students to provide the most diverse education possible while still focusing on the fundamentals. Course offerings include basic mathematics, art, science, physical education, language arts, social studies, U.S. history, world cultures, Spanish, Arabic, drama, media, digital photography, music, algebra, English language literacy, reading, health, street soldiers, dance, yearbook, and culinary arts. Aki provides most of these courses during our regular school day. A variety of extra-curricular classes and programs to engage youth in positive character building activities are also offered after school through the Families and Education Levy funds.

Aki Kurose Academy is proud to offer our building's resources to better serve our community's needs. Listed below are a few of the services offered at Aki Kurose, both to the general public and/or the students and their families enrolled in our school program. Aki Counseling Department Aki offers a wide variety of counseling services to meet the needs of our diverse student body.

City Year unites young people of all backgrounds for a year of full-time service, giving them the skills and opportunities to change the world. As tutors, mentors and role models, these diverse young leaders make a difference in the lives of children, and transform schools and neighborhoods in 19 U.S. locations and one in Johannesburg, South Africa. Just as important, during their year of service corps members develop civic leadership skills they can use throughout a lifetime of community service. Major corporations and businesses participate in our mission by serving as strategic partners, team sponsors, and national leadership sponsors. Together we're building a citizen service movement that is larger than our organization, our lifetime, and ourselves. InvestED - is committed to improving the quality of life among needy secondary students in communities throughout the state of Washington, by supporting schools to encourage students to stay in school, return to school or get involved within their learning community.

Haas Foundation funds are used to encourage secondary school students to remain in school or return to school. This is accomplished by the Foundation's nurturing the development of a trusting relationship between the student and the school. We believe all students should be treated with dignity. Through the schools' discreet use of Haas Foundation funds, we hope to encourage character development and increased self-esteem in the recipients Seattle Parks and Recreation at Aki offers all kinds of awesome after school programs Monday through Thursday from 3:40 to 4:45 pm at Aki Kurose Middle School with snack and transportation included and has incorporated Aki's ongoing My Brother's Keepers, My Sister's Keepers, Hermanos Unidos, and Hermana Unidas into their programing beginning this year.

Treehouse Tutoring Treehouse program's intensive tutoring program places certified teachers in public schools to provide foster kids with essential tutoring in basic skills. We also offer after-school drop-in tutoring at the Tree House Learning Center, as well as Summer Academy and other school break programs. The Treehouse program has six core programs – Tutoring, Educational Advocacy, College and Career Planning, Little Wishes, Summer Camp and the Warehouse. As part the annual review process for the School Wide Improvement Plan, Aki Kurose staff met to review and analyze data and current goals during September and October Building Leadership Team meetings, and as needed throughout the school year.

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

We address the needs of all students through careful data analysis of the Attendance Behavior Coursework Currency Connection and standards based curriculum/lesson planning that is responsive to student need based on assessment data. Through emphasizing high quality Tier 1 instruction we will reach 80% of our students, thereby allowing us to plan interventions and support plans for the inclusion of Tier 2 and Tier 3 students.

We have student specific instruction/instructional models and programs that meet the needs of our Advanced Learners, Students with Disabilities and English Language Learners, through an inclusion focused model, with the following supports: \* Multi-Tiered Systems of Support (MTSS) Process \* Student Service Support Meeting (SSSM) \* Student Success Plan (SSP)s \* Community Partnerships \* Community in Schools (CIS) \* Diplomas Now (DN) \* City Year (CY) \* Social Emotional Learning (SEL) Small Groups \* English Language Learners (ELL) Content Area Classes \* Curriculum for language acquisition and development \* Systems 44 \* Read 180 \* Access \* Co-teaching \* I Can Learn \* IXL \* Saxon 4\* Success Maker \* Data Meetings – Grade Level Content Area Teams Progress monitoring of our students happens throughout our school system on multiple levels. Data is pulled from both District Resources (Academic Warehouse, Reading Inventory, Washington Comprehensive Assessment Program) and through internal sources (standards-based gradebooks, formative and summative assessments). This data is looked at

through the lens of ABC3 in order to match students to the social, emotional, or academic resources they need for success.

We offer extended learning through our summer school program, Extended Day and Break Camps as well as ongoing teacher and staff support of students outside of the classroom and regular school day. All students are given the opportunity to learn in an enriched environment through instruction and instructional activities that move students out of the Depth of Knowledge (DOK) 1 and 2 range and into the 3 and 4 range. Time is spent in Professional Development (PD) and content area meetings to critique and develop lessons that foster student opportunity to solve real-world problems, to think creatively, and to demonstrate their reasoning.

The principal and other staff will conduct regular classroom walkthroughs. During these walkthroughs the following research based and high leverage teaching moves will be observed:

- Clear teaching points
- Teacher modeling
- Clear use of targeted vocabulary
- Students using evidence to justify their answers and/or reasoning
- Rich and engaging discourse
- Public records of student work, graphic, organizers, word walls, charts
- Ongoing formative assessment
- High levels of student engagement
- Varied and appropriate grouping strategies
- Teachers will work with staff developers from Columbia Teachers College, and the district Literacy Coach to improve and refine instructional strategies.
- After school enrichment and math & chess clubs will continue.
- Aki Kurose continues to offer our Advanced Learning (Spectrum) program, as a result we provide challenging and engaging curriculum and instruction for students performing above grade level.
- Teachers will use the research based Charlotte Danielson Framework for Teaching to guide their planning and goal setting.

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

#### **2017-2018 Aki Professional Development Plan**

Enduring Understanding: All teaching and learning is culturally informed. Essential Question: How does my conceptual understanding of race, culture, and ethnicity help Aki to create a community that gives each and every student what they need to achieve at a higher level? Learning Objective: Members of the Aki community will develop and share an understanding of and commitment to cultural humility to develop and deepen relationships with students for academic, social, and emotional flourishing, through PLC Practice

Our PD will flow through three primary categories while focusing on the soft skills of instruction: Standards Based Grading, Rigor, and Establishing Maintaining and Restoring relationships with students. All staff are involved through our use of Professional Development (PD) days, Professional Learning Communities (PLC)s, and choice-based sessions. Teachers, teacher leaders, and Career Ladder Teachers (CLT)s, are involved in planning and leading sessions. Exit tickets are gathered and professional development is adjusted according to the all-staff feedback. District Tri-Days, early release professional development days and ongoing weekly Professional Learning Communities and meetings are used to maximize professional development and adult learning. Student achievement will be impacted by:

- Creating more frequent rigorous lessons and weekly assessments
- Creating scaffolds and supports so that students can access more rigorous lessons for acceleration versus remediation
- Identifying focus groups from progress monitoring black males and implementing interventions
- Planning small groups for re-teaching or pre-teaching
- Developing instruction and content that is culturally relevant
- Creating supportive classroom environments

We have several days each school year where our staff participates in professional development (PD) based on our schools' professional development plans, and where our data indicate a need for enhanced instruction. The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science. We have access to instructional / content coaches who provide peer-coaching in refining instructional skills and putting into practice the best use of our curricular materials. During the 2016-2017 school year we were fortunate to have three Career Ladder positions of a Demonstration and Mentor teachers support individual teacher professional needs. Professional Development offered: Content Standards-Based Professional Development Professional Growth and Evaluation English Language Learners (ELL) and Special Education Department (SPED) Functional and non-fiction literacy strategies Positive Behavior Support, Smarter Balanced Assessment (SBA) and other school assessment data training professional learning community groups-Social Skills/ Bullying, Cultural Competence, Rubrics of Language Arts and Content Areas, Inclusion, Standards Based Grading

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

Aki Kurose provides families with multiple opportunities for parents to play an active role in their student's education. Aki Kurose has a strong and supportive Parent Teacher Association. Parents make a huge difference in the education of their children. At Aki Kurose Academy, parents can have a positive and very direct effect on the entire educational environment. Aki parents are committed and involved. They work hand-in-hand with administrators, teachers, and student leaders to create programs, support curriculum, and provide unique educational opportunities for all of our students. PTSA also works to build community and develop partnerships between our students' families and the school. Parent survey data is used alongside student and staff survey data to impact professional development and school systems to maximize and adjust for community engagement and student learning.

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

Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and our representatives report back to their grade level/department teams. They also bring issues and input to Building Leadership Team (BLT) meetings from their team members.

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

Data is gathered from multiple sources throughout the school year and each year's scheduling is based on data and student need. The MTSS team, grade-level teams, content-area teams, and admin teams are systematically looking at student data throughout the year. Supports and are based off of the ABC3 and then students are matched to appropriate interventions and resources.

Homework Policy:

The homework policy at Aki is in development for the 2017-2018 school year as we consider how to best support student academic growth through feedback systems based on standards. As such our homework policy is taking the following into consideration in a standards based grading environment:

- Feedback in close proximity to the learning moment
- Ensuring consistent and accurate strategy and skill practice for students
- Building academic stamina and language exposure

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

We provide high quality professional development and innovative programming, instruction, and curriculum that allows staff to connect to the crucial work of education in the current realities of the South West region of Seattle and society at large.

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

Grade level counselors visit elementary schools to talk about our programming. We host an Aloha night to welcome incoming 6th grade families. We host a high school information night that allows students and families to preview high school programming to our feeder high schools. The 5th grade teachers of incoming Special Education and English Language Learners 6th grade students communicate with the 6th grade teachers about the rising students, as do the 8th grade teachers to the 9th grade.

We host a welcoming event for incoming students and invite their families to tour the school and meet our staff and students. Also the first day of school is only for new students to support their transition in our collaborative learning community. 6th grade students have a different bell schedule and advisory classes built in to the day.

Summer school at Aki Kurose Middle School Academy invites identified 6th grade students to attend in order to prepare students for their middle school learning experience.

### **We offer home visits to all incoming families in August.**

All staff are certified for their grade level and content area

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

We have student specific instruction/instructional models and programs that meet the needs of our **Advanced Learners, Students with Disabilities and English Language Learners**, through an inclusion focused model, with the following supports: \* Multi-Tiered Systems of Support (MTSS) Process \* Student Service Support Meeting (SSSM) \* Student Success Plan (SSP)s \* Community Partnerships \* Community in Schools (CIS) \* Diplomas Now (DN) \* City Year (CY) \* Social Emotional Learning (SEL) Small Groups \* English Language Learners (ELL) Content Area Classes \* Curriculum for language acquisition and development \* Systems 44 \* Read 180 \* Access \* Co-teaching \* I Can Learn \* IXL \* Saxon 4 \* Success Maker \* Data Meetings – Grade Level Content Area Teams Progress monitoring of our students happens throughout our school system on multiple levels. Data is pulled from both District Resources (Academic Warehouse, Reading Inventory, Washington Comprehensive Assessment Program) and through internal sources (standards-based gradebooks, formative and summative assessments). This data is looked at through the lens of ABC3 in order to match students to the social, emotional, or academic resources they need for success.

## 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	Title I, Part A	316,995	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	106,909	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	3,527,785	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	59,367	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	292,574	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	271,435	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	Nesholm MS Literacy	190,359	Supports improving Literacy.
2017-2018	Specific Use	Transitional Bilingual	429,404	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	1,582,520	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 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:
<p>Black Male Data: 42 of the 60 Black males in the 7<sup>th</sup> grade are not proficient on the 15-16 math Smarter Balanced Assessment</p> <p>30 of the 37 Black males in the 8<sup>th</sup> grade are not proficient on the 15-16 math Smarter Balanced Assessment</p> <p>15-16 Student survey stated that only 47% of students say that “teachers take time to get to know me</p> <p>When observing patterns about student achievement it was observed that students who had positive relationships were more likely to improve Smarter Balanced Assessment levels.</p>	<p>Students will have positive relationships with staff and engage in learning and class in an authentic way that leads towards mastery of standards.</p> <ul style="list-style-type: none"> <li>• Students will create re-take plans as needed.</li> <li>• Students will engage in regular student discussions to de-privatize their understanding of concepts.</li> <li>• Students will demonstrate mastery on standards on multiple assessments.</li> </ul> <p>This will result in an increase in a minimum one level of proficiency Black Male growth in Math and English Language Arts as measured by the Smarter Balanced Assessment and school based measures.</p>	All staff	2017-2018 school year

### 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><b>ELA</b> Students will engage in independent reading using just right texts and be engaged in reading skill and will build over time per the bands of text complexities, specifically Black Males will be accelerated their reading skills and levels</p> <ul style="list-style-type: none"> <li>• Students will move through book progressions based on their reading level</li> <li>• Students will be able to access just right reading during independent reading</li> <li>• Student will be able to describe and show their current reading</li> </ul>	<p>Black Males student have been historically underserved and need to be accelerated in English Language Arts, specifically through reading skills.</p> <p>Independent reading has been used for silent sustained reading and will grow to include specific strategy based reading instruction connected to students’ current reading levels.</p> <p>Black male students will grow minimally grow 1-2 performance levels based on Lexile scores, unit based reading assessments, and independent reading conferring records.</p>	English Language Arts Staff, Literacy Assistance Principal, Math Assistant Principal; staff	2017-2018 school year and ongoing.

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>skill and thinking connected to the Bands of Text Complexity documents</p> <p><b>Math</b> Students will feel engaged, connected, and supported in math classrooms based on survey data and informal observations. Students will accelerate their understanding of complex word problem based on multiple assessments.</p> <ul style="list-style-type: none"> <li>Students will participate in the retake process to accelerate learning.</li> </ul> <p>Students will show proficiency in solving complex problems</p>	<p>Black Male students have been historically underserved and need to be accelerated in math skills, specifically complex problems at higher DOK levels. Students will also note that they are feeling supported and positive about their relationship with their math teacher.</p> <p>Black male students will show growth in MTSS levels as shown through multiple assessments.</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>Teaching practice would utilize student currency and staff connections with students if the student learning problem was addressed. There will be evidence of a change when staff talk about students from a strengths based approach, there are systems in place that allow students to provide feedback about what practices are most effective for them, use of the 7C's from <i>For White Folks Who Teach in the Hood</i>, cultural humility practices and anti-racist practices are modeled in the classroom. Staff would reflect on their relationships with students using the EMR framework (establish, maintain, restore).</p> <p>The consistent feedback from staff exit tickets in our professional development is, particularly with math staff, are questions around how to set aside time for relationships. There are still frequent</p>	<p>Teachers will develop positive relationships with students by recognizing student currencies and practicing cultural humility through intentional PLC Practice. Teachers will learn more about:</p> <ul style="list-style-type: none"> <li>Teachers will reflect on their relationships with students using Establish Maintain Restore and create action plans.</li> <li>Staff will implement 7C's.</li> <li>Revise lesson plans with a focus on how to support Black Male engagement.</li> <li>Participate in PLC work that reviews student data, plans re-teaching, and reflects on the re-teaching outcomes</li> </ul> <p>This will be measure through the climate survey and staff reflection surveys.</p>	All staff	2017-2018 school year

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
questions about how to teach relationships and math. They are not yet seeing the integration of academics and relational work.			

### **School Culture Goal**

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
<p>Relationships:</p> <p>53% of staff say they have the materials they need to support all learners</p> <p>Black Males are suspended at a rate of 26.23 % greater than their demographic representation at Aki. Over 90% of the referrals are generated in the classroom.</p>	<p>Aki will implement restorative practices for classroom management and admin discipline process. Restorative practices for discipline and classroom management recognize student currencies and practicing cultural humility. Teachers will learn more about:</p> <ul style="list-style-type: none"> <li>• Teachers will reflect on their relationships with students using Establish Maintain Restore and create action plans.</li> <li>• Staff will engage in restorative classroom management processes</li> <li>• Admin will use restorative processes and structure when students enter into the discipline process.</li> </ul> <p>This will result in an increase in teachers reporting they need the materials (supports) need to support all learners on the staff survey. Also, the disproportionality and numbers of suspensions will decrease for black males and will decrease overall as a building.</p>	All staff	2017-2018 school year