



SEATTLE
PUBLIC
SCHOOLS

Continuous School Improvement Plan (CSIP)

Denny International Middle School
2016 - 2018

Principal
Jeff Clark

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.

Approved by the Denny Building Leadership Team in June, 2017

Mission and Vision

Mission	Vision
Academic excellence—for every scholar—in our global village!	Striving to always be the school where "We All Belong!"

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.

Our staff collaboratively analyzes data to determine the needs of our scholars. This is done with academic summative data, such as the SBA (Smarter Balanced Assessment), with benchmark data, such as the SRI (Scholastic Reading Inventory), with common standards-based end-of-unit assessments, and with formative assessments. In addition, we analyze survey results to help guide our next step planning.

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

To meet the needs of advanced learners we offer rigorous learning opportunities in every subject:

In our two-period Reading/Writing block classes we use a teaching approach called Reader's/Writer's Workshop. As a partner school with Columbia University in New York, Denny teachers receive intensive training and support to implement this model with fidelity. Scholars in our classes are reading and writing at their own levels, allowing for natural differentiation and challenge, while teachers teach skills embedded in the text-level appropriate for each scholar. In addition, we offer Spectrum-designated reading/writing classes.

In math, we offer accelerated learning opportunities at every grade level. Scholars are challenged with advanced level math in Honors classes and given additional supports, including extra teaching time during the day, after school, and during non-school days to meet increasingly high math standards. Scholars have the opportunity to complete Algebra (9th grade math) and Geometry (10th grade math) while at Denny.

Beginning in the 2017-2018 academic year, our science department will participate in a district-led instructional materials field-test. AmplifyScience, developed by the Lawrence Hall of Science at UC Berkeley, is a research-based, digitally enhanced curriculum that includes interactive educational technologies as well as text-based and hands-on learning activities and assessments. Through this collaborative partnership, our school will employ innovative, computer-based instruction to address the Next Generation Science Standards as we strive for student equity and language acquisition. We are also continuing our partnership with the district CTE department to integrate engineering into our 7th and 8th grade curriculum, based on Project Lead the Way's Gateways to Technology program, as a middle school primer for advanced STEM (Science, Technology, Engineering, and Math) education.

Other highlighted opportunities for advanced learning at our school, include:

- A Spanish Dual Language Pathway at Denny and Sealth, wherein scholars are learning academic content in Spanish with the goal of developing and celebrating true bilingualism and earning college credit at the High School level. We also offer Spanish to beginners, giving all scholars a chance to begin learning the second most popular language in our country in a way that can be continued at high school.
- Mandarin Chinese is an important part of our seven-year learning pathway with Chief Sealth International H.S. The opportunity to learn a character-based language that has become the future business language of the Pacific Rim offers limitless challenge.
- Music, Drama, and Visual Arts: advanced performance and leadership opportunities are embedded in how we offer the arts to all learners.
- Technology: Our Project Lead the Way class offers in-depth engineering, robotics, and computer-based design opportunities that challenge scholars to go deeper in the projects they create.

Overall, at Denny, we are all committed to helping every scholar achieve success with us, in high school, and in college! As an International School, we are teaching our scholars to learn about issues and content through multiple perspectives, with the goal of preparing them to be leaders in our globalized society. Our mission: Achieving Academic Excellence—for Every Scholar—In Our Global Village is embedded into all that we do. Go Dolphins!

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

We offer differentiated professional development (PD) to our staff on many levels: as a whole school, as departments, as grade-levels, and on the individual level. We have created the Denny instructional toolkit as a resource of building-wide best practices. Our monthly staff meetings provide whole school professional development. Our PLC (Professional Learning Community) structure occurs through departmental grade-level teams. Our Racial Equity Team designs and leads whole school equity-based PD. Our math coach, Literacy AP, and language acquisition leads provide job-embedded PD for staff. Core teachers are provided with planning time. Our school maintains an affiliate school partnership with Columbia Teachers College, complete with five days of on-site PD with a site developer.

Our school will increase parent/family engagement.

Family involvement is critical to our success. We engage our families through our Parent Teacher Student Association (PTSA) and many family educational and cultural events, such as our community success dinners, our African American Parent Involvement Day, and the Denny Posada. Our PTSA Co-President also serves on our BLT, as a parent representative and Spanish-speaking liaison. Twice a year we hold conferences with our families. In addition, we support our families with how to support their children with homework. It is the Denny homework policy to use homework as practice of the skills taught in class. Scholars are assigned to do thirty minutes of independent reading nightly. Overall,

scholars are expected to complete 60 minutes of homework in the 6th grade and 90 minutes in the 8th grade on average. In our grading system, homework is a part of our efforts grade and 5% of the academic grade.

Our staff is involved in decision-making.

Denny has a shared decision-making model which is defined in our decision-making matrix. Our BLT (Building Leadership Team) guides professional development planning, the development of our C-SIP, and the creation of our budget. Our Team Leaders help to make logistical leadership decisions. Our Instructional Council leads the implementation of our C-SIP on the departmental level and guides on going school-wide instructional policy development, such as our standards-based grading agreements and systems.

We will assist our students to meet standard.

The Denny team provides scholars with a standards-based education based on their individualized needs. Scholars are given multiple opportunities to develop skill mastery and are given many additional supports, such as extended day, tutoring, mentoring, and extended year opportunities, we have community-based organizations as partners to help meet the academic and emotional needs of every scholar. Our pyramids of intervention articulate our systems of support.

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

We recruit and hire the best possible staff for our team. We strive to hire a racially and linguistically diverse team at every opportunity. We support our staff with systems of support and embedded and differentiated professional development. Our school has a culture of the celebration of diversity, gap-closing urgency, and teamwork that will help us to reach our shared goals.

Our systems of support are based on a three-tiered model outlined in our pyramids of intervention. Attendance, behavioral, and coursework data are analyzed to identify scholars who are planned for at Early Warning Indicator meetings biweekly. Intervention plans are created and implemented for scholars in need. In all of our during-the-day and extended learning opportunities, our highly trained staff serve as the teachers.

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

Our outreach to new families begins in the spring of the previous year with invitations to an orientation and out multicultural potluck. Over the summer, our transition efforts include home visits to help each scholar feel confident and connected to our staff. During the month of July, our team welcomes 80 entering sixth-graders into our Westside Academy Summer Program, which provides academic learning and enrichment for five weeks. In addition, we meet with elementary staff to learn more about each scholar. This "riser" information is used to create the best possible schedule of classes and design any other supports needed.

How do we support students identified as highly capable?

To meet the needs of advanced learners we offer rigorous learning opportunities in every subject:

In our two-period Reading/Writing block classes we use a teaching approach called Reader's/Writer's Workshop. As a partner school with Columbia University in New York, Denny teachers receive intensive training and support to implement this model with fidelity. Scholars in our classes are reading and writing at their own levels, allowing for natural differentiation and challenge, while teachers teach skills

embedded in the text-level appropriate for each scholar. In addition, we offer Spectrum-designated reading/writing classes.

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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	283,878	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)	85,527	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	4,360,474	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	162,667	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	293,110	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	222,631	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	Nesholm MS Literacy	164,185	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	2,129,222	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 ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p><u>Math</u> 32% of current 6th Grade Black Males were proficient on 5th Grade SBA 35% of current 7th grade Black Males were proficient on 6th grade SBA 33% of current 8th grade Black Males were proficient on 7th grade SBA 14% of current 6th Grade ELL/L4 scholars were proficient on 5th grade SBA 35% of current 7th Grade ELL/L4 scholars were proficient on 6th grade SBA 33% of current 8th Grade ELL/L4 scholars were proficient on 7th grade SBA</p> <p><u>ELA</u> 31% of 6th grade Black male scholars passed the 5th grade SBA 28% of 6th grade Latino Scholars passed the SBA in 5th grade 20% of Black male scholars passed the SBA in 6th grade 49% of Latino scholars passed the SAB in 6th grade 48% of Black Male Scholars passed the SB in 7th grade 57% of Latino Scholars passed the SBA in 7th grade.</p> <p><u>Science</u> 1.5% of African-American male students achieved or exceeded the standards on an assessment of academic language application and comprehension. 0.6% of students receiving English Language Learners Services and students that were recently-exited from ELL Services (L4) achieved or exceeded the standards on an assessment of academic language application and comprehension.</p>	<p><u>Math</u> 70% of Black Males will pass 6th grade SBA 50% of Black Males will pass 7th grade SBA 54% of Black Males will pass 8th grade SBA 44% of ELL/L4 scholars will pass 6th Grade SBA 50% of ELL/L4 scholars will pass 7th Grade SBA 50% of ELL/L4 scholars will pass 8th Grade SBA Progress Monitoring will include (but not limited to): weekly progress monitoring assessment, SBA aligned standards based tests, Interim SBA assessments, and parent/teacher conferences (biannual)</p> <p><u>ELA</u> We will increase the number of 6th grade Black Male Scholars passing the SBA from 31% to 53% We will increase the number of 6th Latino Scholars passing the SBA from 28% to 50% We will increase the number of 7th grade Black Male Scholars passing the SBA from 20% to 43% We will increase the number of 7th grade Latino Scholars passing the SBA from 49% to 72% We will increase the number of 8th grade Black Male Scholars passing the SBA from 48% to 63% We will increase the number of 8th grade Latino Scholars passing the SBA from 57% to 72%</p> <p><u>Science</u> The percentage of African-American male students that will achieve or exceed the standards on an assessment of academic language application and comprehension will be 35.0%. The percentage of students receiving English Language Learners Services and students that are recently-exited from ELL Services (L4) that will achieve or exceed the standards on an assessment of academic language application and comprehension will be 35.0%.</p>	<p><u>Math</u> 6th grade teachers 7th grade teachers 8th grade teachers <u>ELA teachers</u> All Science Teachers</p>	<p><u>Math</u> End of 2017-2018 school year <u>ELA</u> End of 2017-2018 school year <u>Science</u> End of the 2017-18 school year</p>

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p><u>Math</u> 32% of incoming 6th grade scholars passed the 5th grade SBA 61% of current 7th grade scholars passed the 6th grade SBA 60% of current 8th grade scholars passed the 7th grade SBA</p> <p><u>ELA</u> 43% of 6th graders passed the SBA in 5th grade. 51% of 7th graders passed the SBA in 6th grade. 61% of 8th graders passed the SBA in 7th grade</p> <p><u>Science</u> 0.4% of 6th grade students achieved or exceeded the standards on an assessment of academic language application and comprehension. 0.9% of 7th grade students achieved or exceeded the standards on an assessment of academic language application and comprehension. 12.3% of 8th grade students achieved or exceeded the standards on an assessment of academic language application and comprehension.</p> <p><u>Social Studies</u> On the Research and Inquiry segment of the ELA SBA assessment 85.3% 6th graders achieved a passing score 89.2% 7th graders achieved a passing score 88.8% 8th graders achieved a passing score</p>	<p><u>Math</u> 70% of 6th grade scholars will pass SBA 71% of 7th grade scholars will pass SBA 70% of 8th grade scholars will pass SBA</p> <p><u>ELA</u> We will increase the overall number of 6th grade Denny Scholars passing the SBA from 43% to 65% We will increase the overall number of Denny Scholars passing the SBA from 51% to 71% We will increase the overall number of Denny Scholars passing the SBA from 61% to 71%</p> <p><u>Science</u> The percentage of 6th grade students that will achieve or exceed the standards on an assessment of academic language application and comprehension will be 25.0%. The percentage of 7th grade students that will achieve or exceed the standards on an assessment of academic language application and comprehension will be 25.0%. The percentage of 8th grade students that will achieve or exceed the standards on an assessment of academic language application and comprehension will be 25.0%.</p> <p><u>Social Studies</u> 90% of 6th graders will pass the Research and Inquiry section of the ELA SBA in the spring of 2017 90% of 7th graders will pass the Research and Inquiry section of the ELA SBA in the spring of 2017 92% of 8th graders will pass the Research and Inquiry section of the ELA SBA in the spring of 2017 Teachers will use formative and summative assessments on research and inquiry units throughout the year.</p>	<p><u>Math teachers</u></p> <p><u>ELA teachers</u></p> <p><u>Science teachers</u></p> <p><u>Social Studies teachers</u></p>	<p><u>Math</u> End of 2017-2018 school year</p> <p><u>ELA</u> End of 2017-2018 school year</p> <p><u>Science</u> End of 2017-2018 school year</p> <p><u>Social Studies</u> End of 2017-2018 school year</p>

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<u>Science</u> 68.7% of 8th grade students were proficient on the state test in 2015-16.	<u>Science</u> 76.0% of 8th grade students will be proficient on the state MSP test in 2017-18	<u>Science</u> All science teachers	<u>Science</u> End of 2017-18

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
On the spring 2016 Student Climate Survey, Denny scholars responded positively to the following questions: I am treated with as much respect as other students: 60% Adults at school care about me: 68% My teachers take time to get to know me: 57% If I have a problem, there is at least one adult at school I can talk to: 63%	On the spring 2018 Student Climate Survey, Denny scholars will respond positively to the following questions: I am treated with as much respect as our students: 70% Adults at school care about me: 78% My teachers take time to get to know me: 67% If I have a problem, there is at least one adult at school I can talk to: 73%	Admin., Team Leaders, Counselors	Spring 2018