

Seattle Excellence Continuous School Improvement Plan (CSIP)

McClure Middle School

Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

Introduction

WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

Seattle Public Schools Foundational Beliefs for Supporting Student Learning

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **By collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

School Profile

McClure Middle School is a community that champions educational equity. We are committed to eliminating the education debt/opportunity gap and providing every student with a rich, culturally responsive and inclusive academic program. We enrich the lives of students by offering a variety of classes and activities that stimulate learning and open up our students' worlds to a broad spectrum of experiences, perspectives and voices. We differentiate instruction and work closely with students and families to build relationships and tailor teaching and learning to support each student. We also take pride in working collaboratively and effectively together to increase student achievement.

We fundamentally believe that the quality of instruction in the classroom defines the rate and quality of student achievement. McClure teachers continuously hone our guaranteed, viable, aligned curriculum; through departmental and PLC work, we use research-based, vetted best practices to refine our aligned curriculum at every grade level and to progress-monitor its effectiveness. We use data to inform our practice and to inform opportunities to teach/reteach skills to our students.

Every McClure staff member strives to make a difference in the education of our students and we unequivocally believe that every child can and will learn and grow.

Priorities and Measurable Goals

Middle School Focus Goal: 7th Grade Mathematics

Priority Goal:

For the 2020-21 school year, at least 45% of 7th grade students of color furthest from educational justice will meet standards or higher on the Math Smarter Balanced Assessment.

Target Goal #1:

By the Spring of 2021, all or nearly all 7th grade students of color furthest from educational justice will achieve their projected growth of 3-4 points in the goal area of the Real and Complex Number System on the math MAP assessment, as compared to the baseline math MAP assessment to be taken in the Fall of 2020.

Safe and Welcoming Environment Goal

Priority Goal:

The percentage of Students Farthest from Educational Justice in “High Attendance” (Attending 95%+ of the time) by May 1st, 2021 will improve from 65% (May 2020) to 71% or above and/or equal or outpace white student “High Attendance” metric.

Supplementary Goals

For the 2020-21 school year, African American and Latinx students responding positively to the prompt: “I am motivated to learn as much as I can in my classes.” (Student Motivation and Inclusion).

African American: will meet or exceed their white peer average by Spring, 2021

Latinx: will meet or exceed their white peer average by Spring, 2021

High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student’s life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically

experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

- All teachers at McClure use differentiation strategies to effectively accelerate instruction for students who struggle with content and skills and to provide enrichment and application opportunities for students who have already mastered a standard or skill. Teachers are building their “blended learning” strategies which amplify their toolboxes for authentically differentiating instruction.
- Intentionally use classroom routines to foster a culture of collectivism, inclusion and identity safety.
- Create regular structures and opportunities for student voice and agency during instruction, to inform instruction and assess instruction.
- Deliver instruction with high expectations for every students' intellectual engagement and to support their development as independent learners.

Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools' student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

We provide specially designed instruction, modifications, and accommodations to support student learning in all areas of the school community.

- Special education case managers and Instructional Assistants collaborate with general education teachers to implement accommodations and modifications that enhance students' access to the general education

curriculum.

- We use data to track students' progress towards IEP goals and objectives and to ensure that each student's schedule supports their individual needs.
- We prioritize inclusion in the school wide community and promote independence by teaching social and behavioral skills in addition to academics.
- We have three resource teachers (one per grade level), one per grade level. We create multiple co-teaching opportunities for students in the Resource Program to fully access the general education setting.
- We collaborate with speech language pathologists, occupational therapists, and physical therapists to meet the individual needs of our students.

Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

- McClure's Racial Equity Team and Administration: Provide Professional Development that supports staff in committing to practices that increase learning mindset and improve connections to McClure for students of color farthest from educational justice. Use best and research-based strategies to bolster growth mindset. Use our Culturally Responsive Teaching and the Brain learning to develop aligned strategies (both in our daily classes and Advisory).
- McClure staff and teams will intentionally progress-monitor this target group of students – through classroom observations, reviewing student-based data, interim assessments (MAP and other) and developing intentional interventions and strategies for re-teaching.
- Our theory includes that having at least one key adult in the school with whom families whose students are FFEJ feel an enduring connection, will increase engagement after recent unfinished learning of the spring. To this, we will be interviewing every McClure family (through Advisories), utilizing resources including those published by the Abolitionist Network to initiate and develop enduring relationships between student's families and their advisory teacher, through a beginning of the year interaction consisting of an interview
- Using recommendations from Adelman and Taylor (School Mental Health Project, UCLA) acknowledging the external impact of both pandemics (coVid and structural racism), including but



not limited to social, economic, and political trauma(s), we are developing a system of Leadership for Learning Supports for the purpose of quickly deploying additional resources when our school wide, equity-focused, tier 1 instructional strategies are not sufficient.

- Emphasis at McClure on school-wide, equity-focused and foundational tier 1 instruction recognizes culturally responsive practices and pathways to build intellectual capacity (Hammond), High Will and High Skill paradigms (Jackson), and co-generative planning methods (Emden) are particularly reinforced in our advisory settings where (see item 1 above) teachers have a smaller cohort of students to support, allowing the implementation of these practices with high fidelity which will then translate into core class settings
- Use of the Distance Learning Playbook structures that advocate student roles that can be intentionally assigned to students such as class DJ, Google Researcher, Chat Monitor, etc to increase active learning
- Adoption of AVID as an elective, with active recruitment of students SOCFEJ who are underrepresented in higher education and key career fields, with attendant family engagement practices, collaboration and inquiry frameworks; as well as implementation of AVID school-wide to support GVC (Hammond) as an essential universal strategy for academic equity.
- Continuation of mentor-mentee activities (extended during the pandemic through Leadership for Learning supports team) that individualize and personalize relational work between SOCFEJ, their families and staff
- Introduction of engagement actions that include but are not limited to parent facilitated virtual cafes, 'lunch with the principal' incentives and opportunities, "the amazing race" challenges (Joya Elam) completed by staff when safe
- Continue the Cocoa Club concept (virtual version under construction) for student attendance goal setting and recognitions
- Target SOCFEJ to serve on Principal's Student Senate; meets twice monthly and is a student voice/recommendation body.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

- McClure's Racial Equity Team will begin its second year of training, planning and action. The team already facilitated the development of a new school-wide mission/vision to fruition; the final product explicitly calls out racial equity and bolstering global citizenship. We will lead professional development that will build on *Culturally Responsive Teaching and the Brain*; commit to new, Tier I strategies schoolwide.
- We will continue to augment and hone our McClure "Modus-Operandi" or McClure M.O.'s which are non-negotiable, culturally responsive and research-vetted practices so students experience consistent and

dependable aligned practices across their school day. These include but are not limited to:

- Teachers expecting and holding students accountable to 100% engagement
- Thresholding: (everyday/every period, greeting students at the door and prepping them to cross the “threshold” into the learning environment.
- Responsibility-Centered Discipline aligned strategies
- A continued commitment to PBIS and using our PRIDE matrix to set and reward school-wide expectations
- Target SOCFEJ to serve on Principal’s Student Senate; meets twice monthly and is a student voice/recommendation body.

Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Family and Community Goals

Priority Goal:

For the 202—21 School Year, Advisory teachers will make family connections with 100% of their Advisory families at least 4 times throughout the school year. Connections will be authentic, two-way conversations and focus on building community, and providing support for academic social/emotional growth.

Target Goal:

McClure Racial Equity Team will co-facilitate a book study *How to Be an Anti-Racist*. (Parent facilitator already in place).

For the 2020-21 school year, the Racial Equity Team, Building Leadership Team and PTSA will all have parent and staff membership that represent the diversity of our school.

Plans for Family Engagement

- Every Advisory teacher responsible for direct check-ins with families using Abolitionist Teaching Network family “interview” questions. Each advisory teacher will act as family “advocate” to also ensure families know how to access other needed supports.
- Family evenings/events for AVID participants, My Brother’s Keeper and My Sister’s Keeper African American student leadership and mentoring program at McClure.

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- Curriculum Night –opportunity for all parents to listen to each of their child’s teachers and understand the scope and expectations for the year.
- We will work with the PTSA to bolster communication strategies with all families.
- Texting App: to increase engagement of families who do not receive the PTSA newsletter or are not able to access email notifications.
- McClure will provide access to interpreters, as needed, for ELL families.
- ELL staff will administer a Family Survey (Questionnaire) in the beginning of the school year (or when ELL students enroll) to gain insights/information about the unique needs & strengths of every ELL student and their family.
- Spring Open House – for new families.

2020 – 2021 COVID-19 CSIP Addendum

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The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

Required Practices:

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.

7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.
8. **Recommended School Specific Strategy as outlined in the Playbook:**
Ongoing, intentional and scheduled Advisory teacher phone calls to families including two-way conversations, focus on building community, and providing support for academic social/emotional growth. Monthly PTSA events with families Family and student surveys (school-initiated beyond the Pulse Surveys) with a feedback loop to families/students and actionable items
Clear communication plan: Schoology and Source are ongoing means of teacher communication with families re: academic achievement and attendance Aligned practices across the building make this more streamlined for family navigation. Weekly principal newsletter sent out via messenger, McClure's School Info App, PTSA newsletter, and Facebook. Advisory teacher ongoing and individualized check-ins across the school year Access to Tech leads for technical support. Use of translation services for communication and check ins. Streamlined process for deploying resources (laptops, other) to students, including brand new students to school.

Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

Required Practices:

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
4. **Recommended School Specific Strategy as outlined in the Playbook:**
Safe and Welcoming Routines: Welcoming routines, including music for introduction to class, student-generated classroom norms, stretching/movement breaks embedded.

Curriculum, Instruction, and Assessment:



Required Practices:

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
 - A systemic plan to track and monitor learner experience data
 - (e.g. *determine level of engagement to inform supportive practices.*)
 - Collection and review of meaningful and purposeful data
 - (e.g. aligns to SPS assessment plan for 2020-21 school year.)
 - Adult collaboration between educators and families
 - (e.g. review of data in collaborative PLCs)
8. Implement a school-wide, multi-tiered system of support: Tier 2/3
 - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
 - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
 - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
9. **Recommended School Specific Strategy as outlined in the Playbook:**

We are focused on implementing Culturally Responsive Teaching Practices.

 - 1) Establishing social, emotional and identity safety. Grade Level Advisory leads and McClure's Racial Equity Team develop weekly lessons and strategies that incorporate circle time. We provide ample opportunities for students to share identities and build connections to their peers.
 - 2) Creating equitable classroom environments through value-based behavior management. We use responsibility-centered discipline to engage students in the dialogue of making commitments to meet student-developed classroom norms and expectations, implement a 4:1 ratio of positives to redirection, offer as many opportunities as possible for group/partner work in the virtual setting, and enact proactive, positive connections with home.