

Meany Middle School

Seattle Excellence Continuous School Improvement Plan (CSIP)

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

Meany Middle School is a community of lifelong learners that demonstrate the knowledge, skills, and values required for innovative global citizenship. Meany has an enrollment of 165 6th Grade students, 162 7th Grade students, and 169 8th Grade students. Meany's student population is diverse with 32.9% white, 31% Black, 14.9% Multiracial, 10.7% Hispanic, 9.7% Asian, and .4% in both American Indian and Pacific Islander. We have students who identify as female at 45.2% and male at 53.8%. Our population includes Non Binary students at 1%. We are proud to serve several students who need additional supports. Meany serves 19.76% of students with an IEP, 7.06% of students who receive ELL services, and 4.84% of students who receive 504 support. Our student population also includes 11.09% houseless/McKenney-Vento students and 46.17% of students qualify for free and reduced lunch. We deliver "Honors for All" which includes 16.94% of students who are Advanced Learners.

Priorities and Measurable Goals

Middle School Focus Goal: 7th Grade Mathematics

Priority Goal:

For the 2020-21 school year, at least 30% of 7th grade students of color furthest from educational justice will meet standards or higher on the Math Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

Priority Goal:

For the 2020-21 school year, as measured in the On-Line Platform Utilization Report, our average daily attendance % will be at or above district average.

Additionally, we will work to align our average daily use %, as measured in Teams, within 5% of our average daily attendance rate (%).

Currently (10.27.2020) – Meany Daily Attendance: 95.3%; Meany Daily Teams use: 91.1%

Target Goal:

For the 2020-21 school year, we will maintain a minimum daily attendance rate of 80% or higher throughout the remote learning period.

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.

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MTSS Component 2: We want students to want to come to school. We will build our positive environment by:

PBIS – Developing tier 1 intervention for all students. Focusing on encouraging and maintaining attendance to remote learning and providing supports to Meany teachers for remote learning. We will this by providing staff surveys and using Culturally Responsive Teaching Strategies and converting them into remote learning strategies. We will recruit students and families to participate in PBIS learning sessions.

Digital Learning Coaches – Meany will send 5 teachers to digital learning coach training sessions in the fall with the goal of having more staffers able to support more teachers in implementing high level teaching moves while teaching remotely.

We will also continue to have reading/math intervention classes for tier 2 students while in a remote learning setting.

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.

- To support students with IEPs both co-taught classes and isolated classes for ELA and Math
- Community Partnerships to support students furthest from educational justice (The Rising, Queens Academy, King's Academy, Leaders of the Pack)
- Specialized courses for students such as Study Hall, Reading Intervention, and classes for ELL students.
- PTSA funded after school math tutoring/support
- Advanced math placement classes

- Communication requirements for teachers to reach out to students furthest away from educational justice in order to help them access class during the remote learning period; Strong Start
- Teachers participate in book studies on EOC days to create a positive learning environment and relevant learning opportunities for all students, but with focus on students furthest from educational justice.

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.

Essential Practice #2: Social Emotional Learning Skills and Practice: We create advisory lessons that are relevant to our school community through job alike. They partner and receive feedback from our PBIS and school counseling team and give space for student feedback.

· Essential Practice #1: Positive Relationships. In order to build authentic relations staff attend race/equity trainings and warm demander trainings to encourage staff to build warm communities in the their classrooms. Book club focused on a race and equity to foster discussion and growth amongst staff.

· Progress will be monitored through attendance data and staff and student climate surveys

· Requirements and look for's in remote classrooms to help encourage social development of students and fostering of a pro-social classroom.

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Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can to 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

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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.

Essential Practice #7- PBIS team works to generate solutions to obstacles that are in the way of a safe learning environment by looking at data once a month and taking input from staff, family and students. Measure through climate survey and connect with counselors and wellness team to help results.

Essential Practice #1: Relationships and Connections. Various committees host activities to build student and family engagement. This may look like student driven school tours, student representation in panels and PTSA events. Students have opportunities to engage socially through teacher led clubs.

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:

Increased parent of color and underrepresented group participation in school committees and decision making.

More parent participation within African American male advisory groups (Example – The Rising)

Plans for Family Engagement

- Host community events with diverse families in mind: Marketplace; African American Parent Involvement Day, Curriculum Night
- Host events during diverse hours: weekends, evenings, and afternoons.
- Events will be publicized throughout school and brought up within African American support groups. Success and progress will be monitored through attendance of events.

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:**

Monthly town halls beginning with Curriculum Night in October. School wide communication log to track teacher to student communications and who still needs contacting. School wide adoption of communication protocols and universal Schoology pages

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:**

Staff meeting times will include time for connecting with staff and check-ins about how everyone is doing. Meany will have a book club focused on race and equity that will encourage staff to check in with each other and socialize. PBIS is collecting data about online classes and what needs to be targeted to help teachers feel confident about their remote classes

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

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- (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 2/2
- 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:**
Creating equitable classroom environments through value-based behavior management.