

# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Middle College

### 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.

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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

We are a small school with three sites. Our staff consists of 4 core certificated staff members at both UW and SU sites, 3.5 core certificated staff members at Northgate/Marshall, 1 roving IEP teacher, and one classified staff member for each site. Our staff has to be extremely flexible and experienced in order to provide the courses and supports we need to provide for students. We are currently building a program for 9-12 graders in addition to our credit recovery/small learning environment program. Our goal for all students at each site is to be able to participate in Running Start classes and attain college credits while in High School. We provide support and will have staff on Seattle College campuses to support students and teach a class. We are a part of the Middle College National Consortium.

## Priorities and Measurable Goals

High School Focus Goal: 9<sup>th</sup> Grade On-Track

### **Priority Goal:**

The UW/SU sites' 9th grade cohorts will be prepared and on track to do Running Start in 11th grade as measured by credits completed each quarter and monitored through biweekly grade checks and the expectation that students will maintain 3.0 or above GPA in all classes with a high level of support provided.

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## **Target Goal #1:**

[**Whole school Gap-Closing Goal:** MCHS will increase early college access for students from ethnicities and demographics which have historically been underrepresented in college classes. We will ensure that at least 50% of eligible 11/12th graders will be enrolled and passing dual enrollment classes for 2020-2021 school year at Middle College/Seattle Colleges. At Seattle Early College Program at SU/UW sites, we will recruit and enroll a diverse group of 40 students in each new 9<sup>th</sup> grade cohort, such that at least 80% of 9<sup>th</sup> graders are at least one of the following: students of color furthest from educational justice (as identified in SPS Strategic Plan), first generation college-bound, or eligible for free or reduced lunch.]

## **Target Goal #2:**

[**John Marshall Building/Northgate site:** All MCHS seniors with 16 or more credits will graduate during the 2020-21 school year which will increase in our OSPI graduation rates based on 4th and 5th year status (years in school, not accumulative credit) from 85% to 95%.

College/career readiness: Using highly engaging teaching strategies and a clear system of support, all students will demonstrate their foundational math, reading and writing skills to a point that students can access Seattle College classes for college credit as measured by them meeting the criteria for college admissions and monitored regularly through progress checks.

## Safe and Welcoming Environment Goal

### **Priority Goal:**

All sites will use employ an equity-based, student-centered process resulting in safe and welcoming practices within a remote learning environment that, when applied with fidelity, will elevate attendance and learner engagement.

### **Target Goal:**

By June 2021, attendance rates for all students will increase from 65% in March 2020 to 85%, indicating effectiveness of safe and welcoming systems, routines, and practices.

### **Steps to Target Goal:**

**Review Data Sources** – Attendance rates/percentages prior to March 12, 2020 will tabulated, compared, and contrasted with any data collected on student engagement after March 12, 2020.

**Design Goals Aligned to Strategic Plan Priorities** – Staff will first focus on groups in a priority order to ensure equity across the school. The target groups are as follows, from highest priority to lowest:

- A) African American boys and teens
- B) Students furthest from educational justice
- C) McKinney-Vento and Foster eligible students

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- D) English Language students
- E) All students

**Review Safe and Welcoming Practice in Support of Student Attendance and Learner Engagement –**  
These guiding principles and practices ensure a safe and welcoming learning environment:

- 1) A welcoming contact between a staff member and student/family has been made prior to or within the first four weeks of school.
- 2) Remote lessons include Signature Practices detailed as follows:
  - A) Inclusive Practices** - Use brief, interactive experiences that invite and include multiple voices. Foster relationships and provide opportunities to listen and connect. Routines communicate what needs to be done and rituals provide identity to learning purpose.
  - B) Brain Breaks and Transition Techniques** – Social emotional learning is naturally braiding in to engaging classrooms. Provide pauses to intentionally refresh concepts so that learning is anchored, focus is maintained, and creativity blossoms.
  - C) Reflections & Looking Forward** – To reinforce learning and progress of comprehension, have students reflect on learning. Highlight shared understandings and points of clarification. Guiding students to provide a positive experience helps them feel accomplished and promotes inquiry.
- 3) Attendance is taken and recorded daily or by period. Progress monitoring of student attendance includes a process for staff referral of students in need of attendance supports. Also, a school-level response protocol exists for responding when attendance rates are not on track and an educator referral is made.

## 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

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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.

Middle College has several priorities by site, as each site is unique. Middle College High School shows strength in school culture, continue to maintain strong teacher to peer relationships, as well as peer to peer relationships. Students indicate that their overall experiences at Middle College High School are positive and enjoy their classroom environments based on Youth Truth survey given to all students November 2019. Areas of growth for our students and staff at Northgate/Marshall site are improving our academic rigor, student engagement, and preparing for college and career readiness. The area of growth for UW and SU sites is college and career readiness skills. All students receive a high level of teacher support and individualized attention. Students have frequent grade checks and close progress monitoring. Tier 2 and 3 supports vary by site and student needs.

## 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.

Due to Middle College’s small cohort size creates the ability to truly individualize instruction and develop strong relationships with students. All students of all ability levels and backgrounds can thrive. We tailor our program to be highly supportive and yet challenging for all students. The goal is that all students are on track and will participate in Running Start classes in 11/12th grades and pass them at a high level.

## 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.**

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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.

**At Middle College, we will continue our own staff development around culturally responsive teaching through professional development and our Race and Equity team work. Being as we are a small community, we take time to get to know our students and families deeply through 1:1 advisors, mentorships, leadership classes, and through support staff. Our focus is for our students to be ready for the challenge of Running Start classes by 11<sup>th</sup> grade and we provide supports like teaching Avid strategies, seminar style classes, and general study skill supports to fully prepare each and every student for success in college classes. We hold Circles weekly at each site to connect all students and create a foundation of deep relationships and to build trust among our staff and students. We use restorative practices for any disagreements or conflicts that arise and we work to ensure that students are treated with respect and dignity at all times.**

## 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.

1. Continue to implement a recruiting strategy and plan to recruit and support a 9th grade cohort of students at MCHS for the 2020-21 and 2021-22 school years.
2. Research best practices utilized by Middle College Schools who are also members of the Middle/Early Colleges National Consortium
3. Actively engage with the Middle/Early Colleges National Consortium by attending National Conference and quarterly calls by the Principal to the Executive Director for mentorship.
4. Visit other Middle/Early College to see successful examples of the model and be able to learn about their systems to be able to enhance our programs systems.

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5. Establish a relationship with the Seattle Colleges to promote aligning with the National Model of Middle Colleges and build collaborative relationship with college professors and MCHS staff, support at tutoring center on college campus, quarterly meetings with MCHS staff and Seattle College staff.
6. Develop an academic program with outreach materials designed to attract a diverse group of students, this includes a comprehensive course catalog and shows the progression of classes that leads to Running Start enrollment.
7. Develop methods to progress monitor and support students who are enrolled in classes at the Seattle Colleges.
8. Actively engage families in the initial intake and orientation process with an invitation to support our BLT and to develop the Parent Advisory Group.
9. High School and Beyond Plan includes sequence of courses to career pathway.
10. Race and Equity Team focused on community engagement by partnering with Ethnic Studies team at the district to provide.
11. Ensure that recruiting efforts are designed to reach and to appeal to students of color furthest from educational justice, including African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students.
12. Ensure that recruiting efforts are targeted to middle schools and neighborhoods that have higher rates of families eligible for free and reduced lunch.
13. UW/SU site intake process includes voluntary self-reporting of free and reduced lunch eligibility and first generation college-bound status for the purpose of measuring our efforts to recruit a diverse cohort. This data will not be used to determine admission, only to track progress toward our goal.

## 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:**

Middle College High School will continue to build an active family/community presence in the school by continuing to add more events and activities to engage parents/community members in school activities from minimal family/community participation to a robust community in the next three years through a variety of engagement strategies.

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## **Plans for Family Engagement**

Family Engagement and Communication Strategies:

1. Engage with our university and non-profit organization partners and the National Consortium of Middle College to provide resources and support.
2. Establish a Middle College Advisory Council, a PTA, and get more parent involvement on BLT
3. All teachers using Power School and Schoology to communicate academic and attendance progress
4. Student Centered Showcases connect families with student learning
5. Monthly Newsletter for families and students
6. Monthly Principal Coffee events held at varying times and locations to meet with the community regularly
7. Family Engagement Nights focused on College and Career Readiness and community engagement (things like a FAFSA Night, Seattle Colleges Evening, etc.)
8. Increase the number of families responding to family survey to get more accurate data by doing personal outreach

## 20-21 COVID-19 Addendum

### Middle College High School

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.

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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:**  
Open houses were held to engage families and monthly virtual “coffee” events are held with the principal to have time for families to ask questions or connect. Weekly communication goes out to all families from both the school and teachers. Material distribution dates are set up throughout the quarter to ensure students always have supplies and their technology needs met. We have also delivered materials to those students that cannot leave their homes to ensure that students have technology, books, and school supplies. Support staff is available for directing family needs and ensuring that students get the support that is specific to their site and to their need.

## 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:**  
Students have individual advisors that check in with them weekly. They also have Leadership classes where they participate in weekly circles as a whole site. Teachers are also participating in anti-racist and SEL focused professional development using book clubs, district RET resources, and specific SEL strategy work.

## 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.

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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 2/2
  - 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:**  
Students have individual advisors and we have a wonderful MTSS structure where students get support from additional staff as needed. MTSS team meets weekly and reviews data, shares resources and follows up on student needs. Each site has a representative at the MTSS meeting and works together to ensure students get wraparound support for their needs.