

# Washington 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

Mission: To create a safe, trusting, collaborative, learning-focused community where we can all be our BEST (Brave, Empathetic, Safe, and Tenacious) selves.

Vision: Ever learning and becoming our BEST selves for a successful tomorrow.

## Priorities and Measurable Goals

### Middle School Focus Goal: 7th Grade Mathematics

#### **Priority Goal:**

For the 2020-21 school year, at least 37% of 7th grade students of color furthest from educational justice will meet standards or higher on the Math Smarter Balanced Assessment.

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## 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 (%).

### **Supplemental Goal:**

In focusing on the college and career readiness of our students, 100% of our rising 9th graders (current 8<sup>th</sup> graders) will participate in the Naviance curriculum to prepare for their transition to high school.

## 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.

Washington Middle School's priority focus areas for system wide work within a Multi-tiered System of Support will be 1 – Leadership, Systems, Structures: which will utilize a network of in-building, district-level, and community leaders and partners to engage staff and establish and implement a shared vision, design collaborative inclusive structures, and determine and deliver relevant and ongoing professional development; and 2 – Culture, Collaboration, Communication: which will utilize consistent and timely communication to

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build systems and structures that promote communication and partnership with students, staff, families and caretakers and community partners.

## 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.

## 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.

Three essential practices have been adopted to meet the goals of our African American males and other students of color furthest from educational justice. 1 – Implement Foundational Systems and Structures for Mathematics Instruction; 2 – Implement consistent and high-quality core mathematics instruction for all

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students; 3 – Implement data-informed mathematics interventions and tier 2 & 3 support. Progress monitoring will occur using classroom, school, district, and state assessments that range in frequency from daily to once a year. The data made available from such assessments will be utilized by teachers, the counseling team, and those named below to create interventions and supports to build for success over time. Effective teaching practices will be supported and elevated through Subject Matter Specialists, the Instructional Coach, Department Teachers, Administrators, and professional development that utilizes in-building, district-level, and community leaders and partners - including but not limited to the partnership with the Technology Access Foundation to implement the STEM by TAF Project Based Learning model with our 6<sup>th</sup> grade students for the 2020-21 school year and rolling up through the grades in subsequent years.

## 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.

Three essential practices and strategies have been adopted to further the culture and climate for students and families. 1 – Positive Climate: Relationships and Connections 2 – Social Emotional Learning Skills and Practices; 3 – Talking Circles and Restorative Practices. The Counseling Team, Student and Family Advocate, Reentry Specialist, PBIS Team, RET, PBIS Team, BLT, and Administrators will progress monitor growth and improvement of culture and climate and create interventions and supports to build for success over time.

## 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.

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## Family and Community Goals

### **Priority Goal:**

To partner with the Washington Middle School PTSA as it works to build an active membership that is representative of our student population and demographics so that it can further its stated goals to keep families connected, support teachers, support student learning, and promote advocacy and equity for all of our students and families.

### **Plans for Family Engagement**

Staff will perform quarterly student and family wellness checks for every student. Additionally, staff will host monthly gatherings and events for families. These gatherings may occur virtually or in-person depending on the circumstances and necessary safety protocols. These gatherings will take a variety of forms including Curriculum Night, Parent-Teacher Conferences, STEM by TAF Family-Engagement Meetings (6th grade families), Town Halls, quarterly Conversations with the Principal and Director of STEM by TAF at Washington, and opportunities for participation in various school site decisions.

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## 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.

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## 8. Recommended School Specific Strategy as outlined in the Playbook:

Staff will perform quarterly student and family wellness checks for every student. Additionally, staff will host monthly gatherings and events for families. These gatherings may occur virtually or in-person depending on the circumstances and necessary safety protocols. These gatherings will take a variety of forms including Curriculum Night, Parent-Teacher Conferences, STEM by TAF Family-Engagement Meetings (6th grade families), Town Halls, quarterly Conversations with the Principal and Director of STEM by TAF at Washington, and opportunities for participation in various school site decisions

## 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:

Social Emotional Learning skills and supports will take place in a variety of settings including but not limited to the utilization of the Naviance program during a portion of the scheduled enrichment and small group times. Supports will also be embedded within the structures, lessons, and practices of our Humanities/ Language Arts/ Social Studies courses. Additionally, the school staff will continue their professional development throughout the year building capacity and refining practices related to restorative practices and building relationships that began in the spring of 2020. Wellness checks will be administered through enrichment groups, student and family surveys will be administered through the counseling team, and partner organizations will be utilized to offer both small group and individualized supports and interventions as appropriate through the student intervention team process.

## 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:**

Washington Middle School will utilize synchronous and asynchronous lessons as well as small group activities, discussions, and feedback sessions for all classes. Additionally, throughout the year staff will receive professional development in methods and strategies of project based learning including strategies and practices for differentiation. Washington Middle School will also be partnering with the Technology Access Foundation to implement the STEM by TAF Project Based Learning model with our 6<sup>th</sup> grade students. Washington Middle School will also utilize its partnerships with other organizations and entities to provide additional opportunities for small group and individual academic supports as appropriate through the student intervention team process.