



Seattle Excellence Continuous School Improvement Plan (CSIP)

Whitman 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 erasing 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

Whitman Middle School is a place Where Everyone Belongs. Our mission is to provide every student an opportunity to achieve and grow in an anti-racist learning environment within a culture of mutual respect, collaboration, equity, academic excellence. Our staff are committed to providing culturally responsive instruction that is differentiated to meet all learning needs. By knowing each student's name, strength, and story, we can partner with families to ensure all students have access to their education.

Culturally Responsive Teaching:

- We recognize the importance of including students' cultural references in their learning and honoring their individual backgrounds.
- We support student's growth into independent learners and thinkers
- **To continue to grow in this work we will continue to:**
 - Use data to plan for individual and group learning needs
 - Support the growth of independent learners through mindset and access
 - Partner with students AND their families to create a community of learning
 - Promote strong culture and climate of learning through extension
 - Build awareness and background
 - Create sustainable and equitable systems of support and intervention and communication

Differentiated Instruction:

- We recognize each student's individual learning needs and build content around access



- points for various levels of learning.
- Special Education, English Language Learning, and General Education staff work in partnership to support the entire classroom and each student in it.
- We use programs and resources to identify students “just right” math and reading level to strategically provide access to skill gaps while building grade level content.

General Information:

- We offer Video Production, a series of Art courses, Physical Education, STEM, Music, and World Language Electives
- Students have an opportunity to earn up to TWO World Language credits prior to entering high school.
- We have pathways for accelerated learners in Math and Language Arts.
- Intentional courses to support English Language Learners with language development and acquisition.
- Intentional Case Management and scheduling for students served with Individual Education Plans.
- Co teaching to provide students served with Individualized learning plans in English Language Arts and Mathematics access to rigorous coursework in the least restrictive environment.

Culture and Community

- **Advisory**, a nonacademic space for students to participate in Social and Emotional Learning
- **W.E.B**, Where Everyone Belongs, a student **mentor-ship program to support** 6th grade transition and positive experiences.
- **Associated Student Body**, student leadership organization to promote and provide student voice and active participation.
 - **Student Activities**, there is something for everyone. and if not, let’s build it!
 - WEB, ASB, Black and Brown Student Union, Pride Club, STEM Club, Art Club, Theater, Writing Club, and more!
 - **Student Athletics**, Ultimate Frisbee, Soccer, Basketball, Volleyball, Track and Field
- **Weekly Tutoring**, Community partnership with University Tutors.
- **Restorative Practices and Community Circles**
 - When problems arise in any form, we work to resolve breakdowns with mediation, conversation, and understanding. We repair what is broken and hold all students and staff to standards and expectations to **“Be A PART OF THE SOLUTION.”**



Priorities and Measurable Goals

Middle School Focus Goal: 7th Grade Mathematics

Priority Goal:

For the 2020-21 school year, at least 44% of 7th grade students of color furthest from educational justice will meet standard or higher on the Math Smarter Balanced Assessment.

Target Goal #1:

By June 2021, all students achieving below standard will make average to high growth in ELA, Science, and Math as measured by aligned classroom-based assessments and Smarter Balanced interim and end of year assessments.

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 at 97%.

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 Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs.

The school wide tiered approach to meeting student needs includes our Tier 1 level of instruction in which all students are taught with similar teaching and learning strategies that support academic and social emotional learning. As needed, staff respond with Tier 2 level supports for some students that may benefit from a slightly different approach to academic and social emotional learning, which also includes partnerships with families, staff and community partners. Finally, our Tier 3 level of support is available to a small number of students with unique circumstances who experience success with more individualized supports beyond the classroom.

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 are inviting students of color into affinity groups, have launched a Black and Brown Student Union, and have asked that each staff knows the name and story for every student of color in their classes. We are actively working to make space for students of color to share their voice and strengthen their relationship with school. We are also meeting with Families of Color, knowing that the stronger the relationships with home, the stronger the relationships with our students.

We work as grade level and content teams to ensure all levels are learners are challenged and supported. Our Special Education teams has built in consult time to prioritize 1:1 supports for all students served through their programs.



We also have a strong tiered system of support. Staff work together twice a month to discuss trends, patterns, learning needs, strategies to increase access, strategies to promote high learning, etc.

Students who are on an advanced track are given opportunity to take advanced math. All students are also given opportunity to earn two World Language credits before entering High School.

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.

Our strategies include standards-based grading, co-teaching in Mathematics and English Language Arts, Partnership with University Tutors to provide additional learning support opportunities, 1:1 supports for students, academic and social and emotional case management, and the connection to all resources necessary to ensure students and families have access to their experience and growth. We use data to evaluate progress and identify barriers to success and are strengthening our partnerships and alignment with feeder schools.

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.

By Spring of 2021, all students will be able to name a “go-to” staff member on campus and report that they feel safe at school. This will be measured through school and district climate surveys.

In addition, we are committed to weekly Social and Emotional lessons and conversations, restorative practices in times of breakdowns and conflict, and Positive Behavior strategies, and the ongoing use of qualitative and quantitative data to ensure we are responding to the unique needs of our students.

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:

By June of 2021, Whitman Middle School will see an increase in families of color at school meetings and events from 12% to 50%. This will be measured through attendance and participation and as a result of regular meetings with families of color, PTSA partnership, and through the formation of a PTSA Racial Equity Partnership group.

Plans for Family Engagement

We are partnering with PTSA to host monthly meetings for all families, regular meetings with families of color, regular meetings with students of color, and create a Racial Equity Partnership group. Each week a family communicator is sent to families to share all updates and general information. With remote learning this year, we have doubled our efforts by meeting with families weekly for the first 2 months of school. In addition, our PTSA leaders are actively communicating with administration and families to create additional supports for families. As an extension of our family engagement work, we are strategically reaching out to our families furthest from educational justice with ongoing communications in their preferred language, home visits, individualized meeting times along with planned affinity groups to meet the needs of our students and families.

2020-2021 COVID-19 CSIP Addendum

Whitman Middle 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.



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 Family Gatherings, Weekly Family Communicator, Monthly Student Gatherings, Weekly Advisory Gatherings, Regular Families of Color Gatherings, Student Alliance groups, monthly virtual assemblies, structured enrichment time.

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:
Use of Character Strong Advisory Curriculum, Weekly SEL lessons, monthly virtual assemblies, monthly grade-level gatherings focus on welcoming environments and strengthening trust and relationship.

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 2/2
 - 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:**
Communicating high expectations for students, affirming cultural connection and identify, staff will invite students into the learning space, Active Learning and Teaching Methods, Student strengths are Identified and Nurtured, Inclusion of Culturally and Linguistically Diverse teaching strategies.