

School Profile

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

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

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

Priorities and Measurable Goals

Middle School Focus Goal: 7th Grade Mathematics

Priority Goal:

For the 2022-23 school year, at least 41% of 7th grade students of color furthest from educational justice will meet proficiency on the Math Smarter Balanced Assessment.

Target Goal #1:

By the Spring of 2023, all or nearly all 7th grade students of color furthest from educational justice will achieve their projected growth of 8% points higher in the area of Geometry, as a measured by the Smarter Balanced Interim Assessment, as compared to the baseline assessment to be taken in the Winter, 2022.

Safe and Welcoming Environment Goal

Priority Goal:

The percentage of "Historically Underserved Students of Color) [HUSoC] in "High Attendance" (Attending 95%+ of the time) by will improve from 59.3% (October 13, 2022) to 70% by May 1, 2023.

Supplementary Goals

Options:

1. **“My teachers help my find joy in what we learn.”**

For the 2022-23 school year, multi-racial students responding positively to the prompt: “My teachers help me find joy in what we learn.” (Pedagogical effectiveness) **will meet or exceed their white peers’ average by Spring, 2023**

2. **“Adults at school take action to stop hurtful or mean behavior”**

For the 2022-23 school year, all students responding positively to the prompt, “Adults at school take action to stop hurtful or mean behavior” will increase from 64% to 74+%. (Positive Behavior and Safety)

High Quality Learning Experiences

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

To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student’s life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

School-wide Systems and Structures (MTSS)

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

- All teachers at McClure use differentiation strategies to effectively accelerate students who struggle with content and skills and to provide enrichment and application opportunities for students who have already mastered a particular standard or skill. Teachers use “blended learning” strategies which amplify their toolbox for authentically differentiating instruction.
- We intentionally use classroom routines to foster a culture of collectivism, inclusion and identity safety.

- We create regular structures and opportunities for student voice and agency (in the course of instruction, to inform instruction, and to assess instruction).
- We deliver instruction with high expectations for every students' intellectual engagement and to support their development as independent learners.
- McClure's structured Advisory program focuses on Social Emotional Learning, community-building and development of students' executive functioning to support their academic success.

Gap Closing Practices and Special Services

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

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

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

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

- We use data to track students' progress towards IEP goals and objectives and to ensure that each student's schedule supports their individual needs.
- We prioritize inclusion in the school wide community and promote independence by teaching social and behavioral skills in addition to academics.
- Special education case managers and Instructional Assistants collaborate with general education teachers to implement accommodations and modifications that enhance students' access to the general education curriculum.
- We create multiple co-teaching opportunities for students in the Resource Program to fully access the general education setting.
- We collaborate with speech language pathologists, occupational therapists, and physical therapists to meet the individual needs of our students.

Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-

emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

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

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

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

- McClure's Racial Equity Team and Administration: Provide Professional Development that supports staff in committing to practices that increase learning mindset and improve connections to McClure for students of color farthest from educational justice. We use best and research-based strategies to bolster growth mindset. Cross-walk brain research, etc. with our Culturally Responsive Teaching and the Brain learning to develop aligned strategies (both in our daily classes and Advisory).
- McClure staff and teams intentionally progress-monitor our target group of students – Students of Color Farthest from Educational Justice (SoCFFEJ) through classroom observations, reviewing student-based data, interim assessments (MAP and other) and developing intentional interventions and strategies for re-teaching. PLC student growth goals should target our SoCFFEJ and data will be reviewed with frequency in PLC meetings which will prompt teachers to share and utilize effective intervention practices to fill discreet gaps for kids.
- At McClure, we emphasize school-wide, equity-focused and foundational tier 1 instruction and culturally responsive practices and pathways to build intellectual capacity (Hammond), High Will and High Skill paradigms (Jackson), and co-generative planning methods (Emden) are particularly reinforced in our advisory settings where (see item 1 above) teachers have a smaller cohort of students to support, allowing the implementation of these practices with high fidelity which will then translate into core class settings
- Continuation of AVID as an elective, with active recruitment of students SOCFEJ who are underrepresented in higher education and key career fields, with attendant family engagement practices, collaboration and inquiry frameworks; as well as implementation of AVID school-wide to support GVC (Hammond) as an essential universal strategy for academic equity.
- Explicit and consistent Advisory lessons celebrating cultures, perspectives, history and voices while also providing space for challenging but necessary conversations about race, power-differentials throughout history and currently, and how to take action against hate and racism.

Safe and Welcoming Environment

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

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

- McClure's Racial Equity Team RET will continue its role in training, planning and action. The team will lead professional development that will build on *Culturally Responsive Teaching and the Brain*; commit to new, Tier I strategies school-wide.
- RET has also created an Oppressive Language or Action Incident Report for staff to record this incidents when they happen in our school, who the repeated offenders are, and what action staff took to correct the behavior.
- Our RET also created a “Tough Topic Toolkit” to help guide our collective learning and build our “muscle” of confidence and effectiveness when addressing harmful and oppressive language and actions. This tool is used during our Racial Equity Professional Development where we practice together how to effectively interrupt and correct these behaviors.
- The admin team will be pulling in students collect data on how we are doing in our quest to deliver high quality, engaging, and culturally responsive instruction. We will also collect data and perspectives on students’ sense of belonging and opportunities for student voice and leadership. This information will be shard with staff and used as a tool to make changes in our practice and monitor our impact.
- We will continue to augment and hone our McClure “Modus-Operandi” or McClure M.O.’s which are non-negotiable, culturally responsive and research-vetted practices so students experience consistent and dependable aligned practices across their school day. These include but are not limited to:
 - Teachers demanding and holding students accountable to 100% engagement
 - Thresholding: (everyday/every period, greeting students at the door and prepping them to cross the “threshold” into the learning environment.
 - Responsibility-Centered Discipline aligned strategies
 - A continued commitment to PBIS and using our PRIDE matrix to set and reward school-wide expectations
 - Target SocFFEJ to serve on Principal’s Student Senate; meets twice monthly and is a student voice/recommendation body.

Inclusive and Authentic Engagement

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

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

Family and Community Goals

Priority Goal:

For the 2022—23 School Year, McClure will host student-family conferences on November 21st.

Purpose:

1. Build connections/trust with families
2. Build student accountability and agency over learning; set goals for the year
3. Inform families of student progress

This allows families to better understand what their students are learning. It allows a structured environment for students to share their strengths and areas where they may need extra support. Students become active contributors to their learning, rather than passive consumers. We feel that the benefit of creating family connections and giving students ownership over their learning outweighs the cost of students missing a day of school.

Target Goal:

85-90% of McClure families will participate in student-family conferences.

Plans for Family Engagement

- Student-family conferences
 - Plan for those who cannot attend
 - Post conference family survey
 - Post-conference student survey
- Consistent reminders to parents of how to connect with staff members, how to access information on Schoology and the Source, and the opportunity for family conversation around student planners.
- Every Advisory teacher responsible for direct check-ins with families.
- Family evenings/events for AVID participants
- Curriculum Night –new format involving student-led, “choose your own adventure” format. Opportunity for families to explore the school at their own pace and introduce themselves to teachers.
- Weekly principal newsletter. Weekly app updates. Website updated frequently. Talking Points messages with translations available.
- McClure will provide access to interpreters, as needed, for ELL families.
- ELL staff will administer a Family Survey (Questionnaire) in the beginning of the school year (or when ELL students enroll) to gain insights/information about the unique needs & strengths of every ELL student and their family.
- Spring Open House – for new families.