

# 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

Middle College High School offers a cohort-based college and career-focused program. Our 9th and 10th grade students take college prep courses in a small, supportive environment on Seattle University or North Seattle College campuses. 11th and 12th grade students are enrolled in an enhanced Running Start program that offers weekly support from our staff and opportunities to connect with their cohort. Our program provides personalized academic and social-emotional support to students creating a learning environment where students thrive. Low student/teacher ratios and yearlong high credit courses result in highly successful students with the potential to graduate with a high school diploma and an associate degree.

## Priorities and Measurable Goals

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

### **Priority Goal:**

The percentage of NSC/SU sites' 9th grade students prepared and on track to do Running Start in 11th grade as measured by credits completed each quarter and earning a 3.0 or above GPA will increase from 76% to 90% overall and from 88% to 100% of students furthest from educational justice.

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1. Note: Quarterly credit based on total number of students passing all 4 classes in order to earn 2 possible credits for the quarter and then 8 possible credits for the school year.
2. This will be 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.
3. Through weekly group sessions and regular extension activities (field trips, musicians from Totem Star, guest speakers, etc.), we will build a cohort identity starting in the 9<sup>th</sup> grade to increase student buy in and feeling of belonging.
4. We will administer the SDQ to all 9<sup>th</sup> graders. Those 9<sup>th</sup> graders that score in the moderate to high range will receive a follow up intervention and support. We will administer the SDQ follow-up later in the year to evaluate the effectiveness of the interventions.

## **Target Goal #1:**

At Seattle Early College Program at SU/NSC 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. This would be an increase from the 69% of current 9<sup>th</sup> and 10<sup>th</sup> graders.

1. 100% of 11<sup>th</sup> and 12<sup>th</sup> grade students attend Running Start, so diverse cohorts increase FFEJ enrollment in dual credit courses
2. 9<sup>th</sup> Grade Cohort- We have a recruitment team and RET working to actively recruit a diverse population of students.
3. 20- 9<sup>th</sup> grade students are currently enrolled at NSC/SU sites (70% meet at least one metric)
4. 19 – 10<sup>th</sup> grade students are currently enrolled at NSC/SU sites. (68% meet at least one metric)
5. 11<sup>th</sup> graders are supported through twice weekly Mentorship classes at the Seattle College they attend
6. 12<sup>th</sup> graders are supported through weekly 1:1 Mentorship meetings with their advisor

## **Target Goal #2:**

100% of Seniors will graduate during the 2022-23 school year and leave with a plan to continue their education in some manner. Students furthest from educational justice traditionally graduate at a lower rate and are more likely to leave without a plan for continuing education, so meeting this goal addresses disproportionality.

1. We have 36 Seniors and all have a plan to graduate currently. As situations change, we will adjust the plans as needed.
2. We are collaborating with staff at the Seattle Colleges to ensure that students are enrolled in the right classes for graduation.
3. We are implementing the full suite of Naviance lessons 9-12 to support students determining their interests and their plans post-graduation.
4. We are partnering with the Seattle Colleges to provide information sessions to our 11<sup>th</sup> and 12<sup>th</sup> graders focused on the supports and programs offered at the Seattle Colleges.

## 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 2023, each student’s attendance rate (if under 85%) and on time arrival rate (if under 95%) will increase to the threshold or at least by 10%, year over year, indicating effectiveness of a safe and welcoming environment with supportive systems, routines and practices in place to support them.

Student	21-22 Attendance	Goal	21-22 On Time	Goal
1	76%	83.6%	87.2%	95%
2	X		94.1%	95%
3	X		93.9%	95%
4	56.4%	62%	X	
5	65.8%	72.3%	X	
6	69.3%	76.2%	81.9%	90%

Students 2,3 and 6 are FFEJ students

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

**Review Data Sources** – Attendance rates/percentages will be calculated each quarter to monitor progress towards the goal.

**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
- D) Multi-lingual 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.

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2) 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 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 the student climate surveys in 2021-22. Areas of growth for our students and staff are to better define and work towards having all students college and career ready and improving the support that we provide our 11<sup>th</sup> and 12<sup>th</sup> graders in Running Start. 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 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

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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.

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.**

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 and our Race and Equity Team directed professional development. 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, student led conferences 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.

**Priority Goal:** Both sites will have weekly circles devoted to a variety of SEL activities, including goal setting, the Dignity Model, academic check ins, leadership building and more.

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 2022-23 and 2023-24 school year.
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.
5. Establish a stronger 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 college and career pathways.
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, LatinX, and Native American students, first generation college students and those that qualify for Free or Reduced Lunch.
12. Ensure that recruiting efforts are targeted to middle schools and neighborhoods that have higher rates of families eligible for free and reduced lunch.

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13. NSC/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 adding student led conferences, a comprehensive family communication plan, FAFSA support night and Seattle Promise support hours. These activities are designed to increase parents/community members engagement in school.

### **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 and get more parent involvement on BLT
3. All teachers using Power School and Schoology to communicate academic and attendance progress
4. Student led conferences 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
9. Open Houses were held in August to welcome families to our sites and recruit additional students