



Continuous School Improvement Plan (CSIP)

Aki Kurose Middle School

2016 - 2018

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School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

The Aki BLT approved the final CSIP version on 11.30.16

Mission and Vision

Mission

Strong Relationships and High Expectations—Every Student Excelling and Cared For—in Our Collaborative Learning Community-Every student Achieves, Everyone Accountable

Vision

We strive daily at Aki Kurose Middle School to be a school that:

- Is a focused learning community-We are committed to providing each and every student Access to high quality teaching and learning.
- Is Accountable for making our learning environment safe and personalized. We will build strong relationships and get to know each student and family well.
- Holds high expectations for the Achievement of every student. Students will be engaged in culturally relevant and rigorous learning activities. We believe that by providing equitable learning opportunities we are helping to prepare every student for high school, college and beyond.
- Celebrates our wonderful diversity. There is a substantial educational benefit from being part of such a vibrant, racially and culturally diverse school community. Family engagement is critically important and is welcomed and appreciated. We must all have a collaborative Attitude for the good of ALL students.
- Always provides students with what they need to grow academically, socially and emotionally by constantly Assessing for learning

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet

Last year, our concern about student learning was focused on Black Male proficiency in math. After looking at the correlation between positive teacher-student relationships and student success, we saw that in order to boost student growth across the content areas, we would need to develop both technical and relational approaches to instruction in tandem. As we heard from former Aki students, “students don’t learn from teachers they don’t like, or from teachers they feel don’t get them.” Our student survey stated that only 47% of students say that “teachers take time to get to know me.” Also 61% of students say they have at least one adult they can talk to in the building. Therefore, we want to expand our focus from content instruction professional development to a relational to better support our

<p>grade level standards.</p>	<p>students. The work from last year showed that there is a strength in how students feel in class that we can build upon. Last year our Black Male 8th grade students were asked questions about how they felt in their math classes. 40% of students identified feeling pleasant in the classroom. When asked how the teacher makes them feel as a learner, students only chose capable and excited; they did not select frustrated or uninterested. Additionally, 72% of students identify that they “work hard to learn in school” as well as 70% said “I have clear goals for my future.” Also, 69% of students identify that “I keep working toward my goals even if I experience problems.” These traits of our students help support our goal of math proficiency as long as we learn from our students how to utilize these traits to support learning.</p> <p>Aki Kurose has the following academic offerings for its students: Aki Kurose offers a wide variety of classes to our students to provide the most diverse education possible while still focusing on the fundamentals. Course offerings include basic mathematics, art, science, physical education, language arts, social studies, U.S. history, world cultures, Spanish, Arabic, drama, media, digital photography, music, algebra, English language literacy, reading, health, street soldiers, dance, yearbook, and culinary arts. Aki provides most of these courses during our regular school day. A variety of extra-curricular classes and programs to engage youth in positive character building activities are also offered after school through the Families and Education Levy funds. Aki Kurose also has the following programs: Advanced Learning (Spectrum) Aki Kurose offers the following student support program: Aki Kurose Academy is proud to offer our building’s resources to better serve our community’s needs. Listed below are a few of the services offered at Aki Kurose, both to the general public and/or the students and their families enrolled in our school program. Aki Counseling Department Aki offers a wide variety of counseling services to meet the needs of our diverse student body.</p> <p>City Year unites young people of all backgrounds for a year of full-time service, giving them the skills and opportunities to change the world. As tutors, mentors and role models, these diverse young leaders make a difference in the lives of children, and transform schools and neighborhoods in 19 U.S. locations and one in Johannesburg, South Africa. Just as important, during their year of service corps members develop civic leadership skills they can use throughout a lifetime of community service. Major corporations and businesses participate in our mission by serving as strategic partners, team sponsors, and national leadership sponsors. Together we’re building a citizen service movement that is larger than our organization, our lifetime, and ourselves. InvestED - is committed to improving the quality of life among needy secondary students in communities throughout the state of Washington, by supporting schools to encourage students to stay in school, return to school or get involved within their learning community. Haas Foundation funds are used to encourage secondary school students to remain in school or return to school. This is accomplished by the Foundation’s nurturing the development of a trusting relationship between the student and the school. We believe all students should be treated with dignity. Through the schools’ discreet use of Haas Foundation funds, we hope to encourage character development and increased self-esteem in the recipients Seattle Parks and Recreation at Aki offers all kinds of awesome after school programs Monday through Thursday from 3:40 to 4:45 pm at Aki Kurose Middle School with snack and transportation included and has incorporated Aki's ongoing My Brother's Keepers, My Sister's Keepers, Hermanos Unidos, and Hermana Unidos into their programming beginning this year.</p> <p>Treehouse Tutoring Treehouse program’s intensive tutoring program places certified teachers in public schools to provide foster kids with essential tutoring in basic skills. We also offer after-school drop-in tutoring at the Tree house Learning Center, as well as Summer Academy and other school break programs. The Treehouse program has six core programs – Tutoring, Educational Advocacy, College and Career Planning, Little Wishes, Summer Camp and the Warehouse. As part of the annual review process for the School wide Improvement Plan, Aki Kurose staff met to review and analyze data and current goals during September and October Building Leadership Team meetings, and as needed throughout the school year.</p>
<p>We will use research-based strategies that</p>	<p>We address the needs of all students through careful data analysis of the Attendance Behavior Coursework Currency Connection and standards based curriculum/lesson planning that is responsive to student need based on assessment data. Through emphasizing high quality Tier 1 instruction we will reach 80% of our students, thereby allowing us to plan interventions and support plans for the inclusion of Tier 2 and Tier 3 students. We have student specific instruction/instructional models and</p>

help targeted students.

programs that meet the needs of our ALO, SWD and ELD students, through an inclusion focused model, with the following supports: * Multi-Tiered Systems of Support (MTSS) Process * Student Service Support Meeting (SSSM) * Student Success Plan (SSP)s * Community Partnerships * Community in Schools (CIS) * Diplomas Now (DN) * City Year (CY) * Social Emotional Learning (SEL) Small Groups * English Language Learners (ELL) Content Area Classes * Curriculum for language acquisition and development * Systems 44 * Read 180 * Access * Co-teaching * I Can Learn * IXL * Saxon 4 * Success Maker * Data Meetings – Grade Level Content Area Teams Progress monitoring of our students happens throughout our school system on multiple levels. Data is pulled from both District Resources (Academic Warehouse, Reading Inventory, Washington Comprehensive Assessment Program) and through internal sources (standards-based gradebooks, formative and summative assessments). This data is looked at through the lens of ABC3 in order to match students to the social, emotional, or academic resources they need for success. We offer extended learning through our summer school program, Extended Day and Break Camps as well as ongoing teacher and staff support of students outside of the classroom and regular school day. All students are given the opportunity to learn in an enriched environment through instruction and instructional activities that move students out of the Depth of Knowledge (DOK) 1 and 2 range and into the 3 and 4 range. Time is spent in Professional Development (PD) and content area meetings to critique and develop lessons that foster student opportunity to solve real-world problems, to think creatively, and to demonstrate their reasoning.

The principal and other staff will conduct regular classroom walkthroughs. During these walkthroughs the following research based and high leverage teaching moves will be observed:

- Clear teaching points
- Teacher modeling
- Clear use of targeted vocabulary
- Students using evidence to justify their answers and/or reasoning
- Rich and engaging discourse
- Public records of student work, graphic, organizers, word walls, charts
- Ongoing formative assessment
- High levels of student engagement
- Varied and appropriate grouping strategies
- Teachers will work with staff developers from Columbia Teachers College, and the district Literacy Coach to improve and refine instructional strategies.
- After school enrichment and math & chess clubs will continue.
- Aki Kurose continues to offer our Advanced Learning (Spectrum) program, as a result we provide challenging and engaging curriculum and instruction for students performing above grade level.
- Teachers will use the research based Charlotte Danielson Framework for Teaching to guide their planning and goal setting.

Our school offers professional development that is high quality and ongoing.

2016-2017 Aki Professional Development Plan
Enduring Understanding: All teaching and learning is culturally informed. Essential Question: How does my conceptual understanding of race, culture, and ethnicity help Aki to create a community that gives each and every student what they need to achieve at a higher level? Learning Objective: Members of the Aki community will develop and share an understanding of and commitment to cultural humility to develop and deepen relationships with students for academic, social, and emotional flourishing.

Our PD will flow through three primary categories while focusing on the soft skills of instruction: Standards Based Grading, Rigor, and Establishing Maintaining and Restoring relationships with students. All staff are involved through our use of Professional Development (PD) days, Professional Learning Communities (PLC)s, and choice-based sessions. Teachers, teacher leaders, and Career Ladder Teachers (CLT)s, are involved in planning and leading sessions. Exit tickets are gathered and professional development is adjusted according to the all-staff feedback. District Tri-Days, early release professional development days and ongoing weekly Professional Learning Communities and meetings are used to maximize professional development and adult learning. Student achievement will be impacted by:

- * Creating more frequent rigorous lessons and weekly assessments

	<ul style="list-style-type: none"> * Creating scaffolds and supports so that students can access more rigorous lessons for acceleration versus remediation * Identifying focus groups from progress monitoring black males and implementing interventions * Planning small groups for re-teaching or pre-teaching * Developing instruction and content that is culturally relevant * Creating supportive classroom environments <p>We have several days each school year where our staff participates in professional development (PD) based on our schools’ professional development plans, and where our data indicate a need for enhanced instruction. The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science. We have access to instructional / content coaches who provide peer-coaching in refining instructional skills and putting into practice the best use of our curricular materials. During the 2016-2017 school year we were fortunate to have three Career Ladder positions of a Demonstration and Mentor teachers support individual teacher professional needs. Professional Development offered: Content Standards-Based Professional Development Professional Growth and Evaluation English Language Learners (ELL) and Special Education Department (SPED) Functional and non-fiction literacy strategies Positive Behavior Support, Smarter Balanced Assessment (SBA) and other school assessment data training professional learning community groups-Social Skills/ Bullying, Cultural Competence, Rubrics of Language Arts and Content Areas, Inclusion, Standards Based Grading</p>
<p>Our school will increase parent/family engagement.</p>	<p>Aki Kurose provides families with multiple opportunities for parents to play an active role in their student's education. Aki Kurose has a strong and supportive Parent Teacher Association. Parents make a huge difference in the education of their children. At Aki Kurose Academy, parents can have a positive and very direct effect on the entire educational environment. Aki parents are committed and involved. They work hand-in-hand with administrators, teachers, and student leaders to create programs, support curriculum, and provide unique educational opportunities for all of our students. PTSA also works to build community and develop partnerships between our students’ families and the school. Parent survey data is used alongside student and staff survey data to impact professional development and school systems to maximize and adjust for community engagement and student learning.</p>
<p>Our staff is involved in decision-making.</p>	<p>Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and our representatives report back to their grade level/department teams. They also bring issues and input to Building Leadership Team (BLT) meetings from their team members.</p>
<p>We will assist our students to meet standard.</p>	<p>Data is gathered from multiple sources throughout the school year and each year’s scheduling is based on data and student need. The MTSS team, grade-level teams, content-area teams, and admin teams are systematically looking at student data throughout the year. Supports and are based off of the ABC3 and then students are matched to appropriate interventions and resources.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>We provide high quality professional development and innovative programing, instruction, and curriculum that allows staff to connects to the crucial work of education in the current realities of the South West region of Seattle and society at large.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>Grade level counselors visit elementary schools to talk about our programming. We host an Aloha night to welcome incoming 6th grade families. We host a high school information night that allows students and families to preview high school programming to our feeder high schools. The 5th grade teachers of incoming Special Education and English Language Learners 6th grade students communicate with the 6th grade teachers about the rising students, as do the 8th grade teachers to the 9th grade.</p> <p>We host a welcoming event for incoming students and invite their families to tour the school and meet our staff and students. Also the first day of school is only for new students to support their transition in</p>

	<p>our collaborative learning community. 6th grade students have a different bell schedule and advisory classes built in to the day.</p> <p>Summer school at Aki Kurose Middle School Academy invites identified 6th grade students to attend in order to prepare students for their middle school learning experience.</p> <p>We offer home visits to all incoming families in August.</p>
Our system of support assures our highly qualified staff are support students.	* All staff are certified for their grade level and content area

The following table describes how funds are allocated to support and improve student learning.

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars		Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual		Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success of ELL students
2016-2017	Combined Funds	Title 1		Supplemental math and literacy instruction, parent involvement activities, and professional development for staff.
2016-2017	Combined Funds	PTSA Grant	N/A	N/A
2016-2017	Combined Funds	Free & Reduced Lunch		.2 nurse and staff to support equitable access to the arts and supplies
2016-2017	Combined Funds	Learning Assistance Program (LAP)	N/A	N/A
2016-2017	Specific Use Funds	Nesholm		Literacy AP, TC Staff Developers, curriculum development
2016-2017	Combined Funds	City of Seattle Levy Dollars	\$431,957	Extended learning in math/reading, CY, CIS, JHU, Family and Community Partnership Liaison

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year

Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Black Male Data: 42 of the 60 Black males in the 7th grade are not proficient on the 15-16 math Smarter Balanced Assessment</p> <p>30 of the 37 Black males in the 8th grade are not proficient on the 15-16 math Smarter Balanced Assessment</p> <p>15-16 Student survey stated that only 47% of students say that “teachers take time to get to know me</p> <p>When observing patterns about student achievement it was observed that students who had positive relationships were more likely to improve Smarter Balanced Assessment levels.</p>	<p>Students will have positive relationships with staff and engage in learning and class in an authentic way that leads towards mastery of standards.</p> <ul style="list-style-type: none"> • Students will create re-take plans as needed. • Students will engage in regular student discussions to de-privatize their understanding of concepts. • Students will demonstrate mastery on standards on multiple assessments. <p>This will result in an increase in a minimum one level of proficiency Black Male growth in Math and English Language Arts as measured by the Smarter Balanced Assessment and school based measures.</p>	All staff	2016-2017 school year

Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
ELA	Black Males student have been historically	Engsih	2016-2017 school year

<p>Students will engage in independent reading using just right texts and be engaged in reading skill and will build over time per the bands of text complexities, specifically Black Males will be accelerated their reading skills and levels</p> <ul style="list-style-type: none"> • Students will move through book progressions based on their reading level • Students will be able to access just right reading during independent reading • Student will be able to describe and show their current reading skill and thinking connected to the Bands of Text Complexity documents <p>Math</p> <p>Students will feel engaged, connected, and supported in math classrooms based on survey data and informal observations.</p>	<p>underserved and need to be accelerated in English Language Arts, specifically through reading skills. Independent reading has been used for silent sustained reading and will grow to include specific strategy based reading instruction connected to students' current reading levels.</p> <p>Black male students will grow minimally grow 1-2 performance levels based on Lexile scores, unit based reading assessments, and independent reading conferring records.</p> <p>Black Male students have been historically underserved and need to be accelerated in</p>	<p>Language Arts Staff, Literacy Assistance Principal</p>	<p>and ongoing.</p> <p>2016-2017 school year and ongoing.</p>
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<p>Students will accelerate their understanding of complex word problem based on multiple assessments.</p> <ul style="list-style-type: none"> • Students will participate in the retake process to accelerate learning. • Students will show proficiency in solving complex problems 	<p>math skills, specifically complex problems at higher DOK levels. Students will also note that they are feeling supported and positive about their relationship with their math teacher.</p> <p>Black male students will show growth in MTSS levels as shown through multiple assessments.</p>	<p>Math Assistant Principal; staff</p>	
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Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Teaching practice would utilize student currency and staff connections with students if the student learning problem was addressed. There will be evidence of a change when staff talk about students from a strengths based approach, there are systems in place that allow students to provide feedback about</p>	<p>Teachers will develop positive relationships with students by recognizing student currencies and practicing cultural humility. Teachers will learn more about:</p> <ul style="list-style-type: none"> • Teachers will reflect on their relationships with students using Establish Maintain Restore and create action plans. • Staff will implement 7C's. • Revise lesson plans with a focus on how to support Black Male engagement. <p>This will be measure through the climate survey and staff reflection surveys.</p>	<p>All staff</p>	<p>2016-2017 school year</p>

what practices are most effective for them, use of the 7C's from *For White Folks Who Teach in the Hood*, cultural humility practices and anti-racist practices are modeled in the classroom. Staff would reflect on their relationships with students using the EMR framework (establish, maintain, restore).

The consistent feedback from staff exit tickets in our professional development is, particularly with math staff, are questions around how to set aside time for relationships.

There are still frequent questions about how to teach relationships and math. They are not yet seeing the integration of academics and relational work.

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School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Relationships: 53% of staff say they have the materials they need to support all learners Black Males are suspended at a rate of 26.23 % greater than their demographic representation at Aki. Over 90% of the referrals are generated in the classroom.</p>	<p>Aki will implement restorative practices for classroom management and admin discipline process. Restorative practices for discipline and classroom management recognize student currencies and practicing cultural humility. Teachers will learn more about:</p> <ul style="list-style-type: none"> Teachers will reflect on their relationships with students using Establish Maintain Restore and create action plans. Staff will engage in restorative classroom management processes Admin will use restorative processes and structure when students enter into the discipline process. <p>This will result in an increase in teachers reporting they need the materials (supports) need to support all learners on the staff survey. Also, the disproportionality and numbers of suspensions will decrease for black males and will decrease overall as a building.</p>	All staff	2016-2017 school year