



Continuous School Improvement Plan (CSIP)

Middle College High School

2016 - 2018

Jennifer Kniseley, Principal



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 MCHS Building Leadership Team reviewed and approved the 2016-17 CSIP on October 26, 2016.

Mission and Vision

Mission

MCHS offers students equitable opportunities for learning in a supportive, collegial community providing different pathways to success.

Vision

Educating for Equity, Empowerment, and Enlightenment

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

| | |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p> | <p>*OSPI Graduation Requirements – State Assessments Graduating class of students who have not met state assessment standards: Northgate: 20%, SU 29%, UW: 58% Total of 16 need to pass state assessments</p> <p>*SPS Student Climate Survey: Challenges</p> <ul style="list-style-type: none"> ● Overall Learning Mindset 62% <ul style="list-style-type: none"> ○ 48% of students responded "I finish what I begin" ○ 60% of students responded "I work hard to learn" ○ 52% of students responded "I challenge myself to do difficult things." <p>*Moving to new attendance data tracking system second semester</p> <p>*Graduation Rates:</p> <ul style="list-style-type: none"> ● 2016: 47% 5 year; 30% 4 year ● 2015: 53% 5 year; 31% 4 year ● 2014:45% 5 year; 28% 4 year <p>Problem of Student Learning:</p> <p>"If we create systems and collaboration among Middle College sites to identify and progress monitor our student learning plans, then teachers will be able to focus on implementing quality instruction and timely intervention strategies for students not meeting outcomes then students will be informed and supported in their Learning Plans which will lead to higher on time graduation rates (4th and 5th year) as evidenced by our 2016 graduation tracker."</p> <p>*Student Climate Survey: Strengths</p> <ul style="list-style-type: none"> ● 71% of students responded "I keep working toward my goals if I experience problems" ● 68% of students responded "I am motivated to learn" ● 83% of students responded "I respect other students point of view." |
| <p>We will use research-based strategies that help targeted students.</p> | <p>*Staff are developing written Student Learning Plans, will conduct weekly check-in with students, provide monthly progress reports, and mandatory written Intervention Plans for students not passing which will include support from LAP teacher, ELL, and IEP case managers.</p> <p>*Specific plans will address alternative instruction techniques and content PLC's (Professional Learning Communities) will work together to develop addition instructional strategies to support learning. See above.</p> <p>*WINGS will be an added support, second semester.</p> <p>*Early release PLC time is used to analyze student work in order to inform instruction for all students which includes student who are performing above, at, or below grade level.</p> <p>*Early morning digital learning support and can access learning at home.</p> <p>*Multi age classrooms and Inclusion used Problem Based Learning activities.</p> |

| | |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>*Written Student Learning Plans and access to digital courses which allows self-pace.</p> <p>*Weekly check in with teacher allows for flexibility on pacing</p> <p>*Eliminating the Opportunity Gap connects to our goal to increase graduation rates: 50% of our students are non-white. 69% of the students are students of color who have not passed their state required assessments.</p> |
| <p>Our school offers professional development that is high quality and ongoing.</p> | <p>*Our professional development will be based on learning the ALE compliance demands so that we deepen our understanding of current district, state and Common Core curriculum expectations.</p> <p>*Our Content PLCs will work on common assessments and aligning curriculum, sharing instructional practices focusing on DataWise in order to increase student passage rate on classes and meeting deadlines.</p> <p>BLT and staff decision making matrix was used to determine focus and goals.</p> |
| <p>Our school will increase parent/family engagement.</p> | <p>Our strength is in parent – teacher communication: 88% of parents responded "I feel confident discussing my students’ education with teachers." 94% of parents responded - "Teachers and staff care a lot about my child's academic success and personal well-being," 94% of parents responded - "My child is treated with respect." 88% of parents responded - "My child feels safe at school."</p> <p>Family engagement data: 38% of parents responded - "I have opportunities to influence." 50% of parents responded - "The school does a good job sharing about my child's academic progress." 56% of parents responded - "I am greeted warmly when I call or visit the office." 56% of parents responded - "The school has successfully overcome cultural barriers between staff and families." 63% of parents responded - "Teachers and staff at school are knowledgeable and respectful of different cultures and races."</p> <p>Communication 41% of parents responded - "The school encourages feedback from parents and the community." 53% of parents responded - "The school reaches out to families when decisions important to families need to be made."</p> <p>Parents are wanting a better system to track student progress. This is being addressed with the new WINGS program</p> |
| <p>Our staff is involved in decision-making.</p> | <p>Our BLT creates the draft plan. Then, it is shared with staff for feedback and approval. Our Decision-making matrix is utilized.</p> |
| <p>We will assist our students to meet standard.</p> | <p>*We will use a graduation tracking sheet. *Teacher Advisors will meet weekly with individual students to monitor progress.</p> |

| | |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>*Staff will generate a WSLP when they enter Middle College by gathering data at intake meetings.</p> <p>*Our intake and orientation process will be standardized and strengthened.</p> |
| Retain high quality, highly effective, and highly qualified staff. | <p>*In contrast to past years, there has been a high turnover of staff recently.</p> <p>*Our current teaching staff have: 1/3 below 5 years' experience 2/3 5-10 years or more</p> <p>*Staff will conduct early release days weekly to support professional learning community</p> <p>*Staff will create clear systems of support including a staff handbook, clear guidelines for registration of classes and dropping classes, new student intake process, MTSS development, ALE compliance structures, and PLC Handbook.</p> |
| How do we support the transitions of new students and families into our school? | <p>*We are redesigning an intake process for Middle College.</p> <p>*We are transforming from a service school to an Option School model this year.</p> <p>*We need to spend time redeveloping our process and recruiting including improving our communication and transition process with the referring school and counselors.</p> |
| Our system of support assures our highly qualified staff are support students. | <p>We have a high quality teaching staff who are endorsed in the subjects that they teach. Because of our small sites, staff roles are maximized. Each teacher is responsible for an advisory/mentoring class that supports the individual social/emotional and academic needs of the students.</p> |

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 | \$1,154,789.00 | Certificated Teachers and Support Staff Counselor, .2 Nurse, College and Career Specialist |
| 2016-2017 | Specific Use Funds | Transitional Bilingual | \$20,668.00 | .2 FTE ELL Teacher hired to support ELL students and provide instructional strategies for general education teachers |
| 2016-2017 | Combined Funds | Self Help | N/A | |
| 2016-2017 | Combined Funds | PTSA Grant | N/A | |
| 2016-2017 | Combined Funds | Free & Reduced Lunch | \$229,480.00 | 2 Graduation Success Coordinators to improve graduation rates |
| 2016-2017 | Combined Funds | Learning Assistance Program (LAP) | \$50,655.00 | .4 FTE LAP teacher to support students who are re-taking required academic courses on-line |

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>Of the 49 students who are eligible to graduate in 2017, 39% of the students have not passed one or more of the State Graduation Requirements. 69% of the identified students are students of color. Our student population is 50% students of color.</p> | <p>Connected to your Problem of Student Learning, what is your gap-closing goal for a subset of students?</p> <ul style="list-style-type: none"> 100% of our students of color from the graduating class of 2017 will meet all of the State Graduation Requirements by June of 2017. <p>What student achievement indicators will you monitor over the year to inform your progress toward meeting your student achievement goals (ex. formative assessments, screeners, observation data, survey data)?</p> <ul style="list-style-type: none"> Fall and Spring State Assessment Results Attendance Rate at Testing Collection of Evidence Progress Teacher Based Formative Assessment | Counselor/ Teacher Advisor | June 2017 |

| 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: |
| <p>If teachers work in content specific PLC's to develop common assessments and analyze student work, then they will be able to create student specific intervention plans and more seniors will have the academic support to pass required courses to graduate.</p> | <p>Humanities PLC Smart Goal: Perspective graduates will improve their ability to evaluate author's differing point of view on the same historical event or issue by assessing the author's claims, reasoning, and evidence based on teacher designed rubric by the end of first semester 2017. (CCSS.ELA-Literacy.RH.11-12.6)</p> <p>Math/Science PLC Smart Goal: Perspective graduates will improve on math practice 1 (perseverance in problem-solving), all group learning students will either meet standard or improve by at least one point on a teacher-scored rubric.</p> | <p>Humanities PLC Lead Christine Soja Robin Wilson</p> <p>Math/Science PLC lead Courtney Strash</p> | <p>June 2017</p> <p>June 2017</p> |

| 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>If we create systems and collaboration among Middle College sites to identify and progress monitor our student learning plans, then teachers will be able to focus on implementing quality instruction and timely intervention strategies for students not meeting outcomes on monthly progress reports and semester grades, then students will be informed and supported in their Learning Plans which will lead to higher on-time graduation rates (4th and 5th year) as evidenced by our 2016 graduation tracker and OSPI graduation rates.</p> | <p>All prospective MCHS graduating class of 2017 as identified in the fall of 2017 based on current credit status (16 plus credits) will graduate during the 2016-17 school year which will result in an increase in our OSPI graduation rates based on 4th and 5th year status (years in school, not accumulative credit). 40 % of our 4th year seniors and 60% of our 5th year seniors will graduate by June 2017.</p> | BLT | |

| 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>If the learning mindset for Middle College students scored well below district average on the student climate</p> | <p>Middle College Students will improve their Learning Mindset from 62% to 70% based on the Student Climate Survey by June 2017.</p> <p>Achievement Indicators:</p> <ul style="list-style-type: none"> • Attendance Rate • Student Climate Survey results | Advisor Teacher | June 2017 |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <p>survey at 62% then student have a limited ability to approach and think about learning which results in low student resilience and academic performance.</p> | <p>(multiple times given this year)</p> <ul style="list-style-type: none">• Improved work completion and credit retrieval• Monthly Progress Reports• Weekly Check-in• Graduation Rate | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|