



Continuous School Improvement Plan (CSIP)

**Middle College High School**  
2016 - 2018

Principal  
**Jennifer Kniseley**

## 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.

BLT Approved this CSIP in May 2017.

### Mission and Vision

Mission	Vision
We are a diverse community whose mission is to empower resilient and promising learners to reach their highest potential and become critically conscious leaders of change through a transformative and liberatory education.	Middle College High School of Social Justice will create equitable opportunities for a successful post-secondary education by empowering students through social justice practices and transforming educational systems.

### Terminology

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

**Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.**

Our students respond favorably, (well above SPS district average), to questions on the SPS Student Climate Survey related to the positive relationships and support they receive from staff at Middle College High School.

Our "student learning problem" that surfaced this year connect to student learning mindset, classroom environment, dual enrollment readiness and overall graduation rates. While our data indicates strong peer to teacher relationships, they dropped significantly when asked about peer relationships and peer collaboration. Graduation rates are low for student graduating in 5 years or less, compared to the district average. A low percentage of students enrolled in Running Start classes in 2016-17.

\*SPS Student Climate Survey: Strengths and Challenges – 2016-17 Data

- Belonging - 74% - District AVG: 63%
- o "If I have a problem there is at least one adult at school I can talk to" - 89%
- o "Adults at my school care about me." - 88%
- o "I belong to a group of friends at school." - 41%
- Classroom Environment 59% - District Average 49%

- o "Students in my classes are friendly to each other." - 65%
- o "Students in my class are focused on learning." - 56%
- Healthy Community 67% - District Average 48%
- o "Adults at school treat students fairly." - 86%
- o "We learn to solve conflicts with each other at my school." - 52%
- Learning Mindset 57% - District Average 67%
- o "I can do most things if I try." - 79%
- o "I challenge myself to do difficult things." - 39%
- Pedagogical Effectiveness 72% - District Average 58%
- o "My teachers give me extra help and support if I need it." – 89%
- o "My teachers give me new challenges if the work in class is too easy." - 45%
- School Safety - 62% - District Average 48%
- o "I feel safe at my school." - 79%
- o "I usually feel calm and relaxed when I'm at school." - 54%
- \*OSPI Graduation Requirements – State Assessments
- 75.9% of 11th graders passing SBA ELA, 8.6% meeting the grade-level standard on the Math SBA, and 25.9% passing the End of Course (EOC) in biology

- 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

\*Graduation Rates:

- 2017: 48% 5 year; 31% 4 year
- 2016: 47% 5 year; 30% 4 year
- 2015: 53% 5 year; 31% 4 year
- 2014:45% 5 year; 28% 4 year

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- Careful constructed testing schedule. Students assigned by content teacher. Teacher set expectation for testing.
- Teachers sent lists of students testing for the day to encourage reluctant students
- Met with parents refusing to have students tested to review benefits of taking the test.
- Calls to students and families to encourage them to take if not a required graduation requirement and they did not test. Primarily Running Start, Special Education and students with chronic attendance issues.

**We will use research-based strategies that help targeted students.**

Tier 1 strategy:

Advisory

Middle College High School Staff are co-creating an advisory class that includes restorative practices, college readiness skills and social emotional learning. In addition to the whole class meetings, advisory teachers develop the student schedule and written student learning plan that is personalized to meet the needs of the students. They conduct a weekly check-in with students, provide monthly progress reports, and develop written Intervention Plans for students not passing which will includes support

from LAP teacher, ELL, and IEP case managers. A research based Social Emotional curriculum- SchoolConnect has been purchased to support social emotional learning in Advisory.

#### Social Justice Education

Middle College High School students and staff engage in critical pedagogy as it relates to social justice education. They study social groups which include, race, class, gender, sexuality and ability and the inequalities that exists among the social groups. Students learn about themselves in order to understand “positionality” and unequal social powers in order to actively seek ways to change injustice.

#### Project Based Learning

Middle College High School staff use this student-centered pedagogy where students learn through integrated projects that allow them to experience or solve real world problems.

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

\*Our professional development will be based on:

- Restorative Practices to support a supportive learning environment
- ALE compliance demands so that we deepen our understanding of current district, state and Common Core curriculum expectations.
- Social Justice Education
- Social and Emotional Learning – Trauma informed
- College Readiness Skills – Learning to Learn
- Project Based Learning Pedagogy

\*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.

BLT and staff decision making matrix was used to determine focus and goals, May 31, 2017.

### **Our school will increase parent/family engagement.**

Family Engagement and Communication Strategies:

- Develop a 3 year Strategic Plan for Middle College High School
- Establish a Middle College Advisory Council
  - o Parent, Staff and Community Members
- All teachers using Power School and Schoology to communicate academic progress
- Monthly Newsletter for families and students
- Monthly Family Engagement Nights focused on College and Career Readiness
  - o FAFSA Night
  - o Seattle Colleges Evening
- Increase the number of families responding to family survey to get more accurate data

### **Our staff is involved in decision-making.**

Our BLT creates the draft plan. Then, it is shared with staff for feedback and approval.

Our Decision-making matrix drives the process. May 31, 2017 the BLT approved the draft. Sharing with individual sites, which includes students and staff.

### **We will assist our students to meet standard.**

- \*Graduation tracking sheet.
- \*Teacher Advisors will meet weekly with individual students to monitor progress.
- \*Staff will generate a WSLP when they enter Middle College by gathering data at intake meetings.
- \*All students will take the Seattle Colleges placement test for math, writing, and reading as a pre and post test in the Spring and Fall.

### **Retain high quality, highly effective, and highly qualified staff.**

- \*In contrast to past years, there has been a high turnover of staff recently.
- \*Our current teaching staff have:
  - 1/3 below 5 years' experience
  - 2/3 5-10 years or more
- \*Staff will conduct early release days weekly to support professional learning community
- \*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.

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.

### **How do we support the transitions of new students and families into our school?**

- \*A clearly defined enrollment process, which includes an application, writing reflection and intake interview.
- \*We need to spend time redeveloping our process of recruiting, including improving our communication and transition process with the referring school and counselors.

### **How do we support students identified as highly capable?**

## **Multi-Tiered System of Supports Budget**

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

<b>Academic Year</b>	<b>Funding Type</b>	<b>Funding Source</b>	<b>Amount</b>	<b>How Funds will improve student learning</b>
2017-2018	Combined	Learning Assistance Program (LAP)	55,025	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	1,284,318	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	112,550	Additional support for students

2017-2018	Combined	Free & Reduced Lunch (FRL)	20,829	Funding to support MTSS supports at all schools.
2017-2018	Specific Use	Transitional Bilingual	22,492	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	106,909	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

## Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

### Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
(percentage of students who pass the placement test for Seattle Colleges)	<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"> <li>• Increase the number of underrepresented students enrolled and passing dual enrollment classes at Seattle Colleges during the 2017-18 school year.</li> </ul> <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"> <li>• Seattle Colleges placement scores in reading, math and writing</li> <li>• Common Assessments in math and ELA courses</li> <li>• SBAC Interim Assessments</li> </ul>	Counselor/ Teacher Advisor	June 2018

### Cluster of Teachers/ Grade Level Goal(s)

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
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 perspective graduates will have the academic support to pass required courses in order to dual enroll in 100 level core classes through Seattle Colleges and to graduate.	<p>Goal #1: All students will improve their foundational math, reading and writing skills to a point that does not require remediation based on Seattle Colleges entrance exam Wonderlic and ALEKS math.</p> <ul style="list-style-type: none"> <li>• Math strategy and assessment-tbd</li> <li>• ELA strategy and assessment-tbd</li> </ul> <p>Goal #2: All students will improve their ability to think critically, solve problems and communicate effectively based on teacher designed common assessments.</p> <ul style="list-style-type: none"> <li>• Math strategy and assessment-tbd</li> <li>• ELA strategy and assessment-tbd</li> </ul>	<p>Humanities PLC Lead</p> <p>Math/Science PLC lead</p>	June 2018

### Whole School Goal

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
If the learning mindset for Middle College students scored well below district average on the student climate survey at 62% then student have a limited ability to approach and think about learning which results in low student resilience and academic performance.	All prospective MCHS graduating class of 2018 as identified in the fall of 2017 based on current credit status (16 plus credits) will graduate during the 2017-18 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. (update with new data)	Advisory Teacher	June 2018

### School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> 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 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>Goal #3: All students will improve resilience by developing a High School and Beyond Plan that includes course planning to support Personalized Pathway state requirements, academic goals, career and planning exploration and post-secondary plan.</p> <ul style="list-style-type: none"> <li>• Counselor and Career Specialist HSB implementation strategy and assessment - tbd</li> <li>o Develop Advisory Course Development Plan (strategy)</li> <li>o Adolescent Brain Development and the impact of trauma</li> </ul>	<p>Advisory Teacher</p>	<p>June 2018</p>