2023-26 Continuous School Improvement Plan (C-SIP)
Aki Kurose Middle School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

School: Aki Kurose Middle School

Current School Year: 2023-24

School Name: Aki Kurose

Principal: Cain Lowery

Members of the Building Leadership: Mathew Maley, Christina Mastin, Dr. Thomas Morris, Camille Beck, Susie Clark, McKell Hilber, Haley Serres, David Edwards, and Amber Ladd

Administration Team and Parent/Guardian Partners:

Leadership Team:

Caine Lowery - Principal
- Responsibilities: Overall school leadership, policy implementation, staff management, and community relations.
- Vision: To create a safe and welcoming environment where all students feel seen and cared for, with high expectations for all.

Ronald Howard - Assistant Principal
- Responsibilities: student discipline, staff support, building safety.
- Objective: Focus on enhancing student support services to better meet the needs of all students.

Emma Hong - Assistant Principal
- Responsibilities: Student services
- Initiatives: Leading the development and implementation of enhanced math and science programs. teacher coaching

Dan Reeve - Assistant Principal
- Responsibilities: Implementation of literacy and social studies programming.

Parent/Guardian Partners:
Parent-Teacher-Student Association (PTSA)

[Aki Kurose School Report](#)

[Aki Kurose Middle School Climate Survey](#)

School Overview

The students at Aki Kurose Middle School (Aki) have limitless potential and deserve to pursue their dreams. However, the public education system was not designed with our students in mind and therefore we must provide the necessary support and resources for them to access, engage in, and own their education. Our community represents a wide range of experiences of families in our city and we all benefit from our depth of cultural and linguistic diversity as well as the diversity of lived experiences.

Over 90% of our students identify as people of Color, our students report their race/ethnicity as follows: 32.3% Asian, 31% Black/African American, 17.7% Hispanic/Latino, 9.8% Two or More Races, 6.4% White, 2.2% Native Hawaiian/Other Pacific Islander, and 0.4% American Indian/Alaskan Native. Over 22% of students receive English Language Learner services, with more than 25 home languages represented.

We recognize that our city and school system are steeped in policies and structures that systematically prioritize some communities and marginalize others, creating educational gaps and thereby maintaining a socio-economic hierarchy. The gaps we see in middle school are systematic and we recognize that we will automatically perpetuate them unless we actively disrupt them. Our students deserve a transformational school community that defies the system. Rather than a one size fits all approach, we aspire to deliver whatever is demanded by our students' needs. We attempt to exhaust every opportunity for our students' success.

Seattle Excellence – Culture of Equity and Educational Justice Statement

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, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

> Over the next three years, increase the affirmative response rate in our learning environment to 80% or higher, as measured by student climate survey and student perception survey data, to create an inclusive and supportive atmosphere that maximizes student engagement and promotes academic success.

One-year Goal:

> For the 23/24 school year, we will regain the 2% affirmative response rate that we lost during the 22/23 school year, increasing our affirmative response rate from 73% to 75%, as measured by student climate survey and student perception survey data, to create an inclusive and supportive atmosphere that maximizes student engagement and promotes academic success.

Student Outcome Focused Governance

School staff will implement the following Guardrails to create conditions for students to meet the focus Learning Environments Goal:

- Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.
- Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

Evidence of alignment to student outcome focused governance:

> At Aki Kurose, our vision aligns closely with Guardrail 4 and 5, which emphasize the importance of not using disciplinary actions as a substitute for culturally responsive behavioral and social-emotional supports for students, regardless of whether they have disabilities. We are committed to providing safe and welcoming environments where all students can thrive academically, socially, and emotionally. To achieve this, we have implemented a comprehensive approach that involves planning, coaching, and progress monitoring to support our students' behavioral and social-emotional needs.

> One way we have addressed Guardrail 4 and 5 is by creating a set of shared and agreed-upon behavioral expectations for our building and each classroom. These expectations serve as a framework for promoting positive behavior and creating a supportive learning environment. By

establishing clear guidelines and norms, we provide students with a common understanding of how to interact respectfully, resolve conflicts, and demonstrate self-discipline.

In addition to setting behavioral expectations, we recognize the importance of culturally responsive supports for all students. We understand that students come from diverse backgrounds, and their experiences and perspectives must be valued and incorporated into our practices. Our teachers and staff receive ongoing professional development and coaching to enhance their cultural competency and create inclusive classrooms. This includes understanding and addressing the unique needs of students with disabilities, ensuring they have access to appropriate accommodations and support services.

To create safe and welcoming environments, we have implemented a multi-tiered system of supports (MTSS) approach that addresses the behavioral and social-emotional needs of our students. This approach involves proactive strategies, interventions, and progress monitoring to provide timely and targeted support to students at different levels of need. Through data-driven decision-making, we identify students who may require additional support, develop personalized plans, and monitor their progress to ensure they are receiving the necessary interventions.

Furthermore, we understand that fostering a safe and welcoming environment goes beyond classroom practices. It involves building positive relationships and connections with our students, families, and the wider community. We actively engage families in the education process and provide resources and opportunities for them to participate in their child's learning journey. By creating a collaborative partnership, we strengthen the support system for our students and promote a sense of belonging and community within our school.

Learning Environments Strategies and Actions

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

Cultivating Inclusive Classroom Practices:

- Provide professional development opportunities for teachers on culturally responsive teaching strategies.
- Implement classroom learning walks that are grounded in Aki's instructional vision and analyzed through our classroom instructional walk-through tool.
- Develop and successfully implement a coaching protocol that is separate from the eVal process for 1st and 2nd year teachers to Aki that is grounded in Aki's common behavioral practices.

Strengthening Student-Teacher Relationships:

- Promote positive and trusting relationships between students and teachers through intentional community-building activities.
- Implement restorative practices to address conflicts or harm and promote understanding and empathy.

Implementing Social-Emotional Learning (SEL) Programs:
- Integrate SEL programs into the curriculum to support students' emotional well-being, self-awareness, and relationship skills.
- Provide professional development for teachers on SEL implementation and strategies for promoting a positive and supportive learning environment.
- Foster a school-wide culture that values and prioritizes social-emotional learning.

Establishing Clear Expectations and Consistent Behavior Management:

- Collaboratively assess, revise and communicate clear behavior expectations to all students, staff, and families and constantly progress monitor our success and gaps around these expectations.
- Ensure consistent implementation of behavior management strategies across classrooms and school-wide.
- Provide ongoing training and support to teachers in positive behavior interventions and supports.

Enhancing Student Voice and Agency:

- Create opportunities for students to provide feedback and actively participate in decision-making processes at the classroom and school level.
- Implement student-led initiatives and clubs that empower students to have a voice in shaping the learning environment.
- Foster a culture that values and respects student perspectives and encourages their active engagement in their own education.

Monitoring and Analyzing Data:

- Regularly administer student climate surveys and student perception surveys to gather feedback on the learning environment.
- Analyze survey data to identify areas for improvement and develop targeted action plans.
- Use data to inform decision-making and guide the implementation of strategies to enhance the learning environment.

Collaborating with Families and Community:

- Engage families and caregivers in regular communication and collaborative partnerships to support student success.
- Organize family engagement events and workshops that promote dialogue, understanding, and involvement.
- Partner with community organizations to provide additional resources and supports for students and families.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

- Race and Equity Sessions: The 13 sessions dedicated to race and equity will provide staff with the knowledge, tools, and resources to develop a deeper understanding of cultural responsiveness. They will explore topics such as analyzing systems of oppression, intersectionality, culturally responsive pedagogy, and engaging families as partners. These sessions will equip staff with the necessary skills and perspectives to create a more inclusive and culturally responsive learning environment.

- Principal-Directed Instructional Leadership Team Sessions: The 13 sessions facilitated by the Instructional Leadership Team will focus on rich tasks, academic discourse, and student reflection. These sessions will provide opportunities for collaborative groups, data analysis, and reflection on instructional practices. By incorporating a culturally responsive lens into these sessions, staff will be encouraged to explore how these instructional strategies can be implemented in a culturally responsive manner. This includes designing rich tasks that are culturally relevant, fostering academic discourse that honors diverse perspectives, and promoting student reflection that acknowledges and values cultural identities.

- Collaboration and Data Analysis: Throughout the professional learning plan, collaborative groups and data analysis will be emphasized. Staff will have opportunities to work together to analyze student data, including data related to students of color and historically marginalized groups. This collaborative process will enable staff to identify disparities, recognize the unique needs of

different student populations, and develop targeted strategies to address those needs in a culturally responsive manner.

- Reflective Practices for Instructional Growth: The professional learning plan includes sessions on reflective practices for instructional growth. This allows staff to engage in self-reflection and critical analysis of their instructional practices through a culturally responsive lens. By examining their biases, assumptions, and the impact of their teaching on students from diverse backgrounds, staff can continually refine their instructional strategies and ensure they are culturally responsive.

- Celebration of Success: The plan also emphasizes celebrating successes and growth. By recognizing and celebrating the accomplishments of teachers and students in implementing culturally responsive strategies, it reinforces the importance of these practices and creates a positive and supportive culture. Celebrations can include showcasing culturally relevant student work, sharing success stories, and acknowledging the impact of culturally responsive approaches on student engagement and academic success.

By integrating these elements into the professional learning plan, Aki Kurose Middle School will provide staff with the necessary knowledge, skills, and support to implement culturally responsive strategies, processes, and procedures. This will help create a learning environment that honors and respects the diverse cultural backgrounds and identities of students, while fostering engagement, academic success, and a sense of belonging for all learners.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

Tier 1: School-Wide Expectations and Behavior Supports:

- Teach and reinforce school-wide behavior expectations through the Aki Core 4 matrix.
- Track and monitor student behaviors, providing feedback and guidance to students.
- Establish clear classroom expectations and discipline systems that promote a positive and focused learning environment.
- Encourage teachers to partner with families to support behavior expectations and provide regular communication.

Tier 2: Targeted Behavior Support:
- Address ongoing disruptive behaviors through interventions and behavior plans developed by teachers, support staff, and counselors.
- Conduct school-home conferences to involve families in addressing behavior concerns.
- Provide counseling services and restorative conferences to promote conflict resolution and social-emotional well-being.
- Implement consequences such as lunch detention, after-school detention, and loss of privileges as necessary.

Tier 3: Major District Offenses and Exceptional Misconduct:
- Respond promptly and urgently to behaviors that threaten the safety of students and staff.
- Address serious offenses, including bullying, violence, weapons, and drugs, through immediate administrative action.
- Apply sanctions such as suspension, expulsion, mental health referrals, and academic/behavior diagnostics.
- Conduct re-entry conferences with parents/guardians and administrators for suspended students.

Data Collection and Accountability:
- Collect consistent data on student behaviors, attendance, and academic progress to inform decision-making and measure success.
- Engage in honest conversations with stakeholders about students who are struggling and how to better support them.

- Ensure accountability for all staff members working with students by providing clear information on the support they are receiving and the support they need.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

Tier 1: School-Wide Expectations and Behavior Supports:

- Teach and reinforce school-wide behavior expectations through the Aki Core 4 matrix.
- Track and monitor student behaviors, providing feedback and guidance to students.
- Establish clear classroom expectations and discipline systems that promote a positive and focused learning environment.
  Encourage teachers to partner with families to support behavior expectations and provide regular communication.

Tier 2: Targeted Behavior Support:
- Address ongoing disruptive behaviors through interventions and behavior plans developed by teachers, support staff, and counselors.
- Conduct school-home conferences to involve families in addressing behavior concerns.
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- Apply sanctions such as suspension, expulsion, mental health referrals, and academic/behavior diagnostics.
- Conduct re-entry conferences with parents/guardians and administrators for suspended students.

Priority Area: Classroom Instruction and Academic Success—7th Grade Mathematics

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.

Our Foundational Beliefs for Supporting Students Learning include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

School Three-year Goal:

67.5 % baseline proficiency as measured by Spring SBA

School One-year Goal:

28.3 baseline proficiency as measured by Spring MAP

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

In our middle school's continuous school improvement plan, we will strategically integrate both common formative/classroom-based assessments and qualitative data to drive instructional improvements and enhance overall school performance.

To begin with, common formative/classroom-based assessments will play a crucial role in our improvement plan. These assessments will be designed collaboratively by teachers, ensuring that they align with the curriculum standards and learning objectives. By administering these assessments regularly across classrooms, we will collect consistent and standardized data on student learning and progress.

The data obtained from these assessments will be analyzed collectively, allowing us to identify trends, patterns, and areas of strength and weakness in our instructional practices. Teachers will engage in meaningful data discussions, sharing insights and strategies that have proven effective in their classrooms. Through this collaborative analysis, we will identify instructional areas that require adjustment and establish targeted goals for improvement.

Furthermore, qualitative data will be gathered through various means, including classroom observations, student and parent surveys, and focus groups. These qualitative data sources will provide valuable insights into the learning environment, instructional strategies, and student engagement levels.

Classroom observations will be conducted by instructional leaders and peers, focusing on identifying effective teaching practices, areas for growth, and student interactions. Student and parent surveys will provide perspectives on students' experiences, learning preferences, and areas where they feel additional support is needed. Focus groups, comprising teachers, students, and parents, will create a platform for open dialogue to gain a deeper understanding of the school's strengths and areas for improvement.

Qualitative data will complement the quantitative data obtained from assessments, providing a more holistic view of our instructional practices and school climate. It will help us understand the factors that impact student learning and allow us to tailor our strategies accordingly.

To ensure effective use of data, we will establish regular professional learning communities (PLCs) and data team meetings. These collaborative sessions will provide opportunities for teachers to analyze assessment data, share best practices, and develop action plans based on the identified needs. Through this iterative process, teachers will continually refine their instructional strategies, implementing evidence-based practices that have proven effective in addressing student needs.

Additionally, professional development opportunities will be provided to support teachers in utilizing data effectively and implementing research-based instructional strategies. These professional development sessions will focus on areas identified through data analysis, fostering a culture of continuous improvement among staff members.

In conclusion, our middle school's continuous school improvement plan will utilize common formative/classroom-based assessments and qualitative data to drive instructional improvements and enhance the overall school performance. By collecting and analyzing both quantitative and qualitative data, we will gain valuable insights into our instructional practices, student experiences, and areas for growth. Through collaborative analysis, professional development, and targeted action plans, we will work towards providing high-quality instruction that meets the diverse needs of our students and fosters continuous improvement within our school community.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

To support the superintendent's goal of ensuring that adult behaviors in central office, school buildings, and classrooms align with the district-wide vision, values, and anti-racism initiatives, our middle school will implement several strategies as part of our continuous school improvement plan.

- Establish and Communicate Clear Expectations: We will clearly define and communicate expectations for professional conduct, emphasizing the importance of aligning with the district's vision, values, and anti-racism initiatives. This includes providing guidelines and examples of behaviors that promote inclusivity, respect, and cultural responsiveness. The expectations will be consistently reinforced through professional development, staff meetings, and ongoing communication channels.

- Professional Development on Equity and Anti-Racism: We will prioritize professional development opportunities that focus on equity, cultural competence, and anti-racism initiatives. This training will provide staff members with the knowledge and tools necessary to recognize and address biases, promote inclusive practices, and create safe and supportive learning environments for all students. By equipping educators with these skills, we can ensure that adult behaviors align with the district's vision and values.

- Ongoing Reflection and Feedback: Implementing a system of ongoing reflection and feedback will encourage self-assessment and growth among staff members. This can include regular check-ins, self-assessment surveys, and opportunities for peer observations and feedback. By promoting a culture of continuous improvement, educators can reflect on their practices, identify areas for growth, and align their behaviors with the district's vision and anti-racism initiatives.

- Promote Collaboration and Shared Accountability: Collaboration and shared accountability will be fostered through professional learning communities (PLCs) and team meetings. These forums will provide opportunities for open dialogue, sharing of best practices, and collective problem-solving. By working together, educators can hold each other accountable for upholding the district's vision, values, and anti-racism initiatives.

- Transparent Reporting and Evaluation: Regular reporting and evaluation of progress towards aligning adult behaviors with the district-wide vision, values, and anti-racism initiatives will be essential. This can include data collection, analysis of disciplinary incidents, climate surveys, and other relevant metrics. Transparent reporting will ensure accountability and provide a basis for targeted interventions and support.

- Engage Parents and Community: Engaging parents and the broader community in the continuous school improvement process is crucial. We will provide opportunities for parents, community members, and stakeholders to contribute their perspectives and hold open dialogues on aligning adult behaviors with the district's vision, values, and anti-racism initiatives. This collaborative approach fosters shared responsibility and collective action.

By implementing these strategies, our middle school will actively support the superintendent's goal of aligning adult behaviors with the district-wide vision, values, and anti-racism initiatives. By fostering a culture of inclusivity, respect, and cultural responsiveness, we will create an environment where all students feel valued, safe, and supported in their educational journey.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Implementation of Rich Tasks: Staff will consistently design and implement rich tasks that challenge students' thinking and promote deep understanding. These tasks will be authentic, intellectually stimulating, and culturally relevant. They will encourage students to apply their knowledge and skills in real-world contexts, fostering critical thinking and problem-solving abilities.

- Promoting Academic Discourse: Teachers will facilitate and encourage academic discourse among students, creating opportunities for meaningful conversations and collaborative learning. By providing a structured environment for students to engage in respectful and inclusive discussions, teachers will foster a classroom culture that values diverse perspectives, promotes active engagement, and enhances students' communication skills.

- Reflection and Metacognition: Staff will integrate reflection and metacognitive practices into daily instruction. Students will be encouraged to reflect on their learning processes, identify their strengths and areas for growth, and set goals for improvement. Teachers will support students in developing metacognitive skills, enabling them to become self-directed learners who take ownership of their academic progress.

- Consistent Formative Assessment Data Analysis: Teachers will engage in regular and consistent analysis of formative assessment data across content areas and departments. This analysis will inform instructional decision-making, allowing teachers to identify areas of strength and areas requiring additional support. By using data to drive instruction, teachers can differentiate their teaching approaches and provide targeted interventions to meet individual student needs.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- Anti-Racist Professional Development: Staff will engage in professional development focused on anti-racist practices and pedagogy. This training will deepen staff members' understanding of systemic inequities and provide strategies to create an inclusive and equitable learning environment. It will equip staff with the knowledge and tools necessary to challenge bias, promote cultural responsiveness, and dismantle inequitable practices in the classroom.

- Coaching Cycles for New Staff: New staff members will participate in coaching cycles to receive personalized support and mentorship. Our math and ela coach along with our MTSS facilitator, and administrative team will work closely with new staff, providing guidance, modeling effective instructional strategies, and offering feedback. This ongoing support will help new staff members effectively implement Aki's instructional best practices and foster their professional growth.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Universal Design for Learning (UDL): Our MTSS system embraces the principles of Universal Design for Learning, which ensures that instruction is accessible and meets the diverse needs of all students. By providing multiple means of representation, engagement, and expression, UDL supports inclusive practices by accommodating different learning styles, abilities, and backgrounds. Our instructional approach focuses on Aki's instructional vision supporting Rich Tasks, Academic Discourse and Reflection.

- Collaboration and Shared Responsibility: Inclusive practices are promoted through collaboration and shared responsibility within our MTSS system. Teachers, administrators, support staff, and families work collaboratively to identify students' needs, develop appropriate interventions, and monitor progress. This collaborative approach ensures that all stakeholders are actively involved in supporting students' academic, behavioral, and social-emotional development.

- Family and Community Engagement: Our MTSS system recognizes the importance of engaging families and the wider community in supporting student success. We foster inclusive practices by establishing strong partnerships with families, encouraging their active involvement in their child's education, and seeking their input in decision making. This collaboration enhances the overall support system for students, ensuring that their needs are addressed comprehensively.

- Ongoing Professional Development: Inclusivity is fostered through ongoing professional development for staff. Training and workshops are provided to enhance educators' knowledge and understanding of inclusive practices, cultural responsiveness, and strategies for meeting the needs of diverse learners. This continuous professional development ensures that staff are equipped with the skills and tools necessary to create inclusive conditions for student success.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

Academic Support:
- Implement academic screeners in Math and Reading to identify students in need of additional support.
- Provide targeted interventions and supports for students who are multiple grade levels behind.
- Use culturally responsive teaching strategies and instructional approaches that promote conceptual understanding, rich tasks, academic discourse, and student reflection.

Tier 2 and Tier 3 Interventions:
- Inclusive practices are integrated into Tier 2 and Tier 3 interventions within our MTSS system. When students require additional support beyond the universal level, targeted interventions are designed to address their specific needs. These interventions are evidence-based, differentiated, and provide personalized support to ensure equitable access to learning opportunities.

Advance Learning and Highly Capable Services:

- Structured Math Curriculum: The math pathway at Aki Kurose Middle School, which includes a sequence from 6th grade math through to geometry, provides a clear academic trajectory. This aligns with HC services by ensuring a rigorous and progressive curriculum for highly capable students.
- Acceleration and Support Options: The school's provision of enrichment and empowerment classes alongside standard grade-level math allows for differentiated learning. Options like Accelerated Math 6 & Math 7, and advanced courses in Algebra and Geometry for 8th graders, specifically cater to highly capable students by offering more challenging content at an appropriate pace.
- Data-Informed Placement and Monitoring: Utilizing past performance, SBA scores, and teacher recommendations for class placement, combined with continuous assessment, aligns with HC services' objectives to identify and appropriately challenge highly capable students in mathematics.
- College Preparation Focus: The curriculum's alignment with college entrance requirements, particularly for four-year colleges, ensures that highly capable students are adequately prepared for higher education in mathematics.

Literacy Strategy and Highly Capable Services:

- Columbia Teacher's Readers and Writers Project: This approach to literacy education, focusing on high-level reading and writing skills at just-right reading levels, supports the development of critical thinking and analytical skills. Such a pedagogical approach is beneficial for highly capable students who often require more advanced literacy challenges.
- Integrated Learning: Incorporating literacy into all subjects, including math, ensures a comprehensive learning experience. This approach can be particularly effective for highly capable students, as it fosters a deeper understanding and application of skills across different domains.
- Adaptive Learning Materials: Using materials and teaching methods that adapt to individual student's reading levels ensures that highly capable students are continuously challenged and engaged in their literacy development.

Expanded Learning opportunities for students through afterschool or summer programs:

- Summer School by the Community Learning Center: Our school collaborates with the Community Learning Center to offer a summer school program focused on math and literacy. This program provides targeted instruction and interventions to support students' academic progress during the summer break. Through engaging and interactive activities, students have the opportunity to strengthen their foundational skills and bridge any gaps in their learning.
- Extended Learning Opportunities: We offer extended learning opportunities beyond the regular school day. This includes afterschool programs that provide academic support, enrichment activities, and skill-building opportunities. These programs may include STEM clubs, arts and music programs, sports activities, and other engaging experiences that enhance students' learning and promote their overall development.
- Extended School Day Classes in Math and Literacy: To further support students' academic growth, we offer extended school day classes focused on math and literacy. These classes provide additional instructional time and targeted support in key subject areas. Qualified teachers provide personalized instruction, addressing students' specific needs and helping them to achieve academic success.
- Tutoring and Case Management through Partners: Through partnerships with external organizations, we offer tutoring and case management services. These partners provide one-on-one or small group tutoring sessions to students who need extra support in specific subjects. Additionally, case management services help identify and address any barriers to students' school success by connecting them with wraparound supports and basic needs resources.
- Culturally Specific Services for Black and Latinx Students: Recognizing the importance of cultural identity and support, we continue to invest resources in the development of culturally-specific services. These services provide a space for our Black and Latinx students to build and strengthen relationships with peers and adults who share their cultural identity. By expanding their network of supports and connecting them to positive role models, we aim to create an inclusive and supportive environment that fosters their academic and personal growth.

Homework Policy:

At Aki Kurose Middle School, we are committed to providing a balanced and effective homework policy that supports our students' learning while respecting their time for other activities and family engagement. Our homework policy is structured to reinforce classroom learning and foster independent study skills.

Daily Reading:

- Students are expected to engage in 30 minutes of reading from their independent reading books every night.
- The aim is to nurture a love for reading and enhance literacy skills.

Math Homework:

- Math homework will be assigned twice a week, specifically on Mondays and Wednesdays.

- These assignments are intended to reinforce and practice concepts taught in class.
- Homework assigned on Monday is due on Wednesday, and homework assigned on Wednesday is due on Friday.
- For additional practice and skill reinforcement, students are encouraged to use IXL, an online learning platform.

Social Studies and Science Homework:

- Homework for Social Studies and Science will be assigned in alignment with the units of study.
- Assignments may include various activities such as reading, research projects, or preparation for upcoming assessments.
- These tasks aim to deepen students' understanding of the subject matter and cultivate critical thinking skills.

General Guidelines:

- Total homework time should not exceed 60 minutes per night, inclusive of all subjects.
- Homework assignments are designed to be meaningful and directly related to classroom learning.
- Parents/guardians are encouraged to provide a conducive environment for homework completion and should allow students to work independently.

Support and Resources:

- Teachers are available for extra support during designated office hours or by appointment.
- The school library and online resources are available to students for research and additional learning support.

Priority Area: Family and Community Engagement

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.

Our Foundational Beliefs for Supporting Students Learning include the belief that 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.

Family and Community Engagement Measures and Targets

School Three-year Goal:

Over the next three years, our school will strengthen family-school partnerships to support student success by actively collaborating with families as equal partners in their children's education.

Our goal focuses on establishing and enhancing authentic partnerships with families, recognizing their dreams for their children and their capacity to support their learning.

One-year Goal: In Progress

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

- Inclusive and Representative Stakeholder Engagement: We will actively seek input and involvement from students of color furthest from educational justice and their families by implementing inclusive and representative stakeholder engagement practices. This includes creating opportunities for meaningful participation, such as town hall meetings, focus groups, surveys, and advisory committees, specifically targeting and involving these stakeholders.
- Culturally Responsive Communication: We will employ culturally responsive communication strategies to engage students of color and their families effectively. This involves using multiple modes of communication, including multilingual resources, culturally appropriate messaging, and clear and accessible information about initiatives and opportunities.
- Collaboration with Community Partners: To enhance engagement with students and families, we will establish and strengthen partnerships with community organizations that have established trust and rapport with these communities. Collaborating with these partners will allow us to effectively reach and engage students of color furthest from educational justice and their families in school and district initiatives.
- Co-Creation and Shared Decision-Making: We will promote co-creation and shared decision-making processes by involving students of color and their families in the development, implementation, and evaluation of initiatives. This will ensure that their voices are heard, their perspectives are considered, and their needs are addressed throughout the decision-making process.
- Regular Feedback and Evaluation: We will establish mechanisms for ongoing feedback and evaluation to assess the effectiveness of our engagement efforts. This includes soliciting feedback from students of color and their families on the initiatives, monitoring engagement levels, and making necessary adjustments based on their input.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

Session 1: Revisiting Foundations & Setting New Goals

Date: September 20, 2023
Facilitator: ILT (Instructional Leadership Team)
Welcome and Reflection on Past Achievements
Advanced Objectives for the Year
Revisiting and Updating Our Approach to Rich Tasks, Academic Discourse, and Reflection

Race & Equity Session 1: Systemic Equity—From Theory to Practice

Date: October 25, 2023
Facilitator: RET (Race and Equity Team)
Deeper Understanding of Systemic Equity
Equity Audits and Data-Driven Decisions
Strategic Planning for Implementation

Session 2: Evolving Rich Tasks Through Metacognitive Strategies

Date: November 8, 2023
Facilitator: ILT
Metacognition in Rich Tasks
Integrating Inquiry-Based Learning
Adapt Existing Rich Tasks to Incorporate Metacognitive Elements

Race & Equity Session 2: Anti-Racism Leadership

Date: November 15, 2023
Facilitator: RET
Beyond Unconscious Bias: Explicit Anti-Racism
Leadership Strategies for an Anti-Racist School Environment
Case Studies: Effective Anti-Racist School Policies

Race & Equity Session 3: Teaching for Social Justice

Date: November 29, 2023
Facilitator: RET
Social Justice Pedagogy: Principles and Practices
Designing Curriculum that Centers on Social Justice Themes
Curriculum Adaptation

Session 3: Maximizing Impact with Rich Tasks Through Scaffolding

Date: December 13, 2023
Facilitator: ILT
Advanced Scaffolding Techniques
Ensuring Rigor and Complexity
Case Studies: High-Impact Scaffolding in Rich Tasks

Session 4: Elevating Academic Discourse Through Critical Thinking

Date: January 10, 2024
Facilitator: ILT
Critical Thinking Skills in Academic Discourse
Encouraging Intellectual Risk-Taking
Workshop: Creating Critical Discussion Questions

Race & Equity Session 4: Advanced Equity Assessment Strategies

Date: January 17, 2024
Facilitator: RET
Beyond Surface-Level Equality: Holistic Assessment Approaches
Designing Rubrics with Equity in Mind
Peer Review: Exchanging Best Practices

Race & Equity Session 5: Intersectionality in the Classroom

Date: January 24, 2024
Facilitator: RET
Understanding Multiple Layers of Identity
Implementing Intersectional Approaches in Teaching and Assessment
Case Studies and Scenarios

Session 5: Academic Discourse: Debate and Argumentation Techniques

Date: February 14, 2024
Facilitator: ILT
Advanced Techniques for Structuring Debate
Encouraging Evidence-Based Arguments

Group Activity: Conduct a Classroom Debate

Session 6: Reflection as a Tool for Professional Growth

Date: March 13, 2024
Facilitator: ILT
Advancing from Reflection to Action Research
Leveraging Peer Feedback for Professional Growth
Workshop: Designing an Action Research Project

Race & Equity Session 6: Community Partnerships for Equity

Date: March 27, 2024
Facilitator: RET
Collaborating with Local Organizations
Leveraging Community Resources for Equity Goals
Designing a Community Outreach Plan

Session 7: Peer Coaching for Reflective Practice

Date: April 17, 2024
Facilitator: ILT
Peer Coaching Models and Best Practices
Using Video Analysis for Reflection
Hands-On: Peer Coaching Exercise

Session 8: Data-Driven Reflections and Future Planning

Date: May 8, 2024
Facilitator: ILT
Data Analysis of PD Efforts Over the Year
Utilizing Data for Goal-Setting
Creating Individual and Team Action Plans for the Next School Year

Race & Equity Session 7: Measuring Equity Outcomes

Date: May 22, 2024
Facilitator: RET
Advanced Data Collection Methods for Equity
Impact Analysis: What Worked and What Didn't?
Planning for Sustainable Equity Initiatives

Race & Equity Session 8: Preparing for Next Year's Equity Initiatives

Date: June 12, 2024
Facilitator: RET
Recap of This Year's Achievements and Challenges in Equity
Finalizing the Strategic Equity Plan for Next Year
Celebrating Successes and Acknowledging Efforts

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

Cultural Competency Training for Staff

Action Steps: Provide ongoing professional development on cultural competency, including understanding cultural norms, communication styles, and values. This training should also cover strategies for incorporating cultural awareness into teaching and communication with families.

Parent Empowerment Workshops

Action Steps: Offer workshops on topics such as navigating the education system, advocacy training, and leadership development. These workshops should be offered in multiple languages and at various times to accommodate different schedules.

Culturally Responsive Communication Channels

Inclusive School Events and Celebrations

Action Steps: Organize events and celebrations that highlight and celebrate the cultural traditions of the school's diverse community. Involve parents in the planning and execution of these events to ensure authenticity and inclusivity.

Community Partnership Programs

Action Steps: Partner with local organizations, cultural institutions, and community leaders to provide resources and support for families. These partnerships can offer mentorship, tutoring, cultural education, and family support services.

Priority Area: Culturally Responsive Workforce

Our Foundational Beliefs for Supporting Students Learning include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

- Clear Expectations and Standards: Establish clear expectations and standards for adult behavior that align with the district-wide vision, values, and anti-racism initiatives. Communicate these expectations to all staff members and provide ongoing reminders and training to ensure understanding and compliance.
- Professional Development: Offer professional development opportunities focused on cultural competency, anti-racism, and equity. Provide educators and staff with the knowledge and skills necessary to recognize and address behaviors that perpetuate bias, discrimination, or inequity. This training can help create a shared understanding of inclusive practices and promote a culture of respect and fairness.
- Accountability and Reporting Mechanisms: Implement accountability measures to ensure adherence to the established standards. Encourage staff members to report any observed behaviors that are misaligned with the district-wide vision and values. Establish confidential and safe reporting channels where concerns can be shared without fear of retaliation. This promotes transparency and allows for timely intervention and resolution.
- Ongoing Evaluation and Reflection: Regularly evaluate and reflect on the alignment between adult behaviors and the district-wide vision, values, and anti-racism initiatives. Conduct surveys, focus groups, or other feedback mechanisms to gauge the experiences of students, parents, and staff regarding inclusivity and equity. Use this feedback to identify areas for improvement and make necessary adjustments to policies and practices.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Intersectionality and Identity Awareness: Professional learning programs provide opportunities for staff to explore and reflect on their own intersecting identities, including race, ethnicity, gender, sexuality, socioeconomic status, and more. By deepening their understanding of how these identities shape their experiences and perspectives, staff members can develop greater empathy, cultural competence, and awareness of systemic inequities.
- Collaboration and Shared Learning: Professional learning often involves collaborative activities, such as group discussions, learning communities, and lesson planning teams. Through these interactions, staff members share their insights, experiences, and best practices. This collaborative approach fosters a sense of community, enables the exchange of diverse perspectives, and encourages collective problem-solving around issues of equity and cultural responsiveness.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- Critical Examination of Systems and Biases: Professional learning encourages staff to critically examine systems, policies, and practices that perpetuate inequities. Through workshops, discussions, and learning modules, participants gain insights into how bias, privilege, and power dynamics can manifest within educational settings. This process helps staff recognize and challenge their own biases, as well as systemic barriers that impact marginalized groups.
- Reflection and Self-Awareness: Professional learning encourages staff to engage in ongoing reflection and self-assessment of their instructional practices and biases. By examining their own teaching approaches and beliefs, staff members can identify areas for growth and challenge themselves to adopt more culturally responsive and equitable approaches. This reflective process supports continuous improvement and personal development.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

- Policy and Practice Changes: Professional learning can inform policy and practice changes within the school or district. By incorporating the knowledge and insights gained through professional learning, schools can develop new policies, revise existing ones, and implement practices that mitigate, disrupt, or dismantle systemic inequities. These changes aim to create a more inclusive and culturally responsive educational environment.

Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: LAP

Amount: .8 FTE

How will funds improve student learning? We are committed to enhancing student learning through the strategic allocation of discretionary funds. These funds are being utilized to create a supportive and enriching environment for our students. We prioritize resources that promote academic growth, such as interactive learning materials, technology upgrades, and access to educational programs. Additionally, we invest in professional development opportunities for teachers to ensure they are equipped with the latest instructional techniques. By utilizing these discretionary funds wisely, we aim to bridge educational gaps, empower our students, and foster a love for learning that extends beyond the classroom.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: LAP

Amount: $187,164

How will funds improve student learning? We are committed to enhancing student learning through the strategic allocation of discretionary funds. These funds are being utilized to create a supportive and enriching environment for our students. We prioritize resources that promote academic growth, such as interactive learning materials, technology upgrades, and access to educational programs. Additionally, we invest in professional development opportunities for teachers to ensure they are equipped with the latest instructional techniques. By utilizing these discretionary funds wisely, we aim to bridge educational gaps, empower our students, and foster a love for learning that extends beyond the classroom.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Title I

Amount: $246,936

How will funds improve student learning? We are committed to enhancing student learning through the strategic allocation of discretionary funds. These funds are being utilized to create a supportive and enriching environment for our students. We prioritize resources that promote academic growth, such as interactive learning materials, technology upgrades, and access to educational programs. Additionally, we invest in professional development opportunities for teachers to ensure they are equipped with the latest instructional techniques. By utilizing these discretionary funds wisely, we aim to bridge educational gaps, empower our students, and foster a love for learning that extends beyond the classroom.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Equity

Amount: $230,913

How will funds improve student learning? We are committed to enhancing student learning through the strategic allocation of discretionary funds. These funds are being utilized to create a supportive and enriching environment for our students. We prioritize resources that promote academic growth, such as interactive learning materials, technology upgrades, and access to educational programs. Additionally, we invest in professional development opportunities for teachers to ensure they are equipped with the latest instructional techniques. By utilizing these discretionary funds wisely, we aim to bridge

educational gaps, empower our students, and foster a love for learning that extends beyond the classroom.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Levy

Amount: $585,829

How will funds improve student learning? We are committed to enhancing student learning through the strategic allocation of discretionary funds. These funds are being utilized to create a supportive and enriching environment for our students. We prioritize resources that promote academic growth, such as interactive learning materials, technology upgrades, and access to educational programs. Additionally, we invest in professional development opportunities for teachers to ensure they are equipped with the latest instructional techniques. By utilizing these discretionary funds wisely, we aim to bridge educational gaps, empower our students, and foster a love for learning that extends beyond the classroom.