



# 2023-26 Continuous School Improvement Plan (C-SIP)

## Middle College High 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

**Current School Year:** 2023-24

**School Name:** Middle College High School

**Principal:** Keven Wynkoop

**Members of the Building Leadership Team and Parent/Guardian Partners:** Keven Wynkoop, Principal; Joie Brannan, Teacher & BLT Chair; Hope Lopez, Parent; Isaac Curry, Student; Rebekah Mulugeta; Mary Margaret Hill, Counselor; Philip Page, Success Coordinator; Rebecca Goldberg, Teacher; Lura Ercolano, Teacher

**Community Partners (Community Based Organizations):** North Seattle College, Seattle University and the Middle College National Consortium



[Middle College High School Report](#)

[Middle College High School Climate Survey](#)

## School Overview

Our primary focus is to increase the college success rates of students that are the 1<sup>st</sup> in their families to attend college, those who may be impacted by systemic racism, and/or students that experience poverty, but we serve students of all backgrounds towards our shared goal of college success.

Our 9<sup>th</sup> and 10<sup>th</sup> graders take four block classes at a time at our sites at North Seattle College or Seattle University, while our 11<sup>th</sup> and 12<sup>th</sup> graders attend college for free at one of the Seattle Colleges. All SPS students can attend Running Start, but ONLY Middle College has teachers that meet with you on those campuses and support you as you start your college experience.

Through an emphasis on The Beloved Community and The Dignity Model, we create a tight-knit community that integrates ethnic studies and art throughout a curriculum that prepares students to start college in their junior year. Developing strong partnerships with parents and guardians is an important aspect of our community, which is done through regular conversations, student led conferences and more. We use Wednesdays to emphasize social emotional learning and individual support for students.

## Seattle Excellence – Culture of Equity and Educational Justice

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](#)

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## 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:

Middle College students that feel that math and science is relevant in their lives will increase from 72% to 85% in Math and from 66% to 80% in Science by the Spring 2026 Student Climate Survey with a special emphasis on eliminating the 27% gap in Science between students that are FFEJ and those that are not FFEJ.

### One-year Goal:

Middle College students that feel that math and science is relevant in their lives will increase from 72% to 76% in Math and from 66% to 72% in Science by the Spring 2024 Student Climate Survey with a special emphasis on reducing the 27% gap in Science between students that are FFEJ and those that are not FFEJ to 10% or less.

## **Student Outcome Focused Governance**

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

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

### **Evidence of alignment to student outcome focused governance:**

Middle College High School's primary focus is to increase the college success rates of students that are the first in their families to attend college, those who may also be impacted by systemic racism, and/or students that experience poverty. Our first step towards meeting this mission is to ensure that every classroom is a welcoming environment and strong relationships are emphasized in all that we do.

## **Learning Environments 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 Learning Environments Goal:**

To close the relevancy gap that the student climate survey shows, teachers in math and science (other subjects as well, but especially these) will reflect on activations, lesson hooks, explicit discussions of relevancy and projects to consider new ways to create relevancy for all students.

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

At least one Wednesday early dismissal PD session per month will be set aside for subject area teachers to collaborate to examine their lessons to find new ways to build relevancy for all students, while maintaining rigorous outcomes.

### **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:**

Our fundamental tier one MTSS approach is that all students will be fully included in our rigorous classes in 9<sup>th</sup> and 10<sup>th</sup> grades to prepare them for Running Start in 11<sup>th</sup> and 12<sup>th</sup> grades. To make this work, classroom teachers differentiate for groups and individual learners in a wide variety of ways.

Students with IEPs and 504s are provided all needed accommodations by classroom teachers and IEP students receive specially designed instruction from our Special Education Teacher through a pull-out model. These sessions are planned strategically to keep students in classes that they most need to be present for.

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

Both of our sites have devoted most or all of every Wednesday to building community and teaching social, emotional learning to students. This includes leadership development, goal setting, self-evaluation, restorative circles and more.

To make our Wednesday schedule more effective, a group has been meeting regularly throughout the 22-23 school year to plan for 23-24. This group's work will be expanding to both sites in 23-24.

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## **Priority Area: Classroom Instruction and Academic Success— Graduation and Advanced Course Completion**

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**

#### **Three-year Goal:**

In Fall Quarter 2022 at Running Start, both students furthest from educational justice and all students passed 86% of their college classes (withdrawals excluded).

In Winter, 85% of Running Start classes were passed by all students and students furthest from educational justice passed 80% of their classes.

In Spring, 89% of Running Start classes were passed by all students and students furthest from educational justice passed 86% of their classes.

We expect to increase all of these percentages to 90% of students in both categories passing their college classes by the 2025-26 school year.

#### **One-year Goal:**

By the end of the 2023-24 school year, 100% of 9<sup>th</sup> grade students will have earned six or more credits (equal to the 22-23 school year) and the percentage passing all of their classes will increase from 95% in the 2022-23 school year to 97%.

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

We developed a college and career readiness rubric and students will be self-assessing themselves on their progress towards the standards. This will give us feedback on what areas we need to adjust our focus.

### **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:**

The Middle College High School primary focus is to increase the college success rates of students that are the first in their families to attend college, those who may also be impacted by systemic racism, and/or students that experience poverty.

For us to achieve our mission, the education and support that we provide has to be focused on the needs of students and not the preferences of our employees.

## **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:**

After learning what Running Start students need to be successful this year, we are using a UDL approach to backwards plan to identify the skills and approaches that students need to be successful in Running Start. We have created a College Readiness Rubric to measure student progress towards being ready in 9<sup>th</sup> and 10<sup>th</sup> grade, which students also self-assess their progress on.

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

We will capitalize on our commitment to growing our partnerships with families by adding a Fall, student led curriculum night and launching our family engagement plan from the beginning of the school year.

### **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:**

Students that are struggling for any reason are referred to our weekly MTSS meetings. Interventions are identified and outcomes are monitored.

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

The interventions of MTSS are unique to the student who is struggling. Depending on the student involved, different staff are assigned, different interventions are implemented, and the level of intervention is adapted as well.

### **Advanced Learning and Highly Capable Services:**

The design of the Middle College High School program is that all students are using their 9<sup>th</sup> and 10<sup>th</sup> grade years for intensive skill and behavior development to prepare them to attend Running Start in 11<sup>th</sup> and 12<sup>th</sup> grades.

All MCHS students will graduate with college credits and some will earn an Associates Degree while they are in high school.

### **Expanded Learning opportunities for students through afterschool or summer programs:**

Students that are behind in credits are offered online courses through APEX to help make-up credits that the building budget pays for. We have staff members that monitor their progress and help them to get the support they need.

### **Homework Policy:**

Middle College High School believes that large amounts of homework increases the success gap between well-resourced students and those with fewer resources, so we work to keep homework

to a minimal level. Students should rarely have more than an hour of homework per night, unless they have fallen behind for some reason.

Middle College High School fully implements the required SPS grading policies, which includes that no grades will be lower than 50% and students are able to retake or revise assessments to improve their grade and demonstrate their understanding.

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## **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**

#### **Three-year Goal:**

By the 2025-26 school year, all student and family positions on our Building Leadership Team will be consistently filled and attending meetings and 100% of families will have monthly contact and at least two in-person/Teams meetings per year.

#### **One-year Goal:**

By the 2023-24 school year, at least three of four student and family positions on our BLT will be consistently filled and attending meetings and 100% of families will participate in at least two in-person/Teams meetings per year.

### **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:**

Middle College is committed to growing authentic, consistent relationships with all of our families. This means moving past regular contact to the point where families are a consistent source of input on student and school level decisions.

### **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:**

Setting aside regular collaboration time to expand our efforts to engage with all of our families also allows us to deepen our understanding of effective strategies for engaging families that are furthest from educational justice.



**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:**

We are working to expand parent participation on our BLT and to ensure that the parents represent students that are furthest from educational justice.

We are refining the frequency and methods of family engagement to improve our connections with all families, but especially with families that are furthest from educational justice.

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## **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:**

Happy employees are vitally important in building a successful school, but staff needs have to take a back seat to the needs of students, especially when considering issues of equity.

### **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:**

- Both sites will be setting aside at least half of each day the first week of school to focus on building relationships among our cohorts.
- Both sites will set aside most or all of Wednesdays for a variety of social emotional focused work. Key elements of this will be strengthening relationships, developing leadership skills and growing understanding of racial equity and cultural appreciation.

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

- The BLT has used the Racial Equity Analysis Tool at strategic points in the year while considering the building budget and C-SIP.
- As our staff is being reduced for 23-24, we are adjusting our leadership structure to move BLT and RET to Wednesdays to better include voices from all staff members during time set aside for staff meetings.

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

Building Leadership Team and Racial Equity Team meetings will mostly occur on Wednesdays. The hope is that this will increase staff participation on building leadership committees.

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## **Budget Allocations to Support Continuous Improvement**

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

**Academic Year:** 2023-2024

**Funding Type:** Combined

**Funding Source:** LAP and Equity Dollars

**Amount:** \$45,789

**How will funds improve student learning?** Maintaining a .5 HS Success Coordinator maintains relationships between students and staff. He also provides positive behavioral support to mentor students and grow them.

**Academic Year:** 2023-2024

**Funding Type:** Specific

**Funding Source:** LAP Funds

**Amount:** \$29,000

**How will funds improve student learning?** Provides 1:1 mentoring to Seniors to support their efforts to graduate, apply to college and earn scholarships.

**Academic Year:** 2023-2024

**Funding Type:** Specific

**Funding Source:** Discretionary Funds

**Amount:** \$1,166

**How will funds improve student learning?** We will work with district printing to create promotional materials to appeal to our target demographics.