

Seattle Excellence Continuous School Improvement Plan (CSIP)

Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

Introduction

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 by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

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

Seattle Public Schools Foundational Beliefs for Supporting Student Learning

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.

As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.



- 2) **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.
- 3) **"Intelligence" is not a fixed, inborn trait.** All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

School Profile

Eckstein Middle School, a diverse community of lifelong learners, will ensure the academic, social and emotional growth and success of each student. Each student will be known, nurtured, and challenged. Each student will be given opportunities to actively engage in achieving their full potential. The school environment will foster creative problem solving. The school will provide an atmosphere to guide each student in becoming a healthy, confident, resilient, and responsible world citizen, prepared for high school and beyond. In identifying our school improvement focus areas, our Building Leadership Team reviews student data, creating school based goals. We review data in the following areas: baseline assessments in reading, writing and math, Smarter Balanced Assessment data, discipline data, attendance data, our school climate survey, and a student needs assessment administered by our Counseling Department at the beginning of each school year. Our approach to Multi-Tiered Systems of Support (MTSS) creates a framework to identify and support individual student needs and interventions.



Priorities and Measurable Goals

Middle School Focus Goal: 7th Grade Mathematics

Priority Goal:

For the 2022-23 school year, at least 46% of 7th grade students of color furthest from educational justice will meet standard or higher on the Math Smarter Balanced Assessment.

Target Goal #1:

[For the 2022-23 school year, 100% of our 7th grade general education African American male students who scored a Level 2 on the 2022 Math Smarter Balanced Assessment will meet standard or higher on the 2023 Math SBA.

Safe and Welcoming Environment Goal

Priority Goal:

[For the 2022-23 school year, 100% of our African American males who scored at level 2 on the math 2022 Smarter Balanced Assessment will have fewer than 10 absences per semester during the 2022-23 school year.]

High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.



School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

Priority Focus 1: Growth in identification and consistent delivery of appropriate interventions to support individual student growth.

Priority Focus 2: Refinement of the feedback loop for teachers to indicate how interventions for particular students are working in their individual classroom. A data tracking method will be refined in an effort to provide critical information and data as to how we are moving the needle with our students of focus.

Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of "Targeted Universalism." Our universal goal is every Seattle Public Schools' student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

ELL

Staff will communicate regularly to ensure General Education staff have a clear understanding of the language needs of every ELL student. Staff will provide content support through the ELL program (self-contained class and push-in support) with the focus on content and understanding. ELL staff will collaborate with General Education staff on an on-going basis to support each individual student in general education classrooms. ELL staff will progress monitor the academic growth of every ELL student on a regular basis.

SpEd



SpEd staff will work with students, families, EMS Administration, District personnel and community partners to provide content support through a comprehensive and inclusive middle school model, self-contained classes, push-in support, online instruction as outlined by the District/State, support clubs like TALONS and individualized instructional supports with a focus on students' individual goals including academics content areas. SpEd staff and EMS Administration, with the assistance of District personnel and community partners, will help build staff-wide expertise in social-emotional and behavioral needs of students supported by SpEd service models as well as differentiation and scaffolded instructional strategies to increase access to GenEd curricula based on collaborative data-driven decision-making processes.

Advanced Learners/HCC

Staff will intentionally plan for extension and enrichment opportunities. We will provide up to two-year advanced math for students based on completion/mastery of the previous year's coursework/standards. We use differentiation strategies with core teachers providing: Advanced reading options that explore topics more in-depth and/or are at a higher reading level, higher level questions to support students in deepening their analyses, materials and activities to enrich/extend learning, inquiry-based projects, clear rubrics that delineate requirements to exceed standards, opportunities on assessments to demonstrate high levels of learning, such as application questions, opportunities for students to goal-set and progress monitor their own learning. Teachers are strategic in grouping students for various classroom activities; depending on the activity, to promote advanced thinking and meaning-making.

Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

In considering our academic priority goal, "For the 2021-22 school year, at least 46% of 7th grade students of color furthest from educational justice will meet standard or higher on the Math Smarter



Balanced Assessment” teachers will be progress monitoring. The Math 7 PLC will meet to review data, as each set comes in – end unit assessments, exit slips, SBA Interims – with specific focus on HUSOC and African American males. We will also be looking at our student attendance data and missed instruction log. These data points will dictate the course for further instruction and intervention for individual students. We will also offer Math empowerment classes for those students who are in need of tier 2 and tier 3 additional, focused support (can enter in fall or at semester). Student engagement will be supported through culturally responsive systems in the classroom.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can to learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

In considering our safe and welcoming priority goal for the 2021-22 school year, 100% of our African American males who scored at level 2 on the math 2019 Smarter Balanced Assessment will have fewer than 10 absences per semester during the 2021-22 school year. Following the essential practices, we will be tracking attendance data weekly for each of our African American males (Essential Practice 6) and engage in problem solving and creation of necessary individual/familial supports (Essential Practice 7) following any ongoing absenteeism. We will also continue to build a positive climate, that of a warm, welcoming environment for our students, building strong relationships and connections that will provide a foundation for academic success.

Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Family and Community Goals

Priority Goal:

During the 2022-23 school year, each grade level team (Administrator/Counselor/Social Worker) will connect with 100% of our families who reside on the Magnusson Housing Campus (Solid Ground and Mercy Magnusson) 1 time monthly, connecting with each individual student and/or their family, identifying student individual needs and supports.

Plans for Family Engagement

This work will be done in collaboration with our Housing Education liaisons. We will establish the best way to communicate with each individual family, whether it be in person (following social distancing and District protocols) phone, email, or TEAMS meeting.