2024-25 CSIP Review and Updates
Interagency Academy Open Doors

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to "include a continuous improvement process for monitoring, adjusting, and updating the plan."

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: Interagency Academy Open Doors

Principal: Sharonda R. Willingham

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Brenda McGhee - BLT Chair, Kevin Geloff - BLT Facilitator (UDYC REP), and TBD – BLT RET Representative.

[2023-26 CSIP Interagency](#)

[Interagency Programs School Report](#)

[Interagency Academy School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

- Safe & Welcoming Learning Environment Goal 1 – Art – Harmony & Healing thru Art, Restorative Practices/Justices, Home Visits, KingsMakers, and Year 1 of MTSS team.
- Classroom Instruction & Academic Success – Graduation and Advance Course Completion Goal 2 - Universal Design for Learning Professional Development, Universal Design for Learning Professional Learning Communities, Expansion of CTE programing, Learning Walks, and Year 1 of the MTSS team.
- Family & Community Engagement Goal 3 – Family Orientation, Home Visits, Campus Tours/Open Houses and Family Engagement Events
- Culturally Responsive Workforce Goal 4 – Staff Communication Circles & Staff Perception Surveys

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

The continued implementation of the 2023-26 CSIP at Interagency Academy presents risks primarily related to insufficient flexibility and support for diverse student, family, and staff needs. Students in need of credit recovery, those with IEP/504 plans, and those in specialized programs (e.g., CTE) are especially vulnerable.

The current structure may not adequately address the scheduling conflicts or personalized support these students require to succeed, potentially widening achievement gaps. Families of these students, particularly those from marginalized backgrounds, risk disengagement if their children's needs are not met within the existing framework. Without tailored communication and support strategies, families may feel disconnected from the educational process.

Staff, especially those advocating for more flexible and culturally responsive approaches, are also at risk. If professional development and decision-making processes remain misaligned with staff needs for instructional flexibility and SEL training, staff morale and retention could suffer. The lack of alignment may further prevent staff from effectively supporting the diverse student population.

What are short-term and long-term desired outcomes for student, family, and staff groups?

Short-Term Outcomes: Students: Increased access to flexible credit recovery options and personalized support services, ensuring students can progress academically regardless of their starting point.

Families: Improved communication channels and engagement strategies to foster stronger partnerships between families and the school, ensuring families feel supported and involved in their child's education

Staff: Enhanced professional development opportunities focused on social-emotional learning (SEL), culturally responsive teaching, and competency-based instruction. These efforts will empower staff to better support students' diverse needs immediately.

Long-Term Outcomes: Students: Sustainable academic growth with equitable access to specialized programs (e.g., CTE) and consistent social-emotional support, resulting in improved graduation rates and post-secondary readiness.

Families: Strong, collaborative relationships with the school, leading to increased family involvement in decision-making processes and improved student outcomes as families become active partners in educational planning.

Staff: A cohesive and supportive professional environment where staff feel valued and equipped with the necessary skills to implement flexible and engaging instructional practices. This will lead to improved staff retention, morale, and effectiveness in the long term.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

The 2023-2024 Student Voice Summary and the CSIP's Priority Area: Learning Environments - Joyful, Safe, Anti-Racist align in their focus on enhancing student experiences and equity. Students appreciate the supportive and flexible environment at Interagency Academy, highlighting smaller class sizes, personalized attention, and a strong sense of community as key strengths. However, challenges such as peer conflicts, inconsistent staff responses, and limited engaging extracurricular activities were noted. There is a call for improved conflict resolution, diversity among staff, and culturally responsive practices to ensure a safe, welcoming, and engaging environment.

The CSIP's priority area aligns with these findings by focusing on increasing Social Emotional Learning (SEL) supports and culturally responsive practices to create anti-racist, joyful, and safe spaces. Strategies such as restorative practices, home visits, and the Kingmakers program aim to build trust, reduce conflict, and support marginalized groups, particularly African American and Black boys. Additionally, the plan emphasizes using student feedback and restorative approaches to ensure that the environment remains welcoming and reflective of students' diverse needs.

Overall, while progress has been made in building supportive learning environments, both documents emphasize the need for continued efforts in staff training, culturally responsive teaching, and conflict management to meet the evolving needs of the student body.

Summary of student strengths supported by data:

Students demonstrate resilience and motivation, especially in credit recovery, showing dedication to overcoming academic challenges and utilizing the flexible, supportive environment offered at Interagency Academy to achieve their goals. The smaller class sizes and personalized attention from teachers are valued by students, enhancing their engagement and sense of belonging. They appreciate the opportunity to work at their own pace, which supports self-directed learning and allows them to manage personal challenges more effectively.

In alignment with the CSIP's priority area, students express satisfaction with the welcoming atmosphere and the strong sense of community at Interagency. They find value in the culturally responsive and supportive teaching practices, which make learning more meaningful and tailored to their needs. The school's emphasis on building strong relationships and creating a culturally inclusive space contributes to students feeling seen and respected, fostering a safe and engaging learning environment. Programs like the Kingmakers initiative and restorative practices are particularly impactful, helping students build identity and leadership skills while resolving conflicts in a trauma-informed, supportive manner.

Overall, student feedback shows that the school's strategies to promote an inclusive, engaging, and culturally responsive environment are positively influencing student progress and contributing to their academic and personal growth.

Identify and prioritize student needs supported by data:

The data indicates that students need more engaging and varied curriculum options, particularly in core subjects like math and English Language Arts (ELA). Feedback reveals dissatisfaction with existing online learning platforms like Apex, with students expressing a preference for more hands-on and interactive learning experiences.

Social and emotional support is another priority need. Many students face challenges related to behavioral issues, mental health, or personal circumstances, and they seek a school environment that provides consistent, trauma-informed support. Enhanced SEL programs and restorative practices are crucial for addressing conflicts and promoting a sense of safety and community among students.

The CSIP emphasizes culturally responsive strategies, such as the Kingmakers program and restorative justice circles, to meet these needs and build a welcoming, inclusive environment. However, students also voiced the need for greater diversity among staff, particularly teachers of color, to ensure representation and culturally relevant support that resonates with their experiences.

To meet these needs effectively, prioritizing a curriculum that incorporates engaging, culturally responsive teaching and providing robust social-emotional and restorative support are essential. Furthermore, hiring more diverse staff will be critical in creating a learning environment that aligns with the school's anti-racist and inclusive values.

Summary of possible root causes of the priority student need:

The **2023-2024 Student Voice Final Summary** and the CSIP's priority area on Learning Environments reveal several possible root causes for the lack of progress towards achieving the student academic goals and creating joyful, safe, and anti-racist environments at Interagency Academy.
First, inconsistent instructional quality and limited engagement options are major concerns. Students report dissatisfaction with the reliance on online platforms like Apex, which are perceived as unengaging and not meeting their diverse learning needs. This indicates a need for more interactive, hands-on, and culturally relevant instructional methods, which are currently insufficient.

Second, a lack of diversity among staff may be hindering progress. Students highlight the absence of teachers of color, which affects their ability to feel represented and supported. This gap in representation likely impacts the school's ability to fully implement culturally responsive and anti-racist practices, as emphasized in the CSIP.

Additionally, there are gaps in the implementation of social-emotional learning (SEL) and restorative justice practices. While the CSIP outlines goals for increasing SEL supports and using restorative approaches, students report ongoing conflicts and a lack of sufficient support for mental health and behavioral issues. This suggests that SEL and restorative practices may not be fully integrated or consistently applied, limiting their effectiveness in creating a safe and joyful environment.

Overall, these root causes—engagement gaps, insufficient staff diversity, and inconsistent support structures—need to be addressed to achieve the desired outcomes and fulfill the school's commitment to joyful, safe, and anti-racist learning environments.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

Staff are actively working to improve their culturally responsive practices in alignment with the priority student academic goal and the school's aim for joyful, safe, and anti-racist learning environments. The data indicates that staff are increasingly engaging in professional development focused on culturally responsive teaching, social-emotional learning (SEL), and restorative justice practices. Staff report feeling more equipped to implement trauma-informed and relationship-centered strategies that support students academically and emotionally.

The CSIP outlines specific strategies for fostering such environments, including the use of restorative practices and culturally responsive programs like Kingmakers, which target African American and Black boys to create spaces that affirm identity and promote collaboration. The perception data suggests that staff are integrating these practices into their daily interactions and instruction, reflecting progress towards building a school culture that is welcoming and supportive for all students.

Additionally, staff are collaborating within Professional Learning Communities (PLCs) to share best practices and monitor the effectiveness of culturally responsive teaching methods. This aligns with the CSIP's priority area on Classroom Instruction and Academic Success, where the focus is on ensuring academic success through universal and targeted supports, including differentiated instruction and SEL integration.

Summary of data proving professional learning is effective in supporting student outcomes:

The Interagency Academy Winter 2023 Staff Perception Data and 2023-2024 Student Voice Final Summary indicate that professional learning is having a positive impact on student outcomes,

aligning with the CSIP's goals of fostering joyful, safe, and anti-racist environments. Staff reports highlight that professional development initiatives, particularly in culturally responsive practices and restorative justice (RJ), have been effective. Many staff members feel more prepared and supported in implementing trauma-informed approaches and restorative practices, creating a welcoming atmosphere and building stronger relationships with students.

Students, as noted in the Student Voice Summary, appreciate the smaller, more personalized learning environment where they feel seen and supported by teachers who engage in culturally relevant methods. The positive response to programs like Kingmakers further emphasizes the effectiveness of these professional learning initiatives in promoting culturally affirming and engaging instruction.

The CSIP emphasizes strategies such as restorative practices, SEL integration, and professional learning communities (PLCs) focusing on Universal Design for Learning (UDL). These strategies aim to enhance instructional quality and support diverse student needs, demonstrating alignment with staff and student feedback. By providing a structured framework for professional growth, the CSIP supports staff in adopting inclusive teaching methods that positively influence student engagement and academic progress.

Overall, the combination of staff development, culturally responsive strategies, and RJ practices has led to improved learning environments that align with the academy's priority goals.

Professional learning that needs to be strengthen or is no longer being implemented due to minimal impact on student outcomes:

1. Culturally Responsive Teaching and Representation: Staff and students both highlight the need for greater diversity among staff and culturally relevant practices that reflect students' experiences. While the CSIP outlines culturally responsive strategies, including Kingmakers and restorative practices, there is a need to deepen staff training in these areas. Professional development should focus on implementing culturally sustaining pedagogies and enhancing representation to ensure all students feel seen and valued.

2. Trauma-Informed and Restorative Practices: Although progress has been made, staff express the need for ongoing, in-depth training in trauma-informed care and restorative justice (RJ). Enhancing professional learning in these areas would better equip staff to handle conflicts effectively and maintain safe, supportive learning environments. Students have reported inconsistent experiences with staff approaches, indicating a need for more uniformity and effectiveness in RJ application.

3. Instructional Quality and Engagement Strategies: The CSIP emphasizes goals like Universal Design for Learning (UDL) and differentiation. However, both staff and students indicate that current engagement strategies, particularly around online platforms like Apex, are insufficient. Professional learning must focus on engaging, hands-on, and inclusive instructional methods that cater to diverse learning styles and needs to meet academic targets effectively.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

1. Integrate Family Voice in MTSS Decision-Making: Family Representation in MTSS Meetings: Include family representatives in MTSS team meetings to actively participate in discussions about school climate, interventions, and supports. Their input will help tailor strategies that align with family needs and perspectives.

2. Feedback Systems: Develop consistent channels (e.g., surveys, home visits, and focus groups) to collect ongoing feedback from families about MTSS practices and school climate. This data should directly influence action plans and interventions.

3. Expand Family Engagement Roles in MTSS: Family Support Specialist Integration: The Family Support Specialist, who is already part of the MTSS team, should have an expanded role where they facilitate regular sessions with families to update them on MTSS processes and receive feedback on their effectiveness.

4. Parent Leadership Development: Offer training sessions for parents on MTSS frameworks and educational advocacy, empowering them to understand and shape interventions designed for their children.

5. Co-Design Interventions with Families: Collaborative Intervention Planning: Engage families directly in the development of individual intervention plans for Tier 2 and Tier 3 supports. This collaboration ensures that interventions are culturally relevant and respectful of family dynamics.

6. Personalized Family Support Plans: Beyond academic and social-emotional needs, create family support plans that address barriers families may face (e.g., access to resources, communication needs), aligning them with the MTSS framework.

7. Increase Two-Way Communication Channels: Routine Home Visits: Strengthen the use of home visits as part of the MTSS framework to build trust and gather valuable insights from families in their own environment. These visits can be used to co-create student support strategies and provide real-time feedback on interventions.

8. Family Engagement Room: Utilize the Family Engagement Room as a hub for workshops and meetings where families can learn about MTSS, provide input, and engage in decision-making processes.

9. Culturally Responsive Engagement Practices: Restorative Practices Involving Families: Use restorative justice practices to resolve conflicts and build relationships involving both students and their families. Facilitating these sessions with parents helps ensure that families feel heard and are an integral part of the solution process.

10. Language and Accessibility Support: Ensure that all communications and resources are available in multiple languages and accessible formats, so families of diverse backgrounds can fully participate and share their perspectives.

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

Measures and Targets

2023-26 Three-year Goal:

In partnership with the Instructional Council, Attendance Team, Advisory Team and MTSS Team, Interagency Academy will increase our overall Social Emotional Learning supports and systems for all students from 84% to 100%, students by June 2026.

2024-25 One-Year Goal:

In partnership with the Instructional Council, Attendance Team, Advisory Team and MTSS Team, Interagency Academy will increase our overall Social Emotional Learning supports and systems for all students from 84% to 90%, for SOC students from 88% to 95%, and for Special Education student from 79% to 85% by June 2025.

Action Plan

The following action plan highlights evidence-based practices (strategy, activity, or student support) that will be implemented during the 2024-25 school year in support of the CSIP Goals in this priority area.

2024-25 Evidence-based Practice 1:

Student Re-engagement: MTSS Teams in school buildings will build out Attendance Workshops to address chronic absenteeism, which fulfill state and district mandates on Community Engagement Boards (CEB) and help to track students needing school re-engagement support through care coordination/case management.

Student Outcome Data Measures:

GED Test Completions

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

GED Practice Test

Timeframe for Reviewing Process Data Measures:

Monthly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

GED Staff

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

21 percent of Students of Color FFEJ will graduate on-time and successfully complete at least one advanced course by 2025-26.

2024-25 One-Year Goal:

10 percent of Students of Color FFEJ will graduate on – time and successfully complete at least one advanced course by 2024.

Action Plan

2024-25 Evidence-based Practice 1:

Graduation & Course Data Tracking: Staff regularly review credit-earning, pathway completion, advanced coursework access, and other college and career readiness data (e.g., in Atlas).

Student Outcome Data Measures:

GED Test Completions

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

GED Practice Test

Timeframe for Reviewing Process Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

GED Staff

Advanced Learning and Highly Capable Services

At Interagency Academy, we will provide advanced learning services for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Students who are achieving well above grade level standards are targeted under MTSS for Tier 2 interventions. Basic Tier 2 curriculum supports in Reading and Math are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

By the 2024-25 school year, the MTSS Tier 3 process will be in place for students with complex needs that can't be addressed in Tier 1 and Tier 2 supports. The Tier 3, MTSS process will result in an individual student plan, in collaboration with the AL Department.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC. Similarly, student growth is reviewed at various points throughout the school year in PLCs and educators plan for the needs of all students in their classrooms.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

Learning opportunities for students through afterschool or summer programs:

The goal for Interagency' s summer school is to offer ongoing personal, academic, and social emotional supports in the summer. The summer school coordinator and supporting staff will accomplish this goal by convening as a team in late summer/ early fall, review data for previous summer programming, meet/ release as a team at least twice during the school year to prepare the summer school calendar, plan curriculum and brainstorm ideas for in person activities that support student learning and credit retrieval and drafting summer school expectations and clearly communicating those expectations to all staff. Accomplishing this goal will result in year-round supports and meaningful learning experiences for students while simultaneously retrieving needed credit. IA Summer School/summer learning program is available to students three hours weekly for ten weeks of summer vacation.

Interagency students, along with their advisor and counselor, design a summer learning plan and then are enrolled in our summer session. Students primarily engage with Summer Learning at IA for credit retrieval, one of the benefits of this program is the consistency and routine offered to help with student stamina in our on-line space. While students earn credit during summer session, we know that the largest indicator of its success is the rate of returning students. Looking to expand our team, we have one support person (certificated teacher) and on record, one admin. Held at our Columbia City site, our Student Resource Navigators are also available to students for barrier removal to aid with student engagement and attendance.

GED Open Doors - Starting this year OSPI is partnering with Education NW to evaluate the summer program. The goal is to increase Open Doors partnerships and build support for robust barrier reduction funding.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

In partnership with the Family Engagement team and through feedback cycles, Interagency Academy will increase stakeholders understanding of their child's graduation requirements and how it relates their post-secondary plans from 73% to 100% by June 2026.

2024-25 One-Year Goal:

In partnership with the Family Engagement team and through feedback cycles, Interagency Academy will increase stakeholders understanding of their child's graduation requirements and how it relates their post-secondary plans from 73% to 80% by June 2025.

Action Plan

2024-25 Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Student Outcome Data Measures:

GED Test Completions

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

School-based Family Survey

Timeframe for Reviewing Process Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- GED Staff
- Family Support Specialist

2024-25 Budget Allocations to Support Continuous Improvement

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

Basic Education

- **Intent and Purpose**: To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount**: $203,848
- **Activities Implemented**: Provide standards-aligned instruction to all students.

Other Funds (Post-Secondary Access)

- **Intent and Purpose**: To provide instructional support for our students to obtain post-secondary access.
- **Dollar Amount**: $133,993
- **Activities Implemented**: 1.0 FTE Teacher

Other Funds (Testing Vouchers)

- **Intent and Purpose**: To provide practice test vouchers and GED test vouchers.
- **Dollar Amount**: $10,000
- **Activities Implemented**: Testing vouchers

Other Funds (Social Emotional and Mental Health Supports)

- **Intent and Purpose**: To provide Tier 2 and Tier 3 social emotional and mental health supports for students.
- **Dollar Amount**: $30,000
- **Activities Implemented**: .20 FTE Social Worker