



## 2024-25 CSIP Review and Updates Madison Middle School

### 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:** Madison Middle School

**Principal:** Dr. Robert Gary

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** Elizabeth Andreasen, Jeff Bossert, Jeff Cunningham, Crystal Dominguez, Elvirah Finley, Vaughn Gilles, Lamar Hurd, Sue Quigley, Eli Rumpf, Elizabeth Shields, Christy Weygandt, Valentina Munoz Puente, and Parent Partners Cameron Findlay, Brian Chung, and Michelle Whelan

[2023-26 CSIP Madison](#)

[Madison Middle School Report](#)

[Madison Middle 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.**

Continued monthly racial equity Green Day professional development with staff. Students of Color Union, GSA, and Feminist Club provided community support spaces for students. "Race to be Human" viewings and discussions for all students. Social Emotional Learning (SEL) lessons weekly to support students. Grade-level assemblies.

**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?**

We need to continue to push to improve educational outcomes and strive for student and family feedback and engagement. We should collect data to validate our progress and make adjustments, as needed.

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

Madison Middle School believes that we are a vital part of providing a path that moves all students successfully through middle school so that they are prepared to:

- Successfully navigate their high school experience and graduate on time
- Choose and thrive in meaningful post-secondary studies/training and careers
- Be life-long learners, and responsible, engaged citizens. Furthermore, we are committed to better serving our students of color, particularly young African American men, who are and have been farthest from educational justice. In order to do this, we have embarked on a plan of action that
- Engages our teachers and support staff in regular and rigorous examination of our own assumptions, motivations and practices
- Actively listens to the voices of students of color to better understand their experiences at Madison
- Uses that learning to inform classroom practices and create a schoolwide system of supports
- Develops a program of events and supports to create a collaborative network between home, school, and the larger community to better serve our students of color and other underserved communities.

---

## 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 data from most recent climate survey (see following paragraphs) show that our student programs as well as teacher/staff training have worked to create a welcoming and safe environment for all students with a focus on African American males, students of color, multilingual learners, students with IEPs or 504 plans as well as students eligible for advanced learning services.

- Examples of our student groups include Students of Color Union, Peer Mediation, Focused Advisory Grouping, WEB (We All Belong), and GSA (Gender and Sexuality Alliance).
- Examples of our Faculty Groups/Training include monthly Racial Equity Training with open discussions, training, and feedback, our MTSS structure/practices, PLC work, and grade level and department discussions on curriculum and access for all students.)

The most recent climate survey conducted at Madison Middle School reveals that the school's efforts in addressing racial equity issues are commendable, as indicated by its score at the 85th percentile. This signifies a notable improvement of 3 points compared to our previous survey and places the school 5 points ahead of the average performance in the Seattle School District.

Our efforts to focus on culturally responsive teaching have also experienced positive growth, reaching 75%, a 2 percent increase from our previous climate survey and several percentage points above the district average.

We've also experienced a 2 percent increase, now standing at 83%, in our commitment to fostering a sense of belonging among students.

Furthermore, positive behavior and safety have experienced a significant boost, achieving a score of 73%. This represents a remarkable increase of 9 percent since the last survey and positions the school 3 points above the district average, underscoring the positive strides made in maintaining a safe and respectful environment.

Overall, these findings from the latest climate survey at Madison Middle School demonstrate the school's commitment to addressing racial equity, implementing culturally responsive teaching practices, fostering belonging and relationships, and ensuring positive behavior and safety for its students.

**Summary of student strengths supported by data:**

See above.

**Identify and prioritize student needs supported by data:**

At all three grade levels, a total of 83 students with IEPs are a part of Study Skills classes. A dedicated case manager leads each class and provides students with a caring and welcoming environment in which they can work on skill deficits that focus on IEP goals and minutes. Intervention classes are also provided for the general student population to give extra support in Math and/or LA based on their past SBA scores, input from 5th grade teachers for incoming 6th graders, and input from Madison teachers as students move to the next grade level. At the 6th grade level, Semester 1 we served 40 students in Math and LA interventions with 68% of those students being students of color. Semester 2 we serve 33 students in Math and LA interventions with 70% of the students being students of color. In 7th Grade, semester one, we served 14 students with Math and LA interventions with 50% of those being students of color. In Semester Two we served 13 students with Math and LA interventions, with 54% being students of color. Eighth grade data not available.

Our belief is that by addressing these data-backed factors, we can work towards narrowing the achievement gap, providing every student, regardless of socioeconomic background, with equal opportunities to succeed academically and thrive in school.

**Summary of possible root causes of the priority student need:**

Research has consistently highlighted the existence of a substantial achievement gap between students from low-income families and their counterparts from higher-income households. The studies demonstrate that students from low-income backgrounds encounter greater challenges in their academic pursuits, often leading to lower performance on standardized tests and a higher likelihood of dropping out of school.

One crucial factor contributing to the achievement gap is the inequitable access to high-quality teachers and curriculum. Studies show that students from low-income families are more likely to attend schools with a shortage of experienced and qualified educators, limiting their exposure to effective instructional methods and hindering their academic progress. Additionally, inadequate school resources, such as outdated textbooks, limited technology, and insufficient extracurricular programs, disproportionately affect low-income students. At Madison, in 21-22 the average teaching experience for the staff was 13.7 years. New teachers are provided with mentoring and training for their first year and beyond. This includes training in class management, organization, use of technology, access to resources, and focus on students furthest from educational justice. To address the issue of inadequate school resources, we are proud that SPS has allowed for 1 to 1 technology. Students receive training on the care and use of their laptops. Teachers use a standardized method of posting work in Schoology so that students can access material using the same method from class to class. Hotspots are offered to low-income families who don't have internet access in their homes.

Another significant contributing factor to the achievement gap is parental involvement in education. Research consistently demonstrates that parents from higher-income households are more likely to actively participate in their children's education, including engagement in school activities, attending

parent-teacher conferences, and providing supplemental learning resources. On the other hand, parents from low-income families often face various socioeconomic constraints that impede their involvement, including demanding work schedules, limited access to transportation, and a lack of familiarity with the education system.

At Madison, to encourage the participation of our families and to help them feel welcome, our counselors and various departments host “family nights.” These may include topics counselors will address with our community around health, safety, racism, sexual orientation, academic success, substance abuse, and other topics as needed. Academic departments will host nights devoted to learning with their subjects, such as Math Night, Science Night, Literacy Night, and the Arts. We also host Multi-lingual nights with presentations, cultural celebrations, and food.

## **School Staff**

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

Professional learning has emerged as a powerful and effective strategy for fostering joyful, safe, and antiracist learning environments. Madison Middle School recognizes the significance of continuous development and provides regular opportunities for professional growth among its staff to address implicit biases, promote social-emotional learning (SEL), and create a culture of equity and belonging.

To enhance awareness of implicit biases and develop positive techniques for addressing them, Madison's RET Racial Equity Team delivers monthly presentations. These sessions aim to increase educators' understanding of biases and equip them with actionable strategies to counteract these biases in their teaching practices. By actively engaging in these professional learning opportunities, teachers gain valuable insights and acquire practical tools to create an inclusive and antiracist classroom environment.

Additionally, school counselors conduct monthly presentations that focus on effective implementation of SEL lessons. These sessions emphasize enhancing students' social and emotional skills and equip educators with techniques to foster adjustment and happiness, particularly in stressful environments. By integrating SEL principles into their teaching practices, teachers contribute to the creation of a supportive and positive learning atmosphere where students can thrive academically and emotionally.

The positive impact of these professional learning initiatives is evident in the results of Madison Middle School's most recent climate survey. The data reveals a significant increase of 3 percentage points, reaching 85 percent, in the Equity/Anti-racism environment. This indicates that the efforts to address racial equity and promote antiracist practices have been effective, contributing to a more inclusive and equitable school environment.

Furthermore, the survey data also demonstrates a 2-percentage point increase in the Belonging and Relationships environment, reaching 83 percent. This indicates that the professional learning opportunities provided to staff have fostered stronger relationships, creating a sense of belonging among students and cultivating a positive school climate.

By prioritizing professional learning and dedicating resources to address implicit biases, promote SEL, and create antiracist learning environments, Madison Middle School is actively ensuring that its learning environments are characterized by joy, safety, and inclusivity. Through ongoing professional development, the school empowers its educators to make a meaningful impact on students' lives and promotes the values of equity, belonging, and respect throughout the entire school community.

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

At Madison Middle School, our commitment to racial equity and continuous improvement is evident through our ongoing efforts to revise, modify, and reflect on our practices. We actively utilize racial equity days and student feedback as valuable sources of learning and inspiration for change.

To facilitate professional growth and self-reflection among our teachers, we have implemented "green days" as a platform for individualized development. During these dedicated sessions, educators are encouraged to engage in personal introspection, drawing from their own experiences and reflecting on their teaching practices. This process fosters a culture of continuous improvement, where teachers can identify areas for growth and implement meaningful changes in their classrooms.

A noteworthy example of student empowerment and involvement in our commitment to equity occurred during a faculty meeting last year. The students from our Students of Color Union took the initiative to present their perspectives on what is working well in the classroom and areas that require improvement. This open dialogue between students and faculty not only amplifies student voices but also serves as a catalyst for meaningful discussions and action to enhance the learning experience for all students.

These ongoing revisions, modifications, and reflections based on racial equity days and student feedback exemplify our dedication to creating a more inclusive and equitable learning environment. By actively engaging with the input and experiences of our students and teachers, we strive to continuously improve our practices and ensure that every student feels valued, supported, and empowered within our school community.

## **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:**

Family nights: 6 parent nights for 22/23 (this practice is continued in 23/24) - October, January, March, April (town hall meeting), May. Topics included the following:

- Current substance trends in WS community Marijuana prevention in King County
- Lisa Davidson from SPS
- Fentanyl, Madison RET and PTSARET
- SPS DREA: Multilingual Family Night
- Dr. Kevin Haggerty at UW: Social Development Strategies
- Teen Brain and Identity Night-breakout rooms included Mental Health and Suicide Prevention
- Families of Color circle, white parents supporting students of color, supporting LGBTQ+ students, etc.

### **Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:**

- Tabling events within communities of color and faith-based communities.
  - PTSA RET team: movie nights, supporting Madison nights.
  - Multilingual Family night helped families to learn about different ways to be involved in their students' learning- how to navigate the website and The Source, and also included community organizations that they could reach out to: Ombudsperson, ACRS, WAPI, Neighborhood House
  - We will pursue providing childcare at parent events. This will require processes and procedures with the district to make this possible.
  - We will provide translators. This will require pursuing grants and other resources.
-

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

### Measures and Targets

#### 2023-26 Three-year Goal:

With a continued focus on Racial Equity Training, we will increase students' favorable responses to "my teachers connect what we learn to my interests, experiences or cultural background" to 66% as measured by the Fall 2026 Student Climate Survey. Spring 23-24 response was 55%, Spring 22-23 response was 55%.

#### 2024-25 One-Year Goal:

With our newly established peer mediation program and continued work with targeted counseling groups, we will increase students' favorable responses to "At this school we restore relationships and repair harm after conflicts occur" to 69% as measured by the Fall 2025 Student Climate Survey. Spring 23-24 response was 66%, Spring 23-24 response was 60%.

### Action Plan

#### 2024-25 Evidence-based Practice 1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

#### Student Outcome Data Measures:

SPS Climate Survey (staff or students)

#### Timeframe for Reviewing Student Outcome Data Measures:

End of Year

#### Process Data Measures:

Walk-through/Observational Data

#### Timeframe for Reviewing Process Data Measures:

Bi-Weekly

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

- School Administration
- School Counselors

---

## Priority Area: Classroom Instruction and Academic Success

### Measures and Targets

#### 2023-26 Three-year Goal:

Madison will work to increase the percentage of African American male students in 7th grade who achieve proficiency or higher on the 7th grade Smarter Balanced Assessment from 28% by June of 2023 to 70% (set by the district) in June of 2026. This would allow us to reach the target of 70% in three years, more than doubling our passing rate. Our 2023-2024 results were 38.9%.

#### 2024-25 One-Year Goal:

Madison will work to increase the percentage of African American male students in 7th grade who achieve proficiency or higher on the 7th grade Smarter Balanced Assessment from 38.9% in June of 2024 continuing to strive toward the district goal of 70% by June of 2025.

## **Action Plan**

### **2024-25 Evidence-based Practice 1:**

High Quality Tier Instruction: Educators will implement tasks that promote reasoning and problem solving and facilitate meaningful mathematical discourse.

### **Student Outcome Data Measures:**

- MAP
- Curriculum-Embedded Assessments (CEAs)
- Student Grade Reports
- Smarter Balanced Assessment (SBA)

### **Timeframe for Reviewing Student Outcome Data Measures:**

Bi Weekly

### **Process Data Measures:**

- Walk-through/Observational Data
- Teacher Observational Data
- Lesson Exit Tickets
- Teacher collected data in Unified Insights

### **Timeframe for Reviewing Process Data Measures:**

Bi weekly

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

- School Administration
- Department Heads

### **Additional context about your school's implementation of chosen evidence-based practice:**

Common curriculum will be used. Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals. Teachers of the same grade level/content collaborate and use the same classroom based formative and summative assessments. In addition, they analyze data from standardized tests to make decisions about next steps for students. When necessary, teachers refer to counseling or other resources to offer the support that students need.

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

Students are provided advanced learning services within the Neighborhood School Model 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) differentiated instruction is provided by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement and acceleration in depth and complexity to grade level curriculum, based on the needs of each student.

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

Curriculum supports in content areas are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

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.

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.

## **Expanded Learning:**

- Individual teachers offering drop-in help
- Homework help

## **Homework Policy:**

Homework is used as practice work. Practice assignments provide students with low-stakes opportunities to improve their skills and prepare for performance tasks. It is tracked (typically not graded, for equity purposes) to give a running record of how students are keeping up with assignments. This allows family and support staff ways to intervene.

When homework is graded, it is valued at a low percentage. This ensures that students with limited support at home are not penalized.

---

# **Priority Area: Family and Community Engagement**

## **Measures and Targets**

### **2023-26 Three-year Goal:**

By the end of the 25-26 school year, attendance of families of color at any Family Engagement Nights be in proportion to all families in attendance at any Family Engagement Night. Currently, Madison has approximately 35% students of color, so our goal is that 35% of families in attendance at future events will be families of color.

### **2024-25 One-Year Goal:**

By the end of the 24-25 school year our PBIS (positive behavior interventions and supports) leadership team will have 3-5 student representatives and 3-5 family representatives, with an emphasis on recruiting students and families of color.

## **Action Plan**

### **2024-25 Evidence-based Practice 1:**

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

### **Student Outcome Data Measures:**

Student Attendance

### **Timeframe for Reviewing Student Outcome Data Measures:**

Quarterly

### **Process Data Measures:**

- Participation/Attendance (e.g., Events, Membership)



- Volunteer Count

**Timeframe for Reviewing Process Data Measures:**

Quarterly

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

- School Administration
  - Counseling Department
- 

## **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:** \$7,553,420
- **Activities Implemented to Meet Intent and Purpose:**
  - Teachers provide standards aligned instruction to all students.
  - School Counselor services are provided to all students

### **Multilingual Learners (Title III)**

- **Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$ 159,785
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for multilingual services as well as translation and interpretation services.

### **Learning Assistance Program (LAP)**

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$121,283
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for LAP funded interventions.