



2024-25 CSIP Review and Updates McClure 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: McClure Middle School

Principal: Ann Jennings, Interim

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Sasha Elias, Ann Jennings, Leslie Collings, Lisa Blau, Amie Schumer, and Tessa Burchardt

[2023-26 CSIP McClure](#)

[McClure Middle School Report](#)

[McClure 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.

During the 2023-24 school year, McClure implemented the following:

- Ongoing professional development for staff to enhance their cultural competency.
- Provided space for staff to examine and reflect on disaggregated achievement and climate survey data.
- Examined strategies to implement instructional practices and collaborative efforts contributing to more equitable and inclusive learning environments.

Staff continued to use a responsibility-centered discipline strategy to provide accountability and restoration for student actions. Staff used a continuous cycle of examination of grading practices to ensure that grading at McClure is equitable and allows students to represent their learning.

Staff, student and family voices were included in surveys and conversations around grading. McClure provided professional development around UDL practices and implementation.

Department PLCs focused cycles of inquiry on student learning and examined alignment of curriculum, use of formative and summative assessments, and data to ensure that all students receive a high-quality education.

Learning walks by staff twice during the year allowed examination and feedback of UDL practices in classrooms and de-privatization of teacher practices.

McClure focused holistic support on engagement of multilingual learners, SoC FFEJ, and students who receive special education supports through our MTSS Tier 2 and 3 teams, monthly all staff MTSS meetings, and SBIRT practices.

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?

McClure currently does not have funding for staff to provide intervention classes within our master schedule or to provide out of school learning. McClure has also eliminated our WEB (Where Everyone Belongs) leadership class because of reductions in funding. We devote LAP funding to in-school tutors, counseling staffing, and an Advancement Via Individual Determination (AVID) class.

Additionally, most core academic teachers at McClure have student caseloads well over 150-to-one, some approaching 200. It is challenging to provide intensive one-on-one support to individual students with so many students per classroom.

Another problem of practice is that teacher training programs do not adequately prepare teachers to adeptly structure lessons to reduce barriers to learning. Last year we intentionally embedded Professional Development to allow teachers time to understand high leverage, research-based practices to reduce access and barriers to support ML students and other struggling students, but our data shows there is work to make all students feel safe and welcome and to see themselves as scholars.

Staff analysis of spring student climate data during August 2024 TRI days identified attendance issues and avoidance of classwork as barriers to academic success for subsets of SoC FFEJ. McClure will continue to engage in cycles of inquiry to support SoC FFEJ in our professional development, classrooms, and restorative practices.

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

Outcomes for students:

- Growth in academic achievement and feelings of belonging
- Reductions in non-preferred behaviors
- Strengthened cultural identities
- Increased student voice and opportunities for leadership in classes

Outcomes for families:

- Stronger partnerships with families in support of academics and feelings of belonging.
- Increased connections made between families and CBOs in support of students' academic achievement, social emotional learning, and cultural voice.
- Inclusion of family input in committees such as the Building Leadership Team, PTSA, and volunteers in the school.

Outcomes for staff:

- Increased feelings of accomplishment in teaching practices and support of all students.
 - Growth in feelings of belonging at school, collaborative relationships with families.
 - Opportunities for leadership roles and growth in practice.
 - Investment in recruiting and hiring diverse staff. TLC provides mentoring to incoming teachers to provide guidance, support and advocacy for professional growth.
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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:

Data from the spring 2024 student climate survey showed that 88% of students responded favorably that to the question “this school places students in similar classrooms and groups regardless of race, culture, ability or identity” and “in my classes, students of different races, cultures and abilities and identities often participate together in the same learning activities.” Sixty nine percent of students surveyed said they feel like they belong in their classes and at the school, 5% points lower than fall 2023. Seventy four percent of students surveyed reported that they are provided with multiple options to share their voice and learning in class, a decrease of 6 percentage points but still 4 percentage points lower than the district average. Hispanic and white students at McClure showed the lowest positive responses to this question, and overall Hispanic students consistently reported lower positive responses than other groups.

Growth towards this goal is evident in McClure classrooms where students celebrate their individualism, culture, and positive self-identity. In math classrooms this is represented in projects where students identify themselves as mathematicians; in history classes each student prepares an identity flag that represents themselves and their culture; morning announcements are led by a diverse group of students who celebrate numerous celebrations and monthly recognitions; ASB students create posters and videos celebrating achievement of individuals in sports, academics, politics and entertainment coinciding with monthly celebrations such as Black History month, AAPI, and Hispanic American recognitions. Students have opportunities to participate in clubs like the Black Student Union, Latinx club, and Gay, Lesbian, and Whoever (GLOW) club.

McClure continues to track and review incidents of oppressive language at school. The RET team provides time and space for staff to review the oppressive language data tracker and other inequities such as bias, discrimination and unequal distribution of resources in support of collaborative solutions. Interim student climate data is reviewed as are incident reports submitted by students identifying harmful or negative interactions.

Summary of student strengths supported by data:

In the spring 2024 student climate survey, students who identify as Black and Pacific Islander showed higher favorable responses in College & Career Readiness, Equity and Anti-racism, Identity & Culturally Responsive Teaching, and six other categories except Belonging and Relationships. Responses from this group showed 14 % points higher in categories of Identity and Culturally Responsive Teaching and Pedagogical Effectiveness.

Identify and prioritize student needs supported by data:

During the 2023-24 school year McClure prioritized Universal Design for Learning (UDL) support for students identified as MultiLingual (ML). Climate and academic data from the spring of 2024 showed growth in responses from students identified as MultiLingual (ML) however a subset of the ML group who identify as Hispanic (and other non-ML Hispanic students) demonstrate patterns of lower academic success, attendance, and consistently lower positive responses in the spring climate data.

Summary of possible root causes of the priority student need:

Our identified problem of student learning, then, is that many of our Hispanic students are not seeing themselves as "scholars" and they are not identifying as being successful at school. Educators can prioritize communication and engagement with students and families, collaborative problem-solving and social connectedness in classroom interactions. Administrators can model norms of respect and empathy in engaging with staff, students and families and promote identity-safe partnerships and schoolwide activities. Hispanic students at McClure are encouraged participate in our Latinx club, ASB, school announcements, and sports to increase connections and feelings of belonging. McClure will also prioritize disaggregating student survey results and design street data surveys to include groups of Hispanic students.

School Staff

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

McClure staff Between Fall 2023 and Spring 2024 Student Climate surveys showed 95% positive responses increasing to 100% for students identified as Black and Pacific Islander to the question "My teachers have high expectations for me." Additionally, a high percentage of students identified as Black and Pacific Islander responded positively to the question "My teachers encourage me to think deeply and critically and creatively."

During Fall of 2024 McClure staff engaged with ongoing work to ensure student safety through analysis of oppressive language tracking data during RET meetings. Staff also evaluated their perception of McClure's place on the *Continuum on Becoming an Anti-Racist Multicultural Organization*. Staff rated McClure's progress on the continuum to be 3.5 on a 1-6 scale. McClure staff also use an *Identity Literacy Room Analysis* tool to evaluate how classrooms present opportunities for students to see themselves represented.

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

Fifty percent of AA males in 7th grade met standard on the math SBA during spring of 2024. Fifty percent of students identified as SoC FFEJ in 7th grade also met standard on the math SBA and 67% of students identifying as Multiracial met standard on the math SBA.

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

McClure staff will continue to focus on Universal Design for Learning (UDL) practices to expand access points for students; Data-focused discussions within MTSS, staff, and RET meetings; and refinement of McClure's equitable grading practices.

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:

McClure increased two-way communication with families through family meetings, Talking Points, weekly attendance reviews, and student family conferences. During the 2024-25 school year McClure staff will document participation in student family conferences in November 2024. Increased focus on supporting students identified as SoC FFEJ and their families in accessing the student family conferences will be prioritized by McClure administration and staff.

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:

McClure has partnered with Sound Behavioral Health in recent years to support students' mental health and well-being. Counselors and McClure's SBIRT partner screen students to identify needed appropriate interventions and support. Some students screened benefit from referrals to Sound Health. During the 2023-24 school year most 7th and 8th grade students were screened. During the

2024-25 school year students in the 6th grade will be screened this year in addition to 7th and 8th grade students at McClure.

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

Measures and Targets

2023-26 Three-year Goal:

By the end of the 2025-26 academic year, McClure will foster a culture of transformation by increasing opportunities for all students to participate in leadership and decision-making processes inside and outside of the classroom based on qualitative data (WEB, Advisory, Ally Surveys, RET, ASB, and classroom opportunities).

2024-25 One-Year Goal:

By the end of the 2024-25 academic year, the opportunity for all students to feel that they can be a leader and make changes will increase from 60% favorable in the spring 2024 student climate survey to 65% favorable responses.

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)
- School Attendance Dashboard on Atlas
- Discipline/Suspensions

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Bi Monthly Attendance Checks

Process Data Measures:

- School-based Survey (staff or students)
- Student Attendance Agreement Plan
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- Walk-through/Observational Data
- Building determine Schedule of MTSS Meetings

Timeframe for Reviewing Process Data Measures:

- Weekly
- Quarterly
- Beginning of Year
- End of Year

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

- MTSS team
- RET team
- Instructional Council
- BLT

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

McClure prioritizes aligned Tier 1 classroom and school practices to create a safe and welcoming environment. Staff PD and Learning Walks focus on classroom engagement strategies including UDL practices and development of student agency.

2024-25 Evidence-based Practice 2:

Tier 2 Restorative Practices: Educators will implement non punitive conflict resolution and repair strategies/practices for students and staff.

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Discipline (Suspensions)

Timeframe for Reviewing Student Outcome Data Measures:

- Weekly and Monthly
- Beginning of Year
- End of Year

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

Monthly

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

- MTSS team
- RET team

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

Our MTSS team continues to refine and focus on restorative practices when responding to student incidents. We prioritized family connections and restorative conversations between students.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The total number of students meeting standard on the Spring Math SBA will improve from 55% to 65%.

2024-25 One-Year Goal:

All students identified as SoC FFEJ in the low growth-low achievement quartile in the Fall Math MAP assessment will increase in growth during the 2024-25 school year as measured in the Spring Math MAP.

Action Plan

2024-25 Evidence-based Practice 1:

Common Curriculum: Educators will implement enVision curriculum and use SPS scope and sequence.

Student Outcome Data Measures:

- Curriculum-Embedded Assessments (CEAs)
- Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

- End of Year
- Quarterly
- Monthly

Process Data Measures:

- Teacher Observational Data
- School-based Survey (staff or students)
- Teacher collected data in Unified Insights
- Lesson Exit Tickets
- Course enrollment data

Timeframe for Reviewing Process Data Measures:

- Weekly
- Monthly
- Middle of Year
- End of Year
- Quarterly

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

- Math Department
- MTSS
- BLT

2024-25 Evidence-based Practice 2:

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)
- Formative Assessments, Student self reflections

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

- Teacher Observational Data
- School-based Survey (staff or students)
- Professional Development Exit Tickets
- Lesson Exit Tickets

- Teacher collected data in Unified Insights
- Course enrollment data

Timeframe for Reviewing Process Data Measures:

- Weekly
- Monthly
- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

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

- Math Department
- MTSS
- BLT

Advanced Learning and Highly Capable Services:

We believe every student comes to us with gifts and strengths and areas for growth. When students show evidence of mastering grade level standards, we offer enrichment opportunities to continue to stretch and demonstrate their learning. We ask all students, including those identified as "Highly Capable" to self-assess, self-reflect and set goals for the next steps in their learning. The highest level of learning is teaching, so we also provide opportunities for students who have mastered grade level standards to lead learning at times. For all students, including those identified as Highly Capable, we work to stretch their stamina, their critical thinking, and their social acuity so they are able to flexibly learn and lead in a wide array of environments, subject areas and with a diverse group of learners.

Expanded Learning

We do not have funding to staff to provide out of school learning. We are devoting LAP funding to in-school tutors, counseling staffing, and Advancement Via Individual Determination (AVID) class.

Homework Policy:

McClure staff believes that providing homework in and of itself is not useful or supportive of student learning. This is also supported by research. We provide time during our daily classes for students to learn and then apply their learning with the support of the classroom teacher and other support staff in the building. That said, we also understand that homework can amplify building student stamina and confidence with skills and topics in their learning. In general, McClure staff does not specifically assign extra homework, but it is expected that students complete unfinished classwork at home. We also ask that students read for at least 30 minutes per night and use their Success Maker Math platform to practice discreet and foundational math skills.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By 2025-26 school year, 95+% of McClure families will participate in student-family conferences.

2024-25 One-Year Goal:

By 2024-25 school year, 90+% of McClure families will participate in student-family conferences.

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:

- Student Attendance
- Student Grade Reports
- Discipline/Suspensions
- Family Participation in Conferences

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey

Timeframe for Reviewing Process Data Measures:

- Quarterly
- Beginning of Year
- Middle of Year
- End of Year
- Monthly

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

- Instructional Council
- BLT
- RET

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

Staff will prioritize two way connections with families of students identified as SoC FFEJ to encourage participation in student family conferences in November. Prioritized appointments, transportation and other supports will be coordinated.

2024-25 Evidence-based Practice 2:

Recognizing the role of the family: Recognize and build on the capacity of families to assist and encourage their children's learning in and out of school and support school goals and directions through school policies, practices, and programs.

Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions
- Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

Teacher reports of connections with families of students of concern

Timeframe for Reviewing Process Data Measures:

- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

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

- MTSS
- Instructional Council

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

Staff are prioritizing two-way connections in support of students.

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:** \$3,593,843
- **Activities Implemented to Meet Intent and Purpose:**
 - Classroom instruction that is aligned to standards
 - Library materials
 - BLT stipend
 - AVID instructor 0.2

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:** \$127,796
- **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:**
 - Buy up Counseling from 1.2 to 1.8 (Principal decision)
 - Math Tutors