



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

### School Data and Building Leadership Team Members

**School Name:** Meany Middle School

**Principal:** Chanda E. Oatis Trotman

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** Mary Vester, Anita Roberson, Michael Garrett-Smalls, Adam Weybright, Ian Howard, parents Neala Kendall, and Lauren Lavoie

[2023-26 CSIP Meany](#)

[Meany Middle School Report](#)

[Meany Middle School Climate Survey](#)

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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:**

NWEA MAP:

MAP is given Fall, Winter, Spring and tracks student progress in Math and Reading. The MAP gives both a RIT (Rasch Unit) score and a percentile score. Atlas notes that MAP was changed from 2022 to 2023 so that comparisons from prior years are not easily made. Atlas Data gives us RIT scores.

For SY 2023-2024

- Grade 6 Students at Testing RIT increased from 201 to 207: +6 points
- Grade 7 Students at Testing RIT increased from 202 to 211: +9 points
- Grade 8 Students at Testing RIT increased from 210 to 219: +9 points

SBA Spring 2024

SBA is given once a year in the Spring. In Spring of 2024, the SBA format was changed from the prior year, so data comparison may not be easily done, as the number of questions and format was changed.

- Grade 6 Students at Testing identifying as Black or African American and meeting Proficiency (Level 3) were: 6.4% and 12% respectively.
- Grade 7 Students at Testing identifying as Black or African American and meeting Proficiency (Level 3) were: 5.5% and 4.7% respectively.
- Grade 8 Students at Testing identifying as Black or African American and meeting Proficiency (Level 3) were: 0% and 8.8% respectively.
- A review of the last Fall Climate Survey revealed that Meany Middle scored favorably in the category of Equity and Anti Racism (71%), however this was below the district average (80%).

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

Our students are leaders and global citizens. Students treat one another with dignity and respect. Students are in tune with their mental health, and they are resilient. In the climate survey, over 80% of all students have a trusted adult in the building they can go to when they need support.

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

To effectively address the needs of our students, it's crucial that we rely on data to drive decision-making and prioritize interventions. Our current data highlights a clear need for increased support in math, reading, and writing, with students requiring additional tutoring and targeted intervention in these areas. This is compounded by the challenge of large class sizes, which limit the amount of individual attention and instructional focus that each student receives.

To foster growth in these key subjects, it is imperative that we prioritize smaller class sizes and additional resources for tutoring and intervention programs. By aligning our strategies with the data, we can better meet the needs of our students, ensuring they receive the personalized support necessary to succeed academically.

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

The root cause of our priority student needs lies in insufficient funding, which directly impacts our ability to provide essential support for students. Our data shows that large class sizes are a significant barrier to individualized instruction, hindering the growth of students in critical areas like math, reading, and writing. To address this, we need proper funding to hire additional staff, enabling us to reduce class sizes and offer more focused, personalized instruction.

Additionally, we require funding to support tutoring during lunch breaks, after school, on weekends, and through virtual platforms, ensuring that students have access to consistent academic support beyond the regular school day. Paying qualified tutors for these extended services is essential for providing the necessary intervention to help struggling students.

Furthermore, we need additional resources to sustain in-school intervention programs like Math Empowerment and Reading Empowerment, which are vital to closing learning gaps. Without the necessary funding to sustain and expand these programs, our ability to effectively support our students and drive academic growth will be limited. To make a meaningful impact on student achievement, it is critical that we secure the resources needed to hire staff, provide tutoring, and support intervention programs that address the root causes of underperformance in math, reading, and writing.

## **School Staff**

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

At Meany Middle School, we are committed to enhancing our teaching practices through culturally responsive professional development. In the first year (2023-24), we partnered with Culture Connecting, Inc. and had the privilege of working with Dr. Caprice Hollins, whose expertise helped us explore ways to better engage with the diverse backgrounds of our students. Building on this foundation, we continued our work in the second year (2024-25) with a book study of Dr. Hollins' Inside Out – The Equity Leaders' Guide to Undoing Institutional Racism, focusing on deepening our understanding of race, equity, and cultural responsiveness in education. Our Race and Equity Team has played a key role in guiding us through the insights from the book, providing us with the tools to reflect on and improve our teaching practices.

Meany Middle has dedicated Professional Development hours to confronting and dealing with the legacy of racism through the work that staff is doing with Dr. Hollins and the book Inside Out.

Similarly, Meany Middle received favorable marks in the areas of Identity and Culturally Responsive Teaching, and Inclusionary Practices (74% and 82% respectively). Though these marks are still slightly below the district average.

### **Professional learning that is being strengthened to increase impact on student outcomes:**

We believe it is important to transfer professional learning into action. To further enrich our learning, we've had two In-Person sessions with Dr. Hollins and one session with her colleague Ilsa Govan, who also brought valuable perspectives on fostering inclusive and equitable classrooms. Through these ongoing sessions, our staff has gained practical strategies for creating a culturally affirming and responsive learning environment that meets the diverse needs of our students. This professional development is central to our mission of promoting academic success and equity for all learners.

Teachers are given time to time to practice these strategies with students on early release days.

## **Support Systems**

### **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:**

Seattle University and UW Tutors provide math support daily to students. This support is available to all students.

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

### **Measures and Targets**

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

By June 2026, students with an attendance rate of 90% or greater will increase to 70% of all students, which is a 10% increase from June 2024.

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

By June 2025, students with an attendance rate of 90% or greater will increase to 65% of all students, which is a 10% increase from June 2024.

### **Action Plan**

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

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

**Student Outcome Data Measures:**

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

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

Quarterly

**Process Data Measures:**

- Building determine Schedule of MTSS Meetings
- Professional Development Attendance and Exit Tickets
- Student Attendance Agreement Plan

**Timeframe for Reviewing Process Data Measures:**

- Monthly
- Quarterly

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

- Administration
  - Counseling
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## Priority Area: Classroom Instruction and Academic Success

### Measures and Targets

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

By August 2026, 53% of 7<sup>th</sup> Grade African American Males at Meany Middle School will meet Level 3 Proficient or higher in Math, as measured by the Smarter Balanced Assessment Consortium (SBAC) administered test.

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

By August 2025, 25% of 7<sup>th</sup> Grade African American Males at Meany Middle School will meet Level 3 Proficient or higher in Math, as measured by the Smarter Balanced Assessment Consortium (SBAC) administered test.

### 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)
- Smarter Balanced Assessment (SBA)

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

Quarterly

**Process Data Measures:**

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

**Timeframe for Reviewing Process Data Measures:**

- Monthly
- Quarterly

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

- Math Team
- Assistant Principal
- Math Coach

**Advance Learning and Highly Capable Services:**

We are a school that believes in Honors for All. Our classes recognize students who are identified as Highly Capable but, we also support students who need challenges and are not identified. We look closely at data and prefer to have 3 pieces to determine if an advancement is appropriate but, most of our Highly Capable identified students learn alongside all of their peers in classrooms and are challenged at their independent level.

**Expanded Learning:**

PTSA funded after school math tutoring/support.

**Homework Policy:**

There will be no specifically assigned homework for middle school students. However, it's important to note that homework may be necessary for those students who do not complete their daily in-class work. Our goal is to provide an optimal learning environment during school hours, ensuring that students have the opportunity to finish their tasks with the guidance of our dedicated teachers.

We understand the importance of fostering a love for reading in our students. To support this, we highly recommend that your child spends at least 20 minutes each day engaged in independent reading. Encouraging a reading habit has proven to enhance academic performance and stimulate cognitive development.

By eliminating assigned homework, we aim to create a more balanced approach to learning, allowing students to focus on in-class activities and encouraging a healthy work-life balance. We believe that this adjustment will contribute to a positive and enriching educational experience for our middle school students.

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**Priority Area: Family and Community Engagement****Measures and Targets****2023-26 Three-year Goal:**

2025-26 we would like to see our parent of color participation improve in all parent leadership areas and overall participation.

## 2024-25 One-Year Goal:

2024-25 we would like to see our parent of color participation improve in all parent leadership areas and all overall participation.

## 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:

Completion of each event

### Timeframe for Reviewing Student Outcome Data Measures:

Completion of each event

### Process Data Measures:

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

### Timeframe for Reviewing Process Data Measures:

Completion of Each Event

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

Family and Community Outreach Committee

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

The goal is to build relationships with students, families, and the community. Meany's Multicultural Night will be the fourth family event that closes out the school year.

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## 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:** \$4,283,647
- **Activities Implemented:** Prioritize Staffing (Teaching, counseling, professional development)

### 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:** \$663,864
- **Activities Implemented:**
  - Instructional support to students who qualify for multilingual services
  - Translation
  - Curriculum and assessment scoring

### 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:** \$151,604
- **Activities Implemented:** Reading Empowerment Teacher

**Other Funding Source (PTSA Grant)**

- **Intent and Purpose:** PTSA Funding – To provide and supplement student needs as outlined by collaboration with Administration, staff, students, and other stakeholders.
- **Dollar Amount:** \$102,000
- **Activities Implemented:**
  - Community Building and Supports (e.g., Cultural Family Nights)
  - Out of Classroom Supports (e.g., Stipends for clubs)
  - In Classroom Supports (e.g., Classroom grants)
  - Wellness (e.g., nurse, counseling grants)