2024-25 CSIP Review and Updates
Middle College High 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: Middle College High School

Principal: Keven Wynkoop

Members of the Building Leadership Team, Racial Equity Team (if applicable), **CBO Staff Members (if applicable), and Parent/Guardian Partners**: BLT Members: Joie Brannan, Phillip Page, Rob Wietecha, Mary Margaret Hill, Gabby Blakemore, Keven Wynkoop, Cindy Tong, Hope Lopez, Rebeka Mulugeta, Sophia Jaworsky, Isaac Curry; RET Members: Rob Wietecha, Gabby Blakemore, Miranda McGough, Keven Wynkoop

[2023-26 CSIP Middle College HS](#)

[Middle College High School Report](#)

[Middle College High 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.

All teachers, but especially those teaching Math and Science, made a concerted effort to share the relevancy and applications of content in their classes. Teachers implemented required district grading practices designed to increase student success. Students regularly set goals and monitored their progress towards these goals. Both sites hosted a student led curriculum night in the Fall and student led conferences in the Spring with close to all families participating.

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 Learning Environments goal was focused on student climate survey results focused on the relevancy of math and science. Students seeing the value of what they are learning is important, but it did not feel as if this goal was focused on a vital area for our students.

Continuing to focus on this goal could take away focus from more valuable strategies for building joyful, safe, anti-racist classrooms. Prioritizing this focus over strategies that are more focused on joy and safety is more likely to hurt students that have been historically underserved in schools.

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

A short-term outcome that we are working towards is having BLT student and parent representation from both sites. We thought we had accomplished this goal, but the daughter of one of the parents switched sites and they are now from the same site. A long-term goal for students is to get closer to having full 9th grade cohorts each year. At the start of 23-24, we had 29 of 40 spots full. At the start of 24-25, we only have 24 of 40 spots full.

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:

We had some setbacks on our Running Start goal in the 23-24 school year. Our three-year goal is to have all Running Start students and Running Start students that are students of color furthest from educational justice (SOCFFEJ) passing their classes each quarter. Fall quarter was close with a 91% overall passage rate and 87% for SOCFFEJ, but by the end of Spring quarter the total percentages had dropped to 86% for all students and 74% for SOCFFEJ. In 22-23, the lowest passing rate was 80%, so we need to make-up for this drop.

We had a mixed bag of results related to our goal to increase the percentage of SOCFFEJ students that report that math and science connects to their life, family or community. The favorable percentages dropped nine points in math and increased by a single point in science, but the previously sizable gap between SOCFFEJ students and non-SOCFFEJ students was entirely eliminated.

Summary of student strengths supported by data:

Approximately 70% of our students are the first in their families to attend college, students of color or qualify for free lunch and yet 100% of our graduates earn college credit through Running Start. Even though the positive responses on the Spring Student Climate Survey dropped this year compared to 22-23, our school's positive responses are still higher than comprehensive high school rates across the board.

Identify and prioritize student needs supported by data:

A significant, negative change in our data from the last two years was a large drop in two questions in the Identity and Culturally Responsive Teaching section of the Student Climate Survey. The percentage of students giving a favorable response to "My teachers connect what we learn to my interests, experiences, or cultural background" dropped from 85% to 63%. The percentage of favorable responses to "I have adults at school that can teach me about my culture(s) and history" dropped from 77% to 57%. Taken together these drops reflect a significant change that needs to be addressed.

Summary of possible root causes of the priority student need:

The student needs that require the most attention are the drop in passing rates among Running Start students and the precipitous drop in positive responses on the questions in the Identity and Culturally Responsive Teaching section of the student climate survey.

Possible root causes include:

- Running Start- a less prepared 11th grade cohort, ineffective mentorship support, difficult transitions from required, SPS grading practices to college, etc.
- Climate Survey- turnover in staff, less emphasis on teaching cultures to students, fewer opportunities for students to connect work to personal backgrounds, etc.

School Staff

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

Staff are fully committed to improving our family partnerships through our professional development efforts and building on the widespread participation in our Spring Student Led Conferences.

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

100% of our Seniors graduated and they all graduated with college credits.

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

On a year end survey, a preponderance of staff reported that they felt that PD was ineffective in positively moving their practice and that they wanted to have more connection between the PD and the CSIP goals. We used this feedback to identify a yearlong series on growing the use of UDL practices to improve tier one instruction in the classroom. We also aligned the schedules between the sites, so that content PLCs can also collaborate on Mentorship and Advisory strategies.

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:

We met our one-year CSIP goal to have at least three of four parent and student positions on BLT filled and regularly attending. We thought we were going to meet our three-year goal this year, but the daughter of a parent rep transferred sites, which meant that both parent reps are currently at the same site.

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:

We have grown our partnership with Seattle College staff to improve the success and responsiveness that our students receive in Running Start. This has been most effective at North Seattle College where our communication is frequent and responsive. Our connection at Seattle Central College has grown, but it is still not as efficient as we would like. These partnerships are key to our student success in Running Start.

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

Measures and Targets

2023-26 Three-year Goal:

Middle College students that respond favorably to "My teachers connect what we learn to my interests, experiences, or cultural background" will increase from 63% to 85% and the percentage of favorable responses to "I have adults at school that can teach me about my culture(s) and history" will increase from 57% to 77% in the Spring 2026 Student Climate Survey.

2024-25 One-Year Goal:

Middle College students that respond favorably to "My teachers connect what we learn to my interests, experiences, or cultural background" will increase from 63% to 75% and the percentage of favorable responses to "I have adults at school that can teach me about my culture(s) and history" will increase from 57% to 67% in the Spring 2025 Student Climate Survey.

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:

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)
- Missed Instruction Log

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- MTSS Team
- Principal

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

- In Fall Quarter 2022 at Running Start, both students furthest from educational justice and all students passed 86% of their college classes (withdrawals excluded).
- In Winter, 85% of Running Start classes were passed by all students and students furthest from educational justice passed 80% of their classes.
- In Spring, 89% of Running Start classes were passed by all students and students furthest from educational justice passed 86% of their classes.

- We expect to increase all these percentages to 90% of students in both categories passing their college classes by the 2025-26 school year.

2024-25 One-Year Goal:

100% of 9th graders will earn at least six credits and we will increase the percentage of them passing all their classes from 87% to 95%.

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:

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:

- Student Grades
- Graduation Credit Tracking in Atlas
- Graduation Pathways Tracking in Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- School-based Survey (staff or students)
- Lesson Exit Tickets;Course enrollment data

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- MTSS Team
- Counselor
- Principal

Advanced Learning and Highly Capable Services:

The design of the Middle College High School program is that <u>all </u>students are using their 9th and 10th grade years for intensive skill and behavior development to prepare them to attend Running Start in 11th and 12th grades.

All MCHS students will graduate with college credits, and some will earn an associate's degree while they are in high school.

Expanded Learning opportunities for students through afterschool or summer programs:

Students that are behind in credits are offered online courses through APEX to help make-up credits that the building budget pays for. We have staff members that monitor their progress and help them to get the support they need.

Homework Policy:

Middle College High School believes that large amounts of homework increases the success gap between well-resourced students and those with fewer resources, so we work to keep homework to a minimal level. Students should rarely have more than an hour of homework per night, unless they have fallen behind for some reason.

Middle College High School fully implements the required SPS grading policies, which includes that no grades will be lower than 50% and students are able to retake or revise assessments to improve their grade and demonstrate their understanding.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By the 2025-26 school year, all student and family positions on our Building Leadership Team will be consistently filled and attending meetings and 100% of families will have monthly contact and at least two in-person/Teams meetings per year.

2024-25 One-Year Goal:

100% of families will have regular contact with school staff and participate in at least one in-person/Teams meeting during the 24-25 school year.

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:

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 Grade Reports
- Student Attendance

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- MTSS Team
- Principal

2024-25 Budget Allocations to Support Continuous Improvement

The following table 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:** $1,460,145

- **Activities Implemented to Meet Intent and Purpose:**

    o Provides 3.6 subject area teachers at both sites.

    o Funds a principal, a counselor, and a graduation success coordinator at one site.

Multilingual Learners (Title III)

- **Intent and Purpose:** To provide access to all grade-level academic courses for students that qualify for ML services.

- **Dollar Amount:** $31,874

- **Activities Implemented to Meet Intent and Purpose:**

    o Funds a 0.2 ML teacher.

    o Provides $115 for materials and translations to support ML students in grade-level courses.

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:** $30,188

- **Activities Implemented to Meet Intent and Purpose:**

    o Combined with $5,660 of Equity dollars and $11,320 of per pupil funding to support a 0.5 Graduation Success Coordinator at one site.

    o Focuses on interventions for students at risk of not meeting graduation requirements.