



## 2024-25 CSIP Review and Updates Washington 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:** Washington Middle School

**Principal:** Adrian Manriquez

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** Chad Pharis, Olivia Prestis, Lauren Weber, Ryan Martinson, Katherine Landerholm, and Cat Koehn (parent representative) and Kendall Johansen (Seattle University).

[2023-26 CSIP Washington](#)

[Washington Middle School Report](#)

[Washington Middle School Climate Survey](#)

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### 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.**

Priority practices that were focused on during the 23-24 school year included offering targeted math and reading intervention classes based on MAP and SBA data to support struggling students. In English-Language Arts, students utilized a new program called iReady that offered progressive monitoring tools and more specific instruction.

In Math, students were pre-taught skills they would need to access their general education math concepts. Staff participated in a book study. Staff read Universal Design for Learning, by Katie Novak, to improve their skill sets in universal design for learning, which was the district focus. To build family partnerships, we participated in Student Led Conferences where each teacher invited individual students from their advisory roster and their families to have a conference around student's academic progress. Students also presented information to families to include student voice. Additionally, the CSIP addressed having a racial equity team. One was launched in 23-24.

## **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?**

Based on the staff climate survey, 43% of staff felt like the BLT-developed professional development sessions improved the staff's abilities. Therefore, if we continue to implement the professional development plan as prescribed the past two years through book study, then this number may stay the same. Staff do not have the capacity to participate in a book study on top of day-to-day operations. Additionally, there was no one on staff with the capacity to lead this book work and implement professional developments. This impacted teachers' ability to interact with the text and implement strategies in their classroom. Thus, impacting students. Additionally, due to leadership changes, there was no one to lead the charge in delegating tasks. At the beginning of the year, there was no Racial Equity Team nor a Professional Development team.

Another practice that we would like to continue is to host student-led conferences to improve student and family engagement. Our current practice involves students working in their advisory classes to create a family facing PowerPoint that shows their achievement in all six class periods. Then, they book a student-led conference with their advisory teacher. We have opportunities to streamline this process, involve more staff to improve outreach, and establish a better system for collecting student and family data. This year, we will have a dedicated day where students co-create presentations with all their teachers to present to families. This way students are supported across all classrooms to have information to provide families. We will also include testing data in this year's presentations. We will utilize all staff including instructional assistants, both special education and bilingual, to host our conferences. Then, staff and teachers will schedule conferences with their families to share academic progress. We will also seek feedback from families through a family outreach survey to be completed at the end of their student-led conference.

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

The short-term desired outcome for students is to immediately get them in the appropriate intervention class, if needed, and quickly to target the skills needed in math and English-Language Arts to be college and career ready. Students should be able to see their MAP or iReady scores rise. Staff will have more immediate and intentional feedback by having more timely professional development. To respect their time and capacity, professional development will be topics and activities they can do during the professional development time and implement in the classroom. The short-term outcome would be better staff survey results while also seeing strategies in the classroom based on learning walks. Families' short-term outcome is more immediate feedback and a culture of student-driven events.

The long-term desired outcome is for students and families to have a stronger relationship with the school. This could be shown through climate surveys and participation in Student-Led Conferences. We would also see an increase in student enrollment in intervention classes as students and families begin to recognize their progress and the importance of being at grade level. Finally, staff will also respond better in climate surveys to professional development and growth centered questions while also seeing their attendance on student-led conferences increase over time.

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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:**

For academic goals, specifically related to mathematics as the district 7<sup>th</sup> grade priority goal, our students performed at the following levels in 2021-22, and 22-23 (Baseline): 43.4% of all students, 25.2% of students furthest from educational justice, and 24.4% of African American Males.

For Pedagogical Effectiveness, the survey results show that students are being challenged to think deeply, critically with an 81% positivity response, but when asked about finding joy in what they are learning their responses were down to 59%. For Inclusionary Practices, the survey results show that 75% of students feel like there are inclusionary practices. 64% reported teachers care about students' relationships with others.

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

A strength in mathematics is 7<sup>th</sup> grade went from 34.8% passing to 37.9% passing. Meanwhile, 6<sup>th</sup> Grade went from 39.5% to 44.4%. This shows our programming and consistency in the lower grade levels is helpful as students go through our system. Meanwhile, we will consider how to support the upper grade levels.

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

We need to prioritize students of color furthest from educational justice since the data shows a decline over the course of 7<sup>th</sup> to 8<sup>th</sup> grade. This is inconsistent with district data which shows a dip in 7<sup>th</sup> grade with growth to 8<sup>th</sup>.

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

In Inclusionary Practices student survey responses, the classroom community questions merited the lowest scores which could be leading to a lack of joy found within the classrooms.

## **School Staff**

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

Last year we had a book study called Unearthing Joy that our racial equity team led last year. Staff were involved and attended the trainings. In addition, our math teachers participated in a SEMI cohort that focused math instruction on students furthest from educational justice.

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

Washington Middle School has had a series of different leaders over the course of this CSIP which has led to a lot of inconsistency in programming. Professional Learning needs to align with district initiatives and a clear mission/vision to support in the building. Staff have wanted more timely Professional Development that supports things they are already doing rather than new things to their plate- per BLT representative discussion.

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

We will not be doing a book study as there is no evidence of impact on student outcomes. We will focus on Learning Walks for the 24-25 school year and collect data to support classroom instruction. Professional Development will also focus on family and student engagement through Student-Led Conferences, Data Chats, and Assessment Collection. This will be done as part of PD as well as monthly planned walks scheduled through admin for each period's planning throughout the week.

In addition, we will increase staff understanding of the climate survey and build capacity for Professional Learning Communities.

## **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:**

For the previous school year, there was limited evidence of two-way communication that centered student families. One action step we will take as new leaders in the building is seek parent/guardian feedback. During the Student-Led Conference and other family events we will seek feedback from families. We will also share assessment data with families, primarily focusing on iReady. We will also have data chats with families who sign up for reading or math empowerment. We will have tough conversations with families who want to opt out prior to making that decision. We will also engage with families by having a parent be on the Building Leadership Team.

### **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 a partnership with Parks and Recreation that manage all our after-school programming and break camps such as mid-winter and summer thanks to funding from the Levy.

To support the CSIP, Parks and Recreation will be implementing a couple of things. First, they have around 200 non-duplicate students signing up for programming. After school programs target joy and belonging for students. After school activities such as Dungeons and Dragons, My Brother's and Sister's Keeper, and Purple Reign are available for scholars to foster a sense of community and belonging in the school community. These programs hopefully will support our climate survey results and ensure students can make positive scores due to a warm and welcoming environment.

To support mathematics, which is in our CSIP 7th grade target, we will be having tutoring where students can earn a stipend for attending. Parks and Recreation will be working with TIPS to get tutors to support math instruction outside of the school day. Our core teachers sign up to teach after school programs. This dedication ensures that students are taught by core teachers that know the curriculum, scope and sequence of their general education math experience. They will tutor in math classrooms during the day and support math intervention after-school.

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

### **Measures and Targets**

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

By the 2025-26 school year, Washington Middle School should see at least a three percent increase on the Atlas Student Survey questions responding to Pedagogical Effectiveness and Inclusionary Practices by increasing the presence of student work through public displays of work, assemblies/pep rallies, and incorporating student voice into classrooms.

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

By the end of the 2024-2025 school year, Washington Middle School classroom teachers will incorporate more student voice into their classroom environments through student discussion/argumentation and continued engagement with classroom charters. This will be observed through learning walks as a team where staff will discuss methods of incorporating student voice, to be followed up at all staff professional development.

## 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)
- Student Led Conference Surveys

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

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

#### Process Data Measures:

- Walk-through/Observational Data
- Professional Development Attendance and Exit Tickets
- School-based Survey (staff or students)
- SLC Workbook
- PLC Workbook

#### Timeframe for Reviewing Process Data Measures:

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

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

- TLCs
- Advisory
- PD Committee
- Levy Team

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## Priority Area: Classroom Instruction and Academic Success

### Measures and Targets

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

84.4% of all students will pass the Math SBA. 66.2% of Students Furthest from Educational Justice will pass the SBA. 65.4% of African American students will pass the SBA.

60.6% of students with an IEP will pass the SBA. 44.1% of multilingual learners will pass the SBA.

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

By the Spring of the 2024 – 2025 school year

- 57.5% of all students
- 38.8% of students furthest from educational justice
- 32.5% of African American students
- 19.7% of students with an IEP
- 22.8% of students who are Multilingual

will meet expected growth on the MAP Test.

## **Action Plan**

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

- Common Curriculum
- Tier 2 supports such as Math Empowerment

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

- MAP
- Formative Assessments
- Curriculum-Embedded Assessments (CEAs)

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

Quarterly

### **Process Data Measures:**

- Walk-through/Observational Data
- Course enrollment data
- CBO collected data in Unified Insights
- SEMI hosted professional developments
- math tutors

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

End of Year

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

- SEMI from the district
- Math Coach
- PLC as a team

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

Washington Middle School provides advanced learning opportunities for all students. There is no tracked cohort of advanced learning or highly capable students. In Science, ELA, and Social Studies students are challenged within their class based on content being taught. In Math, students are placed appropriately based on assessment data and next course in sequence.

Students may take Grade 6 Math, Grade 7 Math, Grade 8 Math, Compact Math 7/8, Algebra I and Geometry. To meet the needs of advanced learners we provide extended learning activities, enrichment opportunities, and differentiation. We meet students where they are at, and we know each student by story, strength, and need.

## **Expanded Learning:**

Students have a great opportunity to be involved in expanded learning thanks to our Levy funds. Our Community Based Organization, Seattle Parks and Recreation, creates expanded learning opportunities during the summer and mid-winter break in the form of a camp. The camps are offered for grades 6-8 and provide scholars with the opportunity to improve on their reading and math skills.

First, our CBO targets our students who are furthest from educational justice and may have received a Level 1 or 2 on the Smarter Balanced Assessment. Of course, the programming is open for all. Then, students participate in the academic classes. Students also have the chance for

enrichment. Students can participate in baking, basketball, dancing, and other topics they may bring to the table.

## **Homework Policy:**

The decision to assign homework is based on the teacher's discretion. Students should expect to finish class assignments at home if not completed in class.

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

### **Measures and Targets**

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

By the end of the 2026-2027 school year, attendance at conferences and curriculum night will be over 85% of all families.

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

By the end of the 2024-2025 school year, we will increase two-way communication where at least 80% of students and their families attend a conference and give feedback throughout the year.

### **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:**

- SPS Climate Survey (students)
- SLC Feedback

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

Quarterly

#### **Process Data Measures:**

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

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

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

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

- Family Engagement Team
  - Levy Team
  - Building Leadership Team (BLT)
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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:** \$3,934,582
- **Activities Implemented to Meet Intent and Purpose:** General education staffing such as core teachers, office staff, and counseling; not including ML and Special Education

## Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds are designed to support the district language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$638,335
- **Activities Implemented to Meet Intent and Purpose:** Funding for multilingual education such as extra time for Instructional Assistants, supplies requested by multilingual teachers, and other translation 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:** \$151,604
- **Activities Implemented to Meet Intent and Purpose:** Funding for staffing to support reading intervention.

## High Poverty 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:** \$175,101
- **Activities Implemented to Meet Intent and Purpose:** Funding for staffing to support literacy.

## Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** 500,395
- **Activities Implemented to Meet Intent and Purpose:** Use to fund Community Partnerships like Parks and Recreation and Seattle University. Curriculum supports programs like NEWSELA, iReady, and Learning Walk Extra Time. Used to fund staffing.

## Equity Dollars

- **Intent and Purpose:** Amount allocated based on free or reduced lunch programs of the prior school year.
- **Dollar Amount:** \$105,390
- **Activities Implemented to Meet Intent and Purpose:** Use to fund staffing for math and to support student SEL (House Administrator)