



2024-25 CSIP Review and Updates

Whitman 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: Whitman Middle School

Principal: John Houston

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Mattias Cunningham, Erika Goodmanson, Cheryl Fraley, Melanie Gunn, William Harris, Hue Ho, Stephanie Jackson, Jean McCarthy, Katherine Diers, Heidi McElroy, Janice Runner, Tracy Yetter, Julie Trent, and Jennifer Ward

[2023-26 CSIP Whitman](#)

[Whitman Middle School Report](#)

[Whitman 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.

In the 2023-24 school year, several priority practices were implemented to enhance teacher collaboration and student learning, with a focus on inclusivity and equity.

- Collegial Visits allowed teachers to observe peers' classrooms using a Universal Design for Learning (UDL) walk-through tool, promoting shared learning and best practices.
- UDL emphasized to shift the focus from individualism to collectivism, ensuring that learning environments were inclusive and accessible to all students.
- Key engagement strategies included the use of posted learning objectives, attention to student identity, fostering social-emotional learning, and building collaboration and community.
- Representation was prioritized through flexible teaching methods, materials, and assessments, ensuring diverse learners' needs were met.

- Action and expression were supported by flexible and formative assessments, along with opportunities for self-reflection.
- Additionally, ongoing professional development, such as community circles training with Huayruro and Grading for Equity (G4E) training, reinforced the importance of equity in grading and assessment practices.
- Professional development time was dedicated to deepening the implementation of UDL across the school, encouraging teachers to continually adapt and expand their teaching strategies to support all learners.

This combination of collaborative practices and professional development fostered a more inclusive, equitable, and supportive learning environment for both students and staff.

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?

An area of concern in the 2023-24 school year is the lack of respect and understanding among students of different races and cultural backgrounds, which contrasts with our priority of reducing bias and racist comments.

Data from a recent survey reveals that only 11% of respondents strongly agree that students of different races and cultural backgrounds treat each other with respect, while 34% agree. This means that less than half of the school community (45%) fully believe there is mutual respect among students, a figure that raises concerns about the inclusivity of the school environment.

Additionally, 24% of respondents only "kind of agree," suggesting uncertainty about the level of respect present in peer interactions. Of greater concern, 31% of respondents expressed negative views, with 14% "kind of disagreeing," 10% disagreeing, and 7% strongly disagreeing that students of different races and cultural backgrounds treat each other with respect.

These results highlight a significant gap between the goal of reducing bias and the actual experiences of many students. The high percentage of students who do not fully agree that respect is present in interactions among peers from diverse backgrounds indicates a pervasive challenge in fostering a respectful and inclusive culture.

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

Our desired outcomes for the 2023-24 school year focus on fostering student leadership and building a more inclusive, respectful school culture.

In the short term, we aim to have students actively engage in leading professional development for staff, offering valuable insights into addressing bias and the use of racial slurs. Additionally, student-led assemblies will be held to directly address these issues within the school community. We also plan to introduce multicultural opportunities earlier in the year to celebrate diversity and promote inclusivity from the start.

A key metric for success will be seeing the spring survey results match or exceed the data from the fall, demonstrating progress in creating a respectful school environment. In the long term, our vision is for students to take on sustained leadership roles, particularly by leading the Black Brown and Ethnic Student Union (BBESU), which will serve as a platform for ongoing advocacy and representation.

We also envision the Race Equity Team (RET) leading professional development for staff on a monthly basis, ensuring that racial equity remains a consistent focus. Parents of our priority focus students will also take a prominent role, leading multicultural events both during the school day and in the evenings, deepening community engagement and support.

Ultimately, our goal is for the spring survey results to not only meet but exceed the district average in both the fall and spring, indicating that we are making lasting improvements in equity and inclusion throughout the school community.

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 Spring 2024 data from both the SBA and MAP assessments reflect a mixed picture of progress and areas needing growth.

In the SBA Spring 2024, 66.8% of all students met the standard, a slight decline from 70.3% in Spring 2023. A more concerning drop is seen among students of color furthest from educational justice, with only 29.3% meeting the standard in 2024, down from 54.5% in 2023. For African American males (AAM), 2024 data could not be reported due to small sample size ($N < 10$), compared to 45.5% meeting the standard in 2023, highlighting challenges in addressing their specific needs.

However, the MAP data shows significant growth. In Spring 2024, 70.9% of all students met their growth targets from Spring 2023 to Spring 2024, up from 59.4% the previous year. Notably, 66.7% of AAM students met their growth targets in 2024, a major improvement from just 25.0% in 2023. Students of color furthest from educational justice also demonstrated strong progress, with 76.9% meeting growth targets in 2024, up from 51.3% in 2023.

While the SBA results show a widening achievement gap, particularly for students furthest from educational justice, the MAP data reflects positive growth for these same students, indicating that targeted efforts to support their academic growth may be yielding results. The challenge moving forward is to translate this growth into improved proficiency rates on the SBA, ensuring that all students, especially those most marginalized, are achieving at high levels.

Summary of student strengths supported by data:

The data reflects several student strengths, particularly in academic growth as measured by the MAP assessment. A notable 70.9% of all students met their growth targets from Spring 2023 to Spring 2024, showing that a majority of students are making steady academic progress. African American males (AAM) showed significant improvement, with 66.7% meeting growth targets, a substantial increase from 25.0% the previous year. This indicates positive momentum for this group, demonstrating resilience and responsiveness to interventions.

Students of color furthest from educational justice also exhibited strong growth, with 76.9% meeting their MAP growth targets, up from 51.3% the prior year. This improvement shows that despite challenges in proficiency, these students are making strides in their learning, suggesting that they are benefiting from targeted academic supports.

While the SBA results reflect areas needing improvement, the strong MAP growth across all groups indicates that students are building the skills necessary for long-term success. This data highlights their ability to grow academically, especially in the face of challenges, and suggests a strong foundation to build upon for future achievement.

Identify and prioritize student needs supported by data:

Based on the data, several student needs should be prioritized to address gaps and improve overall academic outcomes:

- **Closing the Achievement Gap:** The most pressing need is to address the widening achievement gap, particularly for students of color furthest from educational justice. In the SBA Spring 2024 results, only 29.3% of these students met the standard, a significant drop from 54.5% in 2023. Prioritizing equity-focused interventions and supports is essential to help these students achieve proficiency.
- **Proficiency for African American Males (AAM):** While African American males demonstrated strong growth on the MAP assessment (66.7% met growth targets), the absence of sufficient data on their SBA performance (N<10) suggests a need for more tailored academic support and monitoring to ensure they achieve not only growth but also proficiency.
- **Sustaining Growth into Proficiency:** The strong growth shown in the MAP data, especially for students of color and AAM students, needs to translate into improved proficiency levels on standardized assessments like the SBA. This calls for a focus on deepening students' understanding and application of skills to ensure they can meet grade-level standards.
- **Targeted Academic Support:** Given the strong growth in MAP results, maintaining and enhancing targeted interventions that focus on skill development and individualized learning plans will be crucial in helping students not only grow but also meet or exceed proficiency standards.

Prioritizing these areas will help create a pathway for equitable student success.

Summary of possible root causes of the priority student need:

Several possible root causes could explain the priority student needs identified in the data, particularly the achievement gaps and the challenges in translating growth into proficiency:

- **Systemic Inequities:** Long-standing systemic inequities, such as disparities in access to high-quality instruction, resources, and support, likely contribute to the lower proficiency rates for students of color, especially those furthest from educational justice. These inequities may manifest in underfunded schools, less experienced teachers, and fewer opportunities for advanced coursework or extracurricular enrichment.
- **Cultural and Racial Bias:** Implicit bias and microaggressions within the school environment could be undermining the confidence and academic performance of marginalized students. Negative experiences, including exposure to bias and racial slurs, may lead to disengagement and a lack of trust in the school community, affecting students' ability to reach their full academic potential.
- **Inconsistent Access to Effective Instructional Strategies:** While students are showing growth, they may not be receiving instruction that fully equips them to meet proficiency standards. There could be inconsistent implementation of evidence-based strategies like Universal Design for Learning (UDL) and culturally responsive teaching across classrooms, leading to variations in the quality of instruction students receive.
- **Lack of Targeted, Data-Driven Interventions:** The gap between student growth (MAP results) and proficiency (SBA results) suggests that while students are making progress, they may not be receiving targeted interventions that directly address the areas in which they are struggling to achieve proficiency.
- **Social-Emotional Challenges:** Students from historically marginalized groups may face heightened social-emotional challenges, such as dealing with trauma, housing instability, or family stress, which can interfere with their academic performance and ability to focus on learning.

Addressing these root causes will be essential to closing the achievement gaps and supporting long-term student success.

School Staff

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

The data reflects a positive trend in staff perceptions of a culturally responsive and anti-racist work environment at Whitman Middle School. Starting with a low favorable response rate of 31% in Fall 2022, the school made notable progress, reaching 36% by Spring 2023 and achieving a dramatic increase to 76% in Fall 2023. Although the percentage slightly dipped to 69% in Spring 2024, the overall trajectory demonstrates significant improvement in creating a more inclusive and responsive environment over the course of the year.

In comparison, district-wide responses (SPS) started higher, with 59% of staff reporting a favorable environment in Fall 2022. However, while SPS saw a slight decline to 55% in Spring 2023, they experienced a sharp rise to 80% in Fall 2023, which remained relatively stable at 78% in Spring 2024. Though Whitman is still below the district average, the school's gains over time highlight the impact of ongoing efforts to improve culturally responsive professional practices.

This improvement suggests that the school's focus on equity and anti-racist practices is yielding results, with staff increasingly recognizing a more supportive and culturally aware work environment. Continued focus on maintaining and strengthening these practices will be essential to sustaining this progress, especially in addressing the slight dip from Fall 2023 to Spring 2024. Overall, the data demonstrates Whitman's commitment to building a more inclusive and equitable school climate.

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

The data illustrates how professional development focusing on Universal Design for Learning (UDL) and Applied Educational Neuroscience, particularly Dr. Bruce Perry's Sequence of Engagement, is transforming culturally responsive practices at Whitman Middle School. From Fall 2022 to Spring 2024, favorable staff responses about the school's culturally responsive and anti-racist environment increased from 31% to 69%, with a peak of 76% in Fall 2023. This growth indicates that training initiatives are having a positive impact on staff awareness and the application of inclusive practices.

The UDL framework, which emphasizes flexible teaching strategies to meet diverse student needs, has likely contributed to this improvement by encouraging educators to shift from one-size-fits-all approaches to more adaptive, student-centered instruction. Coupled with Dr. Perry's Sequence of Engagement, which focuses on building strong, trauma-informed relationships through regulation, connection, and learning, staff are better equipped to support students, especially those from marginalized communities.

These professional development efforts are helping teachers create more inclusive classrooms by addressing the social-emotional needs of students while promoting academic growth. The steady increase in favorable responses suggests that staff are becoming more proficient in applying these principles, contributing to a more culturally responsive work environment.

Despite a slight dip from Fall 2023 to Spring 2024, the overall upward trend highlights the importance of continued training and focus on these key areas to sustain and further enhance culturally responsive teaching practices.

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

The data supports Whitman Middle School's shift away from traditional Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) toward a more targeted Rapid Response Team approach for Tier One Social Emotional Learning (SEL) interventions. Over time, there has been a notable increase in staff reporting a favorable, culturally responsive, and anti-racist work environment, rising from 31% in Fall 2022 to 76% in Fall 2023. This indicates that interventions focusing on immediate, personalized responses to student behavior and emotional needs are resonating with staff and contributing to a more inclusive school climate.

PBIS and MTSS, while effective for broad behavioral frameworks, may not adequately address the nuanced, real-time needs of students facing acute emotional challenges, particularly those from marginalized backgrounds. The Rapid Response Team approach, which provides immediate support and de-escalation during crises, better aligns with culturally responsive practices and the trauma-informed strategies emphasized in Applied Educational Neuroscience. This shift is helping staff meet students' needs in real time, while building a school environment that is supportive and sensitive to individual emotional and cultural differences.

The overall upward trend in favorable staff responses suggests that this approach is working, as teachers and staff feel more equipped to handle behavioral and emotional challenges in a way that fosters respect, inclusivity, and immediate support for students. The success of this model indicates that continuing to emphasize Rapid Response Teams could lead to sustained improvements in both staff practices and student well-being.

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:

The data reveals the impact of sharing power and responsibilities with families and fostering two-way communication on students' sense of belonging and connection:

Student Voice and Participation:

A majority of students (53%) agree or strongly agree that they are provided with multiple options to share their voice and ideas during learning, suggesting that efforts to involve students in decision-making are somewhat effective. However, 29% only "kind of agree," indicating room for improvement in engaging students fully.

Sense of Belonging:

Most students (54%) feel a sense of belonging in their classes and school, showing positive connections. Still, nearly a third (28%) only "kind of agree," suggesting that while communication may be present, it's not fully translating into a strong sense of inclusion for all students.

Inclusivity in Learning Activities:

A significant portion (71%) of students agree or strongly agree that students from different backgrounds and abilities participate together in learning activities. This indicates that efforts to promote inclusivity in learning environments are being realized and contributing to a sense of community.

Equitable Grouping Practices:

Similarly, 72% of students agree or strongly agree that the school places students in similar classrooms regardless of race, culture, or ability. This reflects positive steps towards equity and inclusion, though about a quarter of students either "kind of agree" or disagree, showing there is still work to be done to ensure consistency.

Overall, the data suggests that sharing power with families and enhancing communication is positively impacting inclusivity and belonging, though there is still a notable portion of students who feel only somewhat connected or engaged, highlighting areas for growth.

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:

The data shows the positive impact of last year's tutoring partnership with the PTSA and TIPS, especially on students of color and African American males. Key points:

Growth in RIT Scores:

- Across the board, there was an increase in the average RIT score between Spring 2023 and Spring 2024, ranging from +8 to +17 points for different groups.

- This growth demonstrates improvement in academic achievement following the tutoring intervention.

Comparison to District Averages:

- The "School Avg RIT" exceeded the "District Avg RIT" in all cases, with RIT differences between 5 and 7 points.
- This indicates that the targeted tutoring provided by TIPS tutors contributed to students performing better than district averages,

Percentage of Students Meeting Growth Targets:

- The percentage of students who met their growth targets was comparable to or exceeded district averages in most cases. For instance, 73.6% of one group met their targets, surpassing the district average of 70.8%.
- One particularly notable group showed 100% of students meeting their growth targets, 34.5% higher than the district's percentage.

Equity and Focus:

- By targeting students of color furthest from educational justice and African American males, the program aimed to close opportunity gaps, and the data reflects meaningful progress.
- One key area to highlight is the overall improvement in academic outcomes for students receiving tutoring compared to district-wide data.

Adjustments for 2024:

- This year, the program will refine its approach by pulling students from math classes rather than electives. This adjustment aims to:
- Increase the alignment between tutors and math teachers.
- Provide more direct support for students in their core academic areas.
- Ensure teachers are more aware of when their students are receiving tutoring, fostering collaboration between the tutors and educators.

These changes are expected to build on last year's success and further improve outcomes for the target group of students.

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

Measures and Targets

2023-26 Three-year Goal:

By the spring of 2025-26 school year, AAM out of class time will decrease to within 1% of their non-SoCFEJ peers. Increasing in-class instruction time while closing the gap in disproportionality of attendance and discipline data.

2024-25 One-Year Goal:

By the spring of 2024-25 school year, AAM out of class time will decrease to within 3% of their non-SoCFEJ peers. Increasing in-class instruction time while closing the gap in disproportionality of attendance and discipline data.

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:

- SPS Climate Survey (staff or students)
- Missed Instruction Log
- School Attendance Dashboard on Atlas
- Unified Insights

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- Student Attendance Agreement Plan
- Health Room Log
- Care Coordination Plans

Timeframe for Reviewing Process Data Measures:

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

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

- Rapid Response Team
- School Climate Transformation Grant Coach
- Administration

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

The data supports Whitman Middle School's shift away from traditional Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) toward a more targeted Rapid Response Team approach for Tier One Social Emotional Learning (SEL) interventions. Over time, there has been a notable increase in staff reporting a favorable, culturally responsive, and anti-racist work environment, rising from 31% in Fall 2022 to 76% in Fall 2023. This indicates that interventions focusing on immediate, personalized responses to student behavior and emotional needs are resonating with staff and contributing to a more inclusive school climate.

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The overall upward trend in favorable staff responses suggests that this approach is working, as teachers and staff feel more equipped to handle behavioral and emotional challenges in a way that fosters respect, inclusivity, and immediate support for students. The success of this model indicates that continuing to emphasize Rapid Response Teams could lead to sustained improvements in both staff practices and student well-being.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percentage of Black boys and teens in 7th grade who achieve proficiency or higher on the 7th grade Smarter Balanced Assessment in math will increase from 23% in June 2019, to 45% in June 2024 and to 70% in June 2026

2024-25 One-Year Goal:

By the end of spring 2024-25 70% of SoCFFEJ will demonstrate expected growth in Math MAP data over the 22-23 school year data.

Action Plan

2024-25 Evidence-based Practice 1:

Tier 2 or Tier 3 Supports: Educators will provide a double-dose of Math Empowerment or Academic Enrichment course to students identified as needing Tier 2 or Tier 3 supports.

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

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

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data
- CBO collected data in Unified Insights
- Teacher collected data in Unified Insights

Timeframe for Reviewing Process Data Measures:

- Quarterly
- Middle of Year
- End of Year

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

- Math PLC
- Principal
- Math Dept. Chair

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

Impact of Tutoring Partnership:

The data shows the positive impact of last year's tutoring partnership with the PTSA and TIPS, especially on students of color and African American males.

Growth in RIT Scores:

- Across the board, there was an increase in the average RIT score between Spring 2023 and Spring 2024, ranging from +8 to +17 points for different groups.
- This growth demonstrates improvement in academic achievement following the tutoring intervention.

Comparison to District Averages:

- The "School Avg RIT" exceeded the "District Avg RIT" in all cases, with RIT differences between 5 and 7 points.
- This indicates that the targeted tutoring provided by TIPS tutors contributed to students performing better than district averages.

Percentage of Students Meeting Growth Targets:

- The percentage of students who met their growth targets was comparable to or exceeded district averages in most cases. For instance, 73.6% of one group met their targets, surpassing the district average of 70.8%.
- One particularly notable group showed 100% of students meeting their growth targets, 34.5% higher than the district's percentage.

Equity and Focus:

- By targeting students of color furthest from educational justice and African American males, the program aimed to close opportunity gaps, and the data reflects meaningful progress.
- One key area to highlight is the overall improvement in academic outcomes for students receiving tutoring compared to district-wide data.

Adjustments for 2024:

- This year, the program will refine its approach by pulling students from math classes rather than electives. This adjustment aims to:
 - Increase the alignment between tutors and math teachers.
 - Provide more direct support for students in their core academic areas.
 - Ensure teachers are more aware of when their students are receiving tutoring, fostering collaboration between the tutors and educators.

These changes are expected to build on last year's success and further improve outcomes for the target group of students.

Advance Learning and Highly Capable Services

The following HC service delivery model is being developed for the 2024-25 school year. At WMS we will serve students through a three-tier system of support by the 2024-2025 school year as follows:

- Tier 1 – Tier 1 is education provided for *all students in the classroom*. This includes universal design for learning, differentiated instruction, and talent development/enrichment.
- Tier 2 – Tier 2 support services increase depth and complexity and provide exploration, interest-based learning, and student voice-centered activities through a variety of differentiation strategies.
- Tier 3 – Tier 3 support services are specifically matched to the student and determined by an individual needs assessment, which will be developed by SPS.

Expanded Learning:

- Lake Side summer LEAP
- Skill Center
- Summer Enrichment

- EYP

Homework Policy:

Purpose of Homework:

- Reinforce and apply classroom learning.
- Promote self-directed learning and deeper understanding.

Assessment and Grades:

- Homework not numerically graded; qualitative feedback provided.
- Emphasis on the learning process; mistakes seen as valuable experiences.

Flexibility with Submission:

- Late work accepted without penalties; feedback provided for ongoing learning.

Support and Collaboration:

- Personalized support during office hours and after school
- Students are encouraged to seek help actively.

This student-centered homework policy emphasizes autonomy, flexibility, and collaboration to create a positive and meaningful learning experience. Continuous communication ensures alignment with each learner's unique needs.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

85% of SoCFFEJ will respond favorably to student survey question “My school and teachers care about my feelings . . .”

The number of SoCFFEJ parents in parent volunteer opportunities will increase to match WMS demographics (favorable responses, participation, support).

2024-25 One-Year Goal:

By the spring of 2025 SoCFFEJ parent participation in or engagement with volunteer opportunities will increase to within 10% of their peers.

Action Plan

2024-25 Evidence-based Practice 1:

Shared Decision making: Provide opportunities for families to play meaningful roles in the school decision-making processes through parent-representative bodies, committees, and other forums.

Student Outcome Data Measures:

- Student Attendance
- Missed Instruction Log
- Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Middle of Year
- End of Year

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

- Quarterly
- Middle of Year
- End of Year

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

- Building Leadership Team
- PTSA
- Rapid Response Team
- Administration

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

Student Voice and Participation:

A majority of students (53%) agree or strongly agree that they are provided with multiple options to share their voice and ideas during learning, suggesting that efforts to involve students in decision-making are somewhat effective.

However, 29% only "kind of agree," indicating room for improvement in engaging students fully.

Sense of Belonging:

- Most students (54%) feel a sense of belonging in their classes and school, showing positive connections.
- Still, nearly a third (28%) only "kind of agree," suggesting that while communication may be present, it's not fully translating into a strong sense of inclusion for all students.

Inclusivity in Learning Activities:

- A significant portion (71%) of students agree or strongly agree that students from different backgrounds and abilities participate together in learning activities.
- This indicates that efforts to promote inclusivity in learning environments are being realized and contributing to a sense of community.

Equitable Grouping Practices:

- Similarly, 72% of students agree or strongly agree that the school places students in similar classrooms regardless of race, culture, or ability.
- This reflects positive steps towards equity and inclusion, though about a quarter of students either "kind of agree" or disagree, showing there is still work to be done to ensure consistency.

Overall Impact:

- The data suggests that sharing power with families and enhancing communication is positively impacting inclusivity and belonging.

However, there is still a notable portion of students who feel only somewhat connected or engaged, highlighting areas for growth.

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:** \$4,780,872
- **Activities Implemented to Meet Intent and Purpose:**
 - 0.2 FTE Counselor
 - 0.2 FTE Core Teaching
 - Extra time pay for teachers leading building initiatives such as UDL, Tier 1 SEL, and academic interventions (collegial classroom visits, curriculum-embedded assessments, wellness support for staff and students)

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds are designed to support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$95,738
- **Activities Implemented to Meet Intent and Purpose:**
 - Instructional Supports
 - Translations and Interpretation
 - Bilingual Textual Materials

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:**
 - Math interventions
 - Reading interventions
 - SEL support

Other Funding Source (PTSA Grant)

- **Dollar Amount:** \$12,000 PTSA SEL; \$12,000 PTSA Academic
- **Activities Implemented to Meet Intent and Purpose:**
 - PTSA-funded outside therapist to meet with students during the school day
 - PTSA-funded tutoring to support Math students during the school day