



# 2023-26 Continuous School Improvement Plan (C-SIP)

## Denny International Middle School

### Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

### School Data and Building Leadership Team Members and Partners

**Current School Year:** 2023-24

**School Name:** Denny International Middle School

**Principal:** Mary Ingraham

**Members of the Building Leadership Parent/Guardian Partners:** Fred Evans, Vaughan Amare, Gillian Dockins, Liz Barry, Kathryn MacQuarrie, Grace Bennett, Mary Wilson, Crystal Uka, Lensy Cordova

**Community Partners (Community Based Organizations):** Seattle Parks & Recreation, Neighborcare, Southwest Youth & Family Services, Seattle Cares Mentoring, Nesholm Family Foundation, City Year, Sound Mental Health, and Jack Straw Cultural Center



[Denny International Elementary School Report](#)

[Denny International School Climate Survey](#)

## School Overview

Denny International Middle School is a wonderfully diverse learning community focused on high expectations and strong relationships with all of our scholars! Our diversity—racially and linguistically—is our greatest strength. The demographics of our 714 scholars are:

- Latinx, 25.5%
- Black, 21.8%
- Asian, 12.2%
- White, 27.1%
- Native American, .4%
- Multiracial, 11.9%
- Pacific Islander, 1.2%
- Free Reduced Lunch, 60.6%
- Special Education Services 20.7%
- Multilingual Services 21.5%
- Unhoused 3.6%
- 100% Loved, Highly Capable, and Future Ready!

Our entire school community is committed to the goal of providing an outstanding education for each scholar. Our school staff love our kids and middle school age. In all that we do, we center the learning experiences of African American males and other scholars of color currently furthest from educational justice. Our team has demonstrated a passion and capacity for this antiracist work. We will build upon our previous successes and partnerships, doing so with urgency and a constant drive towards innovation. The work we do every day—for the benefit of our scholars and in partnership with families whom we are honored to serve—is the work of educational, racial, and social justice in our democracy.

## Seattle Excellence – Culture of Equity and Educational Justice Statement

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

## Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. \*

## **Learning Environments Measures and Targets**

### **Three-year Goal:**

By June 2026, Denny students, especially our students furthest from educational justice, will respond favorably on the Student Climate Survey that behavior rules and expectations are applied fairly from 63% in Spring of 2023 to 83% in Spring of 2026 by improving school systems, practices, and connections to create a more responsive school that drives clear and high expectations for each person at Denny International Middle School as measured by the Student Climate Survey, discipline referral data, and Healthy Youth Surveys.

### **One-year Goal:**

By June 2024, Denny students, especially our students furthest from educational justice, will respond favorably on the Student Climate Survey that behavior rules and expectations are applied fairly from 63% in Spring of 2023 to 73% in Spring of 2024 by teaching, communicating, re-teaching, and affirming schoolwide expectations; participate in all-staff professional learning and implementation of Tier 1 practices and interventions with fidelity; and aligning schoolwide intervention system that collects data and closes communication loops through following up with all parties involved.

## **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

### **Evidence of alignment to student outcome focused governance:**

To increase student sense of belonging we are implementing a multi-tiered reset and re-teach systems centered around positive behavior supports. The focus is on affirming positive choices and behaviors as well as fosters a welcoming environment and sense of community. Some examples of the practices that we are implementing include Denny Dinero, Snack Cart Drops for Perfect Attendance, and Lunch Time Competitions.

## **Learning Environments Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

### **Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:**

In order to meet our three-year goal and improve Belonging and Relationships, Denny will uplift the work of ASB. This could be done by creating an ASB class, providing funding for ASB activities and giving the ASB authentic power over decisions made in the building, and authentic opportunities to provide input and feedback on experiences in classrooms and in the school. Denny will also continue to build on grade-level assemblies and field trips to build community.

Fairness is an essential ingredient of this work in belonging and relationships: engagement, explanation, expectation clarity. (Restorative Practice Handbook for Teachers, Disciplinarians, and Administrators: Building a Culture of Community in Schools by Bob Castillo, Joshua Wachtel, Ted Wachtel - IIRP) Engagement: everyone affected by a decision is given the chance to provide input

and have an opportunity to discuss various possible courses of action. Explanation: after a leader has made a decision, that decision and the process and the reasoning behind the decision, are made clear to all stakeholders. Expectation clarity: means that everyone involved understands the implications of that decision., the specific expectations, and the consequences for failing to meet those expectations.

In order to meet our three-year goal, Denny will structure their administration/House Admin team responsibilities in a way that will provide consistency across all three grades. This will facilitate clear and transparent procedures to support positive student behavior in all grades.

Possible resources: ACRS; ROOTs Anti-Racist Teaching Framework with Donte Felder, IIRP

### **Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:**

In order to mitigate, disrupt, or dismantle systemic inequities, Denny will offer Restorative Practices PD in the beginning of the year. We will also continue to have our Restorative Justice Facilitator be only used for restorative work and not punitive discipline. We will build on our trauma informed care through the use of this Restorative Practices PD. We will introduce Washington Ethnic Studies Now during Tri Day or the first Green PD Day scheduled and allow groups to set goals and engage in professional learning with Washington Ethnic Studies Now.

### **Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:**

MTSS is grounded in building connections and equitable opportunities to directly provide each scholar with what they need to grow and thrive academically, socially, emotionally, and behaviorally. Through this tiered system each scholar is known as an individual and opportunities and interventions are intentionally aligned to meet the scholar where they are at and guide them to achieving high expectations. Through consistent tier 1 universal practices, intentionally aligned tier 2 practices, and wrap-around wholistic tier 3 interventions each student has an individually designed pathway to guide them to belonging, achieving, and succeeding academically and relationally.

### **Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:**

What is stated above also applies for social-emotional and behavioral needs as MTSS encompasses social-emotional, behavioral, and academic needs under one umbrella. Another key component is developing relational capacity with each student and their family. To do this our House Admin coordinates and facilitates Home Visits before the school year for every new 6<sup>th</sup> grade student.

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## **Priority Area: Classroom Instruction and Academic Success—7th Grade Mathematics**

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

### **Classroom Instruction and Academic Success Measures and Targets**

**School Three-year Goal:**

For the 2023-24 to 2025-26 school year, at least 60% of 7th grade scholars of color currently furthest from educational justice will meet or exceed standard on the Math Smarter Balanced Assessment.

### **School One-year Goal:**

For the 2023-24 school year, at least 42% of 7th grade scholars of color currently furthest from educational justice will meet or exceed standard on the Math Smarter Balanced Assessment

### **Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:**

At Denny International Middle School, monitoring the progress of our scholars' academic learning is done using formative assessments, classroom-based summative assessments, interim or benchmark assessments, and our state's annual summative assessment. This is done with a specific focus on the results for our African American males and other scholars currently furthest from educational justice. We collaboratively analyze these results in many ways, ranging from a quick hallway conversation to a facilitated all-staff meeting with a protocol. This analysis is done at the individual scholar level, the racial and programmatic subgroup level, for a whole grade, and the all-school level, as appropriate. We develop action plans based on this collaborative analysis with specific goals, with identified point people, and with a timeline included. These plans are reviewed and adjusted to make sure we are on the path to success in grade-level subject-matter team collaboration and through a multi-tiered system.

## **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

### **Evidence of alignment to student outcome focused governance:**

At Denny, we have co-developed a list of best practices for teaching and learning, lesson planning, including fostering a welcoming environment, engaging practices, and including an optimistic closure. Collaboration time and PD time are dedicated for departments and grade-level teams to collaborate on the development of these lesson plans.

Additionally, we will meet our school culture goals by continuing to focus on strong Tier 1 implementation and thorough use of our MTSS multi-tier systems. Furthermore, we will continue to address scholar climate through advisory, while we implement tiered attendance and engagement strategies for identified scholars. To monitor our progress towards meeting our goals, we will use and analyze the Online Platform Utilization Report.

## **Classroom Instruction and Academics Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

Through our professional learning facilitated by Washington Ethnic Studies Now we will be focusing on "instruction and how educators can examine and re-imagine their instruction and classroom spaces." Three of the nine modules guide the development of this learning and work. The desired outcome for our team from this professional learning opportunity is: "Educators will have tools to contextualize anti-Blackness, race, anti-Black bias, racism, all forms of oppression at all levels (interpersonal, internalized, institutional, and systemic); identify pedagogical practices that

perpetuate oppression and transform their praxis into liberatory education; identify and create culturally relevant and sustaining curricula and instructional practice that is student-centered and led, humanizing, indigenized, and reflective."

**Professional learning that will support implementation of culturally responsive strategies, process, or procedures:**

Through our professional learning facilitated by Washington Ethnic Studies Now we will be focusing on "instruction and how educators can examine and re-imagine their instruction and classroom spaces." Three of the nine modules guide the development of this learning and work. The desired outcome for our team from this professional learning opportunity is: "Educators will have tools to contextualize anti-Blackness, race, anti-Black bias, racism, all forms of oppression at all levels (interpersonal, internalized, institutional, and systemic); identify pedagogical practices that perpetuate oppression and transform their praxis into liberatory education; identify and create culturally relevant and sustaining curricula and instructional practice that is student-centered and led, humanizing, indigenized, and reflective."

**Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:**

We have a well-established multi-tiered systems of support in our classrooms already that will increase in effectiveness through our use of screeners and assessment with fidelity. Through data triangulation and analysis, we will as a team be able to provide aligned interventions at the tier 2 and tier 3 levels for each student who demonstrates a need beyond the on-going tier 1 practices. We have the resources to align to students' needs. These practices and interventions all occur within the classroom and are fully inclusive and responsive to students' SEL needs as well.

**Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:**

We have a well-established multi-tiered systems of support in our classrooms already that will increase in effectiveness through our use of screeners and assessment with fidelity. Through data triangulation and analysis, we will as a team be able to provide aligned interventions at the tier 2 and tier 3 levels for each student who demonstrates a need beyond the on-going tier 1 practices. We have the resources to align to students' needs. These practices and interventions all occur within the classroom and are fully inclusive and responsive to students' SEL needs as well.

**Advanced Learning Highly Capable Services:**

Our Highly Capable Services are math acceleration, Dual Language, extended learning opportunities after school and break academies in language arts, STEM, and performing arts. Classroom teachers differentiate with increased rigor and depth for students who are highly capable. We differentiate by process, content, product, and environment.

**Expanded Learning opportunities for students through afterschool or summer programs:**

Our teachers, staff, and community partners offer wide and varied opportunities for our scholars to expand their learning after school, during non-academic spaces in the school day, and during breaks to expand and extend their learning through interest-based opportunities as well as direct explicit instruction when a student need is presented.

**Homework Policy:**

Based on the needs of each individual class teachers differentiate homework expectations that are developmentally appropriate and allow students to practice the skills that they have learned in the classroom.

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## Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

### Family and Community Engagement Measures and Targets

#### School Three-year Goal:

By June 2026, Denny will increase two-way communication and co-creation processes with families, shifting away from one-way communication. In the past, families have been informed about school events, instruction, opportunities, operations, and resources. Growth will be measured by increased opportunities for families to engage and participate in the school community, especially opportunities crafted with families of students furthest from educational justice. We will also increase engagement of families at school events and meetings denoted on sign-in sheets to grow by 50% from September 2023 in number of participants.

#### School One-year Goal:

By June 2024, Denny will increase two-way communication and co-creation processes with families by establishing a Parent Advisory Team, holding consistent Family Forums, partnering with community groups for community gatherings, and holding school evening events including cultural celebrations, open houses, poetry readings, heritage celebrations, etc. Growth will be measured by 50% increase in family-led teams, school community events, and celebratory/recognition events primarily based on input from families. Further, family participation will increase from 25% of our families attending our Welcome Event in August 2023 to 45% of our families attending by June 2024.

### Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

#### Evidence of alignment to student outcome focused governance:

Denny International Middle School believes that families are their scholar's first teachers and are essential partners in their ongoing education and development. We welcome all new scholars to Denny with a home visit in August and continue to partner with families throughout the school year in formal and informal settings to support their scholars' academic and social-emotional development. We also craft in partnership with families' opportunities for the Denny Community to gather and connect.

### Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

**Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:**

In addition to the Parent Advisory Team, we will hold consistent listening sessions with families at DIMS and within the communities where our families live. These listening sessions and opportunities for feedback are professional learning as we are learning from our families what we are doing well and what we can improve. We then engage in collaboratively coming up with possible solutions to overcome barriers and create a greater sense of belonging for all people within the Denny International Community.

**Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:**

The Parent Advisory Team and family listening sessions, Family Forums, will all be facilitated through community circles and in multiple languages. These groups build off of the Washington Alliance for Better Schools, Natural Leaders program structure where family agency is centered, and family networks created to empower stronger school-family partnerships.

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## **Priority Area: Culturally Responsive Workforce**

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

### **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

#### **Evidence of alignment to student outcome focused governance:**

The Guardrail supports the vision of the school to achieve academic excellence in our global village through our motto that we all belong. As a staff we are engaged in professional learning on community building through circles and other evidenced based practices by partnering with Huayruro and cultural responsiveness, reflection, and action by partnering with Washington Ethnic Studies Now. Evidence of our growth and learning will be exemplified in increased levels of student belonging in the student perception survey, higher attendance rates, and lower disciplinary action.

### **Culturally Responsive Workforce Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

#### **Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:**

- Community celebrations such as a culture fair and movie nights.
- Staff training on effective ways to consistently incorporate student identity into curriculum and lessons.
- Encourage abundant visual reflection of students' cultures throughout the school, making sure AAPI cultures are represented and celebrated.



**Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:**

- Staff training on quick ways to consistently incorporate ways for students to bring a cultural perspective or connection to lessons.
- Teacher lesson planning time devoted to implementing CRT within curriculum.

**Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:**

Ensure a diverse hiring team that reflects the diversity of our students and the culturally responsive ethic we continue to prioritize.

Encourage and support staff of color to take leadership positions within the school (Building Leadership Team, Grade Level Teams, Race Equity Team, Instructional Counsel, and Safety Committee)

Creating spaces in which facilitated conversations about race, ethnicity, and culture can occur and influence our building's direction (Staff affinity groups, staff trainings/PD).

As part of our hiring process, we include questions that share our values and beliefs around culturally responsiveness.

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## **Budget Allocations to Support Continuous Improvement**

The following describes how the school allocates funds to support and improve student learning.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** LAP

**Amount:** 0.8 FTE

**How will funds improve student learning?** We are committed to enhancing student learning, especially for students performing two grade levels below their grade level in reading and math. These funds provide additional support, instruction, and interventions for students performing two or more grade levels below the standard. The opportunities for these students are multi-tiered and data-driven to ensure gap closing and enhanced learning.

**Academic Year:** 2023-24

**Funding Type:** Combined

**Funding Source:** High Poverty and LAP

**Amount:** \$227,448

**How will funds improve student learning?** We are committed to enhancing student learning through the strategic allocation of discretionary funds. These funds are being utilized to create a supportive and enriching environment for our students. We prioritize resources that promote academic growth, such as interactive learning materials, technology upgrades, and access to educational programs. Additionally, we invest in professional development opportunities for teachers to ensure they are equipped with the latest instructional techniques. By utilizing these discretionary funds wisely, we aim to bridge educational gaps, empower our students, and foster a love for learning that extends beyond the classroom.

**Academic Year:** 2023-24

**Funding Type:** Combined

**Funding Source:** Levy

**Amount:** \$275,388

**How will funds improve student learning?** We are committed to enhancing student learning through the strategic allocation of discretionary funds. These funds provide mentoring, enrichment, and academic programming for Denny scholars. Some opportunities created through these funds for our

scholars are: Extended Day and Extended Year Learning Opportunities, Math and Literacy Coaching, Summer Learning, City Year in schools, Wellness Center, and Kingmakers.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** Nesholm

**Amount:** \$44,158

**How will funds improve student learning?** We are committed to enhancing student literacy learning specifically through using these funds to implement multi-tiered systems of supports for all students to ensure each student's literacy needs are met as well as all students are challenged. This commitment includes professional learning, explicit small group instruction, diverse literacy events and opportunities, and additional staffing that focuses on student literacy development.

**Academic Year:** 2023-24

**Funding Type:** Combined

**Funding Source:** Equity

**Amount:** \$214,812

**How will funds improve student learning?** We are committed to enhancing student learning through the equitable allocation of discretionary funds. We use data to inform our spending decisions, ensuring that students who are furthest from educational justice are provided the opportunities and resources to close gaps. Each scholar is provided opportunities and resources given their unique gifts and needs, and progress monitoring is continuous to make sure that each scholar is thriving, growing, and finding success at high levels.

**Academic Year:** 2023-24

**Funding Type:** Combined

**Funding Source:** Per Pupil

**Amount:** \$75,099

**How will funds improve student learning?** We are committed to enhancing student learning through the strategic allocation of discretionary funds. These funds are being utilized to create a supportive and enriching environment for our scholars. We prioritize resources that promote academic growth, such as interactive learning materials, technology upgrades, and access to educational programs. Additionally, we invest in professional development opportunities for teachers to ensure they are equipped with the latest instructional techniques. By utilizing these discretionary funds wisely, we aim to bridge educational gaps, empower our students, and foster a love for learning that extends beyond the classroom.