



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

Meany 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: Meany Middle School

Principal: Chanda E. O. Trotman

Members of the Building Leadership Team and Parent/Guardian Partners: Michael Garrett-Small, Mary Vester, Sarah Marshall, Carlon Munroe, Matthew Hollar, Ian Howard, Adam Weybright, Anita Roberson

Community Partners (Community Based Organizations): Seattle Cares and The Country Doctor



[Meany Middle School Report](#)

[Meany Middle School Climate Survey](#)

School Overview

Meany Middle School is a community of lifelong learners that demonstrate the knowledge, skills, and values required for innovative global citizenship. Meany has an enrollment of 169 6th Grade students, 159 7th Grade students, and 169 8th Grade students.

Meany's student population boasts of its amazing diversity with 34.2% white, 29.4% Black, 11.7% Multiracial, 14% Hispanic, 8.4% Asian, 1.3% in American Indian and 1% Pacific Islander.

We have students who identify as female at 46.6% and male at 50.7%. Our population includes non-binary students at 2.7%.

We are proud to serve several students who need additional supports. Meany serves 14.8% of students with an IEP, 14.8% of students who receive ELL services, and 5.6% of students who receive 504 supports.

Our student population also includes 10.2% houseless/McKenney-Vento students and 50.1% of students qualify for free and reduced lunch. We deliver "Honors for All" which includes 25% of students who are Advanced Learners or Highly Capable. We are in the top 2 of African American males across middle schools in SPS. We have the highest number of students who identify as LGBTQ+ in middle schools across SPS.

Seattle Excellence – Culture of Equity and Educational Justice

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](#)

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. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal: In Progress

One-year Goal:

For the 2023-24 school year, we will maintain a minimum daily attendance rate of 80% or higher throughout the remote learning period.

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 not provide welcoming environments.

Evidence of alignment to student outcome focused governance:

- Whole-staff professional development with Dr. Caprice Hollins focused on classroom environment, relationships and expectations.
- TPEP goal setting that focus on student assets, student feedback, and family involvement
- Affinity group family nights.
- Weekly Principal message sent via email
- Principal "Chat with Chanda" in-person gatherings before monthly PTA meetings
- Open House for students' families in August
- Curriculum Night for students/families
- Advisory period that promotes community and SEL.
- Comprehensive counseling program that includes a .5 social worker.
- Backpack Brigade that provides food to families each Friday.
- Staff committees that include the Racial Equity Team, PBIS, Family Engagement, Advisory, and the Safety Committee.
- Student clubs including Dungeon and Dragons, LGBTQ+, Sewing, and Core Gaming.

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:

All Teams--Increase Communication with Families

- Teachers will call home when students have an unexcused absence from class 2 or more times.
- Teachers will pick 3 "At Risk" students and make parent contact once a week.

English Language Arts Team

- Focus on specifically supporting our African American Males through regular family communication and targeted support.
- Support students approaching proficiency with Reading Empowerment classes.
- Create consistent independent reading practices across grade levels to support students in building regular reading habits and finding just-right books.
- Encourage student investment in their own MAP data.

History/Social Studies Team

- Standardized writing and reading practices.
- Evidence Gathering
- Data Driven
- Evidence Supported Argument
 - TEA Paragraph
 - "Sandwich Paragraph"
 - What is ELA doing?

Science Team

- Continued Alignment between Biology curriculum and the Biology WCAS exam.

- Integrate WCAS sample items into science curriculum at each grade level.
- Inform 8th grade students of importance of WCAS and cultivate pride in exam performance.
- Specific Biology WCAS prep/support delivered to our Sp.Ed. students.
- Specific Biology WCAS prep/support delivered to our ELL students.
- Collaborate with Meany SST to identify and support “At Risk” students and/or students with below C grades.

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

To build authentic relations, staff attend race/equity trainings and warm demander trainings to encourage staff to build warm communities in their classrooms. Book club focused on a race and equity to foster discussion and growth amongst staff.

- Progress will be monitored through attendance data and staff and student climate surveys.
- Requirements and “look for’s” in remote classrooms to help encourage social development of students and fostering of a pro-social classroom.
- Teachers participate in book studies on EOC days to create a positive learning environment and relevant learning opportunities for all students, but with focus on students furthest from educational justice.

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:

To support students with IEPs both co-taught classes and isolated classes for ELA and Math Positive Relationships.

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

We create advisory lessons that are relevant to our school community through job alike. They partner and receive feedback from our PBIS and school counseling team and give space for student feedback.

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 Math Goal:

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

School One-year Math Goal:

By August 2024, 25% of 7th Grade African American Males at Meany Middle School will meet Level 3 Proficient or higher in Math, as measured by the Smarter Balanced Assessment Consortium (SBAC) administered test.

One-year Goals (Content Area Team Specific)

In addition to our all-school goals, each content area team at Meany MS has developed goals to support our work in providing safe learning environments.

English Language Arts Team One-year Goal:

For each grade level, the percentage of students meeting standard on the Reading MAP (the “Met %” in Atlas) will increase by 10% from the previous year.

History/Social Studies Team One-year Goal:

25% of students in each grade improve one level (L1-L4) between the first and last assessment.

Science Team One-year Goal:

- By June 2024, 8th grade students will “meet standard” on the Biology WCAS within 10% of District average scores.
- Decrease the number of unexcused, missing or zero WCAS scores from 7% to 3%.

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

- MAP – Measurement of academic Progress (3x)
- CB – Classroom Based Assessment through EnVision Curriculum

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:

- Whole-staff professional development with Dr. Caprice Hollins focused on classroom environment, relationships and expectations.

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:

- To support students with IEPs both co-taught classes and isolated classes for ELA and Math
- PTSA funded after school math tutoring/support
- Advanced math placement classes

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

- Professional Development with Cultures Connecting, LLC

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:

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

- To support students with IEPs both co-taught classes and isolated classes for ELA and Math
- Community Partnerships to support students furthest from educational justice (The Rising, Queens Academy, King's Academy, Leaders of the Pack)
- Specialized courses for students such as Study Hall, Reading Intervention, and classes for ELL students.
- Advanced math placement classes.
- Communication requirements for teachers to reach out to students furthest away from educational justice in order to help them access class during the remote learning period; Strong Start
- Teachers participate in book studies on EOC days to create a positive learning environment and relevant learning opportunities for all students, but with focus on students furthest from educational justice.

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

MTSS offers the potential to create the alignment of systems necessary for all students’ academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

We want students to want to come to school. We will build our positive environment by implementing:

- PBIS – Developing tier 1 intervention for all students. Focusing on encouraging and maintaining attendance to remote learning and providing supports to Meany teachers for remote learning. We will this by providing staff surveys and using Culturally Responsive Teaching Strategies and converting them into remote learning strategies. We will recruit students and families to participate in PBIS learning sessions.
- Digital Learning Coaches – Meany will send 5 teachers to digital learning coach training sessions in the fall with the goal of having more staffers able to support more teachers in implementing high level teaching moves while teaching remotely.
- We will also continue to have reading/math intervention classes for tier 2 students while in a remote learning setting.
- Community Partnerships to support students furthest from educational justice (The Rising, Queens Academy, King's Academy, Leaders of the Pack)

Advance Learning and Highly Capable Services: In Progress

Expanded Learning opportunities for students through afterschool or summer programs:

PTSA funded after school math tutoring/support.

Homework Policy:

There will be no specifically assigned homework for middle school students. However, it's important to note that homework may be necessary for those students who do not complete their daily in-

class work. Our goal is to provide an optimal learning environment during school hours, ensuring that students have the opportunity to finish their tasks with the guidance of our dedicated teachers.

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

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

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:

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

School One-year Goal:

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

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:

Meany is one of the most diverse schools in the district. Our Family Outreach team has set goals to focus on bringing families in with their affinity groups. We want to give them an opportunity to engage with other families with similar backgrounds, enjoy some cultural entertainment, engage with community organizations and of course enjoy a delicious meal of cultural comfort foods.

Our PTSA actively participates and supports these events with funds and tabling. Each year, we hope to see more participation at events of our diverse families. We would like to see the percentage of parents of color on PTSA and other parent leader groups improve. We want all of our stakeholder groups to be representative of the school's population.

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:

- Whole-staff professional development with Dr. Caprice Hollins focused on classroom environment, relationships and expectations.
- PEP goal setting professional development that focus on student assets, student feedback, and family involvement.

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:

In 2023-24 We hope to have these events:

- African Family Night
- Asian Lunar New Year
- African Family Game Night
- Noche Familiar
- Multicultural Potluck

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: In Progress

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: In Progress

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

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

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-2024

Funding Type: Specified

Funding Source: LAP funds

Amount: \$144,000

How will funds improve student learning? Focus on improving Reading (Reading Empowerment Teacher)

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: Discretionary and Equity

Amount: \$93,742

How will funds improve student learning? ReEntry Interventionist – mentoring, boys group, conflict resolution (goal to keep students in school and improving choices)

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: Discretionary/Equity

Amount: \$4,018

How will funds improve student learning? Reading and Math Subject Matter Specialists

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: Discretionary/Equity

Amount: \$16,206

How will funds improve student learning? .1 Counselor to keep our counseling team at 1.5 FTE (we were allotted 1.4). Meany is a small high needs school.

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: Discretionary/Equity

Amount: \$17,000

How will funds improve student learning? Professional Development with Cultures Connecting, LLC