



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

## Whitman 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:** Whitman Middle School

**Principal:** John Houston

**Members of the Building Leadership Team 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

**Student-Centered Community-Based Organizations:** Alliance for Education, Ballard Food Bank

Windermere, Treehouse, New Beginnings, You Grow Girl!, Seattle Youth Symphony Orchestra (SYSO), InvestED, Atlantic Street Center, Cowlitz Indian Health Services, Mohan Skiing and Boarding, Sound (formerly Sound Mental Health), Therapeutic Health Services (THS), Boomerang Project



[Whitman Middle School Report](#)

[Whitman Middle School Climate Survey](#)

## School Overview

Whitman Middle School is a place Where Everyone Belongs. Our mission is to provide every student an opportunity to achieve and grow in an anti-racist learning environment within a culture of mutual respect, collaboration, equity, and academic excellence. Our staff is committed to providing inclusive, culturally responsive instruction that is differentiated to meet all learning needs. By knowing each student's story, strength, and need, we can partner with families to ensure all students have opportunity to access their education.

Whitman has a diverse student population represented by a combination of rich cultural and ethnic students making up 17% of our student body. We celebrate a broad spectrum of socio-economic realities among our students. We also enjoy the nearly 20% of our student body coming from neurodivergent and multi-lingual learning styles and backgrounds.

Our plan for growth is organized around three guiding principles:

- State Dependent recognition of self and others, recognizing the need to regulate and relate prior to engaging reasoning (Dr. Bruce Perry)
- Listening, Uncovering, Reimagining, and Moving by engaging students, staff, parents, and the community in a co-design process
- Repairing and Healing before correcting so that learners can be reengaged in the learning community and everyone has the opportunity to be heard and engaged in the healing process

## 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:

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.

### One-year Goal:

By the spring of 2023-24 school year, AAM out of class time will decrease to within 5% of their non-SoCFFEJ peers. Increasing in-class instruction time while closing the gap in disproportionality of attendance and discipline data.

## **Student Outcome Focused Governance**

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

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

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

Guardrail 4 supports Whitman's vision of students seeing themselves in the curriculum and believing that the curriculum is relevant to them. It supports the vision that when students see themselves and the relevance of the curriculum, they attain stronger academic and assessment outcomes. It also supports WMS' implementation of Foundational Belief #4. By recognizing and cultivating the gifts and strengths of every learner we will build dynamic and meaningful relationships with our students. This work supports our implementation of Dr. Bruce Perry's 3 R's of Regulation, Relationship, and then Reason.

- Artifacts – Professional Development slides from TRI and Building Directed Wednesday sessions. Communication logs with parents.
- Evidence – data from Missed Instruction logs show decreases in the disproportionality of SoCFFEJ. Data from incident reports of same result. Increase in academic, assessment, and SBIRT data.

## **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:**

- Collegial Visits – providing release time for teachers to visit peers' classrooms with a calibrated Universal Design for Learning (UDL) Walk-through tool.
- UDL – removing the focus on individualism and putting it on collectivism.
  - Engagement:
    - Posted Learning Objectives
    - Student Identity
    - Social Emotional Learning
    - Collaboration and Community
  - Representation
    - Flexible Methods
    - Flexible Materials
  - Action & Expression
    - Flexible Assessments
    - Formative Assessments
    - Self-Reflection
- Ongoing Community circles training with Huayruro
- Grading for Equity (G4E) training with scheduling structure to support collaboration.
- Use of Professional Development time to implement and expand Universal Design for Learning.

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

- Students eligible for advanced learning services.
- Collaboration with Hueyruro on Community Circles which will extend into classrooms.
- Coordination with Coordinated Health and their Restorative Justice program to expand the number of Circle Keepers (including student circle keepers)
- Expand UDL practices in classrooms and content areas to increase outcomes for SoCFFEJ

**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:**

- Community Circle practices in all tiers to enhance SEL implementation.
- Restorative Justice 123 response to ‘Unexpected Behavior’ to repair harm and provide SEL instruction:
  - Regulate: First, we help the person to regulate their fight/flight/freeze/collapse responses using safe and appropriate regulation tools
  - Relate: Second, we relate and connect with the person through a safe, attuned, and sensitive relationship
  - Reason: Third, we support the person to reflect, learn, remember, articulate, and become self-assured
- G4E to provide bias resistant practices.

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

- Community Circle practices in all tiers to enhance SEL implementation.
- Restorative Justice 123 response to ‘Unexpected Behavior’ to repair harm and provide SEL instruction:
  - Regulate: First, we help the person to regulate their fight/flight/freeze/collapse responses using safe and appropriate regulation tools
  - Relate: Second, we relate and connect with the person through a safe, attuned, and sensitive relationship
  - Reason: Third, we support the person to reflect, learn, remember, articulate, and become self-assured
  - G4E to provide bias resistant practices.
- T1, T2 Grade Level Meetings to improve communication between teachers.
- SBIRT follow up connected to Social Worker, MH Therapist, and Tier 2 Team

## **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**

**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.

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

By the end of spring 2023-24 70% of SoCFFEJ will demonstrate expected growth in Math MAP data over the 22-23 school year data.

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

- Reorganization of math department planning time to accommodate collaboration – Math teachers will all have a common prep period
- Reorganizing School Wide PCP structure with emphasis on Common Assessments
- Use of this new structure to develop CF and CB assessments conversations weekly with content/department teams
- Focus on CF and CB data conversations with each student (UDL Practices - Student Self-Reflection; Feedback)

### **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:**

Guardrail 3 supports Whitman's vision of students seeing themselves in the curriculum and believing that the curriculum is relevant to them. It supports the vision that when students see themselves and the relevance of the curriculum, they attain stronger academic and assessment outcomes. Guardrail 3 supports our commitment to collaborative inquiry and building students' academic mindset as we build dynamic and meaningful relationships with our students.

### **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:**

Implementation of UDL principals:

Engagement:

- Posted Learning Objectives
- Student Identity
- Social Emotional Learning
- Collaboration and Community

Representation:

- Flexible Methods
- Flexible Materials

Action & Expression:

- Flexible Assessments
- Formative Assessments
- Self-Reflection

Feedback:

- Learning Walks – Collegial visits among departments with calibrated Walk-Through form (10 Observable Practices)
- G4E – eliminating averaging grades
- CFA/CBA Teams collaborating on data to track progress
- Student conferencing – Self-reflection and Feedback loops for students

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

- Universal Design for Learning—removing the focus on individualism and putting it on collectivism.
- Grading for Equity
- Restorative 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:**

- T1/T2 Grade Level Team meetings and supports through planned interventions, data tracking and vertical alignment of interventions and data sharing
- Co-Taught Instruction – inclusion of learners receiving services into general education classes
- Aligned Study Skills - students receiving services by content and grade level have targeted interventions
- RJ 1,2,3 – focus on regulation, relationship, and reason in support of our learners historically overrepresented in discipline data

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

- African American males and/or students of color furthest from educational justice,
- Multilingual learners,
- Students eligible for special education services, and
- Students eligible for advanced learning services.]
- T1/T2 Grade Level Team meetings and supports through planned interventions, data tracking and vertical alignment of interventions and data sharing
- Co-Taught Instruction – inclusion of learners receiving services into general education classes
- Aligned Study Skills - students receiving services by content and grade level have targeted interventions
- T1/T2 Grade Level Team meetings and supports through planned interventions, data tracking and vertical alignment of interventions and data sharing

**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 the depth and complexity and provide for 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 opportunities for students through afterschool or summer programs:**

- 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 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**

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 the spring of 2025-26:

- 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).

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

By the spring of 2024 SoCFFEJ parent participation in or engagement with volunteer opportunities will increase to within 10% of their peers.

### **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:**

- Guardrail 1 supports Whitman’s vision of Parents of Color FFEJ see themselves in our staff, communication, and volunteer opportunities.
- WMS understands that the responsibility for cultivating and sustaining partnerships rests primarily with school staff

## **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:**

- African American males and/or students of color furthest from educational justice,
- Multilingual learners,
- Students eligible for special education services, and
- Students eligible for advanced learning services.]
- UDL training will help to mitigate the downward forces of racism felt by students and families by sharing power at the classroom level
- G4E training is helping to eliminate toxic grading practices, disrupting systems that have traditionally harmed SoC
- Community Circles and Restorative Justice practices are helping to remove the power traditionally held by administrators, teachers, and staff and increasing the power and voice of our SoC

### **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:**

- Family surveys will increase two way communication and provide insight
- Volunteer opportunities shared with PoC will increase belonging with our SoC
- PTSA liaison program is disrupting the traditional power held by dominate cultures and inviting new engagement and leadership.
- BLT membership is disrupting the traditional power held by dominant cultures and inviting new engagement and leadership.
- RET membership is disrupting the traditional power held by dominant cultures and inviting new engagement and leadership.

---

## **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:**

Guardrail 3 supports Whitman’s vision of FAMILIES seeing themselves in their student’s curriculum and believing that the curriculum is relevant to them. It supports the vision that when students and their families see themselves and the relevance of the curriculum, they attain stronger academic



and assessment outcomes and community engagement. WMS understands that the responsibility for cultivating and sustaining partnerships rests primarily with school staff.

- RET and PTSA liaison involvement will show examples of this engagement.
- Staff and student surveys will demonstrate our progress in anti-racist initiatives.
- Artifacts – RET, PTSA liaison, Evidence – staff surveys, student surveys

## **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 circles in training, meetings, and classrooms
- Affinity groups with circle work.
- T1 and T2 vertical alignment with teams increases our communication.
- UDL supports increased collaboration and sharing.

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

- Community circles in training, meetings, and classrooms
- Affinity groups with circle work.
- T1 and T2 vertical alignment with teams increases our communication.
- UDL supports increased collaboration and sharing.
- G4E dialogue in content area.

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

- BLT selection process
- IC selection
- RET leadership
- T1/T2 Team leads
- Volunteer opportunities with school wide initiatives

---

## **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:** Discretionary

**Amount:** \$83,532

**How will funds improve student learning?** Reduced class size and common prep periods.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** Equity Dollars

**Amount:** \$31,824

**How will funds improve student learning?** Reduced class size and common prep periods, extended opportunities for SoCFFEJ.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** LAP

**Amount:** \$144,000

**How will funds improve student learning?** Reduced class sizes, added intervention support to L1 students.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** PTSA – Classroom

**Amount:** \$250/classroom

**How will funds improve student learning?** Support classrooms with non-curriculum dollars.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** PTSA - Grant

**Amount:** \$0-1000

**How will funds improve student learning?** Support departments/teams/classrooms with larger non-curriculum dollars.