



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

Madison 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: Madison Middle School

Principal: Dr. Robert Gary

Members of the Building Leadership Team and Parent/Guardian Partners: Elizabeth Andreasen, Jeff Bossert, Leanne Brock, Jeff Cunningham, Alba Demarco, Crystal Dominguez, Judith Ferguson, Elvirah Finley, Vaughn Giles, Lamar Hurd, Illana Malone, Elizabeth Meany, Eli Rumpf, Elizabeth Shields, Christie Weygandt, and Parent Partners Kelley O'Connor, Brian Chung, and Michelle Whelan

Community Partners (Community Based Organizations): NAVOS (Behavioral Health & Wellness); Neighbor Care, Choose 180, and Westside Hey



[Madison Middle School Report](#)

[Madison Middle School Climate Survey](#)

School Overview

Madison Middle School believes that we are a vital part of providing a path that moves all students successfully through middle school so that they are prepared to

- successfully navigate their high school experience and graduate on time;
- choose and thrive in meaningful post-secondary studies/training and careers;

- be life-long learners, and responsible, engaged citizens.

Furthermore, we are committed to better serving our students of color, particularly young African American men, who are and have been farthest from educational justice. In order to do this, we have embarked on a plan of action that

- engages our teachers and support staff in regular and rigorous examination of our own assumptions, motivations and practices;
- actively listens to the voices of students of color to better understand their experiences at Madison;
- uses that learning to inform classroom practices and create a schoolwide system of supports;
- develops a program of events and supports to create a collaborative network between home, school, and the larger community to better serve our students of color and other underserved communities.

We commit to facilitate student success and preparedness through high-quality learning experiences that

- acknowledge and incorporate students' individual and cultural identities;
- engage students in rigorous thinking while ensuring access to learning for all;
- enable students to track and improve their learning.

We recognize that the best learning community is created when staff are able to share their knowledge, experience, perspectives and talents. We commit to maintaining a professional culture characterized by collegiality, collaboration, communication, and mutual respect.

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:

With a continued focus on Racial Equity Training, we will increase students' favorable responses to "my teachers connect what we learn to my interests, experiences or cultural background" to 66% as measured by the Fall 2026 Student Climate Survey.

One-year Goal:

With our newly established peer mediation program and continued work with targeted counseling groups, we will increase students' favorable responses to "At this school we restore relationships and repair harm after conflicts occur" to 69% as measured by the Fall 2024 Student Climate Survey.

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:

At Madison Middle School, we fully support the Superintendents directives to provide welcoming environments for all students as well as culturally responsive and behavioral and emotional supports for all students with a focus on those furthest from educational justice. Our commitment to student-centered programs and teacher/staff training is outlined in the questions below concerning root causes of student success and disproportionate and systematic inequities at school.

- SCU
- Mediation
- Racial Equity Team
- Robin Russel Mediation

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:

The purpose of the professional learning plan as established by our Racial Equity team is to support educators in the implementation of culturally responsive strategies and procedures. By equipping teachers with the necessary knowledge and skills, we aim to address systematic inequities that disproportionately affect students who are farthest from educational justice. This plan is designed to foster a more inclusive and equitable learning environment that values and celebrates the diverse backgrounds, experiences, and identities of our students.

- Use established Affinity Groups and/or collegial partnerships to support staff in:
 - Identifying and proactively responding to microaggressions and racist statements
 - Criticizing, evaluating, and acknowledging microaggressions and racist statements to mitigate microaggressions and racism at Madison
 - Utilize Oops! and Ouch! Methodology to proactively address harmful statements
 - Support Self-Care
 - Define and educate on blatant racism versus ignorance

- Criticizing, evaluating, and acknowledging microaggressions and racist statements to make a change in practice
- Self-assess on Anti-Racist Continuum to reflect on possible change.

At Madison our Professional Learning Plan that will support implementation of culturally responsive strategies, processes, and or procedures including foundational training, pedagogical approaches, self-reflection and awareness, PLC collaborative learning communities and ongoing evaluation.

By implementing this professional learning plan, we aim to empower educators with the knowledge, skills, and resources needed to address systematic inequities for students who are farthest from educational justice. By embracing cultural responsiveness, we can help dismantle barriers and foster a learning environment that respects, values, and uplifts the unique identities and experiences of each student.

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

Our plan is to have monthly all-staff meetings led by our racial equity team to address and reflect on authentic classroom experiences using data, peer reflection, and surveys.

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:

In addition to the comprehensive support provided through our Multi-Tiered System of Supports (MTSS), we have implemented specific strategies to further support our African American males. These strategies include:

- Special Advisory with Dr. Gary: We have established a special advisory led by Dr. Gary, dedicated to supporting African American males. This advisory serves as a safe and supportive space where students can discuss their academic progress, challenges, and goals. Regular check-ins are conducted to monitor their grades, attendance, and overall performance. Based on the data collected, appropriate interventions are implemented to ensure students receive the necessary support.
- Data-Informed Decision-Making: Our MTSS for African American males relies on data to make informed decisions. We collect and analyze student performance data, including grades, assessments, and classroom observations. This data is utilized to identify specific areas of concern and inform the implementation of targeted interventions. By closely monitoring student progress, we can make data-driven decisions to determine if Tier 1 supports are sufficient or if a higher level of support is required.
- Input from Teachers, Students, and Parents: We recognize the importance of gathering input from multiple stakeholders to ensure comprehensive support for our African American males. Teachers provide valuable insights regarding students' strengths, challenges, and instructional needs. Student input is also actively sought to understand their perspectives, aspirations, and any barriers they may be facing. Parent input is highly valued, and their involvement in the decision-making process is encouraged through regular communication and collaboration.
- Culturally Responsive Staff Members: To further enhance the support provided in the advisory, we have dedicated staff members who share similar cultural backgrounds to our African American male students. These staff members, who are of color themselves, provide additional guidance, mentorship, and support within the advisory. They understand the unique experiences and challenges faced by our African American males and can offer culturally relevant perspectives and solutions.

By combining these additional strategies with our existing MTSS framework, we aim to create a comprehensive support system that addresses the specific needs of our African American males. The involvement of Dr. Gary in the special advisory, the use of data-informed decision-making, the

incorporation of teacher, student, and parent input, and the presence of culturally responsive staff members all contribute to a holistic approach that fosters academic success, social-emotional well-being, and positive identity development for our African American male students.

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

Madison Middle School's MTSS framework is designed to meet the social needs of African American males by incorporating Social-Emotional Learning (SEL) lessons within Dr. Gary's advisory setting. In addition, the MTSS approach ensures that physical and emotional needs are addressed by fostering strong personal relationships through advisory activities and engaging school-wide initiatives.

Specifically, SEL lessons are integrated into Dr. Gary's advisory sessions, providing a structured platform for addressing the social needs of African American males. These lessons focus on developing essential social-emotional skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By teaching these skills within the advisory setting, we create a supportive and nurturing environment where African American males can engage in meaningful discussions, build social connections, and develop the necessary skills to navigate various social situations.

Using the MTSS model, administrative staff and teachers will monitor the effectiveness of student supports as well as progress in academics and interpersonal relationships.

- Building-wide commitment to include culturally relevant coursework and materials.
- Professional development on culturally responsive teaching as well as differentiation/scaffolding.
- Increase family engagement to parents.

Multiple Tiers of Support System are used as part of classroom strategies for differentiation. PLC's are used to identify students who need additional supports (Tier 1) out of class supports (Tier 2) and/or further supports such as Individualized Education Plans (IEP's) and 504 accommodations.

- MTSS SIT Counseling, PLC and grade level teams meet to review student data.

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:

Madison will work to increase the percentage of African American male students in 7th grade who achieve proficiency or higher on the 7th grade Smarter Balanced Assessment from 28% by June of 2023 to 70% in June of 2026. This would allow us to reach the target of 70% in three years, more than doubling our passing rate.

School One-year Goal:

Madison will work to increase the percentage of African American male students in 7th grade who achieve proficiency or higher on the 7th grade Smarter Balanced Assessment from 28% by June of 2023 to 45% in June of 2024.

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

Teachers of the same grade level/content collaborate and use the same classroom based formative and summative assessments. In addition, they analyze data from standardized tests to make decisions about next steps for students. When necessary, teachers refer to counseling or other resources to offer the support that students need.

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:

- The lowest score we give is a 50%. This prevents students from being unable to recover from a score of 0%.
- We offer students opportunities to re-take assessments. This allows students the opportunity to reach mastery at their own time frame.
- Homework is tracked (typically not graded, for equity purposes) to give a running record of how students are keeping up with assignments. This allows family and support staff ways to intervene.
- When homework is graded, it is valued at a low percentage. This ensures that students with limited support at home are not penalized.
- When students are seen to have significant struggles that are beyond a classroom teacher's scope, the students are referred to greater support. These supports include:
 - Individual help, before, during and after-school
 - Study skills course
 - Math empowerment
 - Counseling
 - Social Work
 - Attendance

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:

- Identify students in 5th grade. Connect with families and offer all kinds of supports. Schedule students appropriately.
- Focus on students in grade 6 to develop connections and skills for success.
- Connections with others like coaches, WEB, to reinforce skills.
- 7th graders either advanced math or supported math as needed.
- Full intensive intervention throughout 7th grade.
- Finalize schedules ahead of time for students of color, students in special education, and those furthest from educational justice so that they can connect with teachers, settle in, and be set up for success from the start of the academic year.

- Address attendance issues with all stakeholders
- Continue all of these supports through 8th grade math.
- Address the "WHY" of math + long-term goals / high school preparation.

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

- Universal Design for Learning (UDL)
- Targeted Green Day meetings focused on breaking down biases and Anti-racist pedagogy

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:

Madison Middle School values teaching the whole child. This is accomplished through implementing a school wide inclusion model which requires teachers to implement proactive strategies to address academic and behavioral challenges yet provides tiered supports for students based on their individual targeted needs. All students receive tier I supports to provide a universal learning environment for learners. As instruction continues, students receive evidence-based supports in either tier II small groups or further assistance in tier III supports that provides individual evidence-based interventions tailored to the student's needs. All supports are measured through progress monitoring.

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

Using the MTSS model, administrative staff and teachers will monitor the effectiveness of student supports as well as progress in academics and interpersonal relationships.

- Building-wide commitment to include culturally relevant coursework and materials.
- Professional development on culturally responsive teaching as well as differentiation/scaffolding.
- Increase family engagement to parents.

Multiple Tiers of Support System are used as part of classroom strategies for differentiation. Professional Learning Communities (PLC) are used to identify students who need additional supports (Tier 1) out of class supports (Tier 2) and/or further supports such as Individualized Education Plans (IEP's) and 504 accommodations.

- MTSS SIT Counseling, PLCs and grade level teams meet to review student data.

Advance Learning and Highly Capable Services: In Progress

Expanded Learning opportunities for students through afterschool or summer programs:

- Individual teachers offering drop-in help.
- Homework help

Homework Policy:

Homework is used as practice work. Practice assignments provide students with low-stakes opportunities to improve their skills and prepare for performance tasks. It is tracked (typically not graded, for equity purposes) to give a running record of how students are keeping up with assignments. This allows family and support staff ways to intervene.

When homework is graded, it is valued at a low percentage. This ensures that students with limited support at home are not penalized.

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

Three-year Goal:

By the end of the 25-26 school year, attendance of families of color at any Family Engagement Nights be in proportion to all families in attendance at any Family Engagement Night. Currently, Madison has approximately 35% students of color, so our goal is that 35% of families in attendance at future events will be families of color.

One-year Goal:

By the end of the 23-24 school year our PBIS leadership team will have 3-5 student representative and 3-5 family representatives, with an emphasis on recruiting students and families of color.

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:

Madison Middle School focuses on Learning, Every Student, Every Adult, Every Day, Growth for all.

Madison Middle School is a cooperative partnership of students, parents, staff, and community members who have a vision of our school as a challenging and fun place to learn. Our school will provide memorable learning experiences for all students so that they can grow to be successful adults. We accept the challenges facing us today, and dedicate ourselves, individually and together, to the fulfillment of this vision. In order to make this happen, we will:

- Create a safe, clean, caring community.
- Take pride in the many races and backgrounds of the people who make up our school, honoring those things that make us different from each other.
- Find daring and exciting ways to teach, so students will work hard to learn as much as they can.
- Use the arts and modern technology in our teaching and learning.

Learn how to take better care of the world's resources. Madison is constantly working towards becoming an anti-racist institution. Through our Green Day race and equity PDs we've incorporated strategies in various areas of our school. For example, every meeting that Madison has is guided by the following equity principles and questions:

Racial Equity is our mission and our value. To ensure that every decision we make is consistent with that mission and value, we must integrate the habit of looking at every decision through a Racial Equity Lens.

- What is our motivation (data) for making this decision?
- What is our intent with this decision?

- Who benefits from this decision?
- Who might bear the burden?
- To what extent have stakeholders (staff, students, families, community) been involved in the decision-making?

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:

Work with RET to include more parent communication strategies in Green Day meetings:

- Ensure that everyone knows how to use Talking Points
- Ensure that everyone knows how to use the translation and interpretation services

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:

- Tabling events within communities of color and also faith-based communities.
- PTSA RET team: movie nights, supporting Madison nights.
- Multilingual Family night helped families to learn about different ways to be involved in their students' learning- how to navigate the website and The Source, and also included community organizations that they could reach out to: Ombudsperson, ACRS, WAPI, Neighborhood House,
- We will pursue having childcare at the parent events. This will require processes and procedures with the district to make this possible.
- We will provide translators. This will require pursuing grants and other resources.

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 alignment with the Department of Racial Equity Advancement, Madison seeks to "regularly and effectively applying an anti-racist lens to culture, policies and practices across high-leverage points in our system, with the aim of positive impacts for our black and brown students, staff and families. Specialists and Advisers do this through cultivating the practice of Racial Equity Analysis, action planning as well as the cultivation of learning-focused relationships with individuals and communities moving anti-racist work, which provides support, cognitive challenge, and the facilitation of professional vision."

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 an anti-racist work environment, belonging and leadership opportunities:

Practice:

In alignment with the Department of Racial Equity Advancement, Madison seeks to "regularly and effectively applying an anti-racist lens to culture, policies and practices across high-leverage points in our system, with the aim of positive impacts for our black and brown students, staff and families. Specialists and Advisers do this through cultivating the practice of Racial Equity Analysis, action planning as well as the cultivation of learning-focused relationships with individuals and communities moving anti-racist work, which provides support, cognitive challenge, and the facilitation of professional vision."

Methods:

- Calibrating – providing alignment, cohesion, and collective understanding around antiracist initiatives across the district.
- Consulting -providing resources, guidance and best practices to build impact.
- Collaborating -providing thought partnership and active participation in anti-racist initiatives.
- Coaching – learning-focused relationships that expand individual and collective capacity.

Impacts:

- Racial Equity Analysis
- Anti-Racist Action Planning
- Anti-Racist Leadership Capacity Development
- Anti-Racist Systems Change and Community Power Building
- Positive Impacts for Black and Brown staff and families at all points of our system.

RETs must complete the following as a part of their official role as RETs in good standing.

Essential Tasks for RETs:

- Ensure that all RET members have reviewed and understand the RET agreements, including foundational resources.
- Complete RET Recommitment Form– October 8, 2021
- A Recommitment Form is required to confirm your teams' intention to continue as an RET into the next school year. It also helps us ensure that we have the most current RET contact information for important RET-related communications.
- Recommitments will be sent as a survey at the beginning of the school year.
- Complete Extra Time Forms for your RET Stipends
- Extra Time forms help to ensure that the members of your RET receive their stipend.
- Ensure that ALL RET MEMBERS attend Saturday Institutes
- To support and affirm the forward momentum of your RET's work, CRE & DREA provide All-Convening
- RET Institutes for ongoing professional development and collaboration between Racial Equity Teams across the district.
- Complete your RET's Action Plan -January 31, 2022
- Action Plans document team's anti-racist work and impacts over the course of the year. To complete the action plan, use the Action Plan form.
- Complete your RET's End of Year Reflection -June 3, 2022

- Each year, your RET will receive a Reflection Form to reflect on your team’s progress and potential areas of growth for the coming year
- Reflections will be sent as a survey at the end of the year.

Other Key RET Tasks:

- Attend Coaching Opportunities and keep in communication with your coach.
- Conduct Racial Equity Analysis on your team and across your school
- Align with RET best practices as described in the Collective Bargaining Agreement
- Connect your RET to other school-based entities doing racial equity work, such as Building Leadership
- Teams (BLTs), members of the Teacher Leadership Cadre (TLCs), building administrators, PBIS, MTSS,
- and other school-based teams.
- Engage, involve, and learn from the broader school community in your actions, particularly black and brown students, staff and families.
- Review quantitative and qualitative data from a variety of sources to inform decision making. In addition to RET surveys, focus groups, and other means of collecting data, RETs can also refer to...
- The Atlas Report Center
- The Panorama School Climate Survey
- Sign up for the Seattle Public Schools Racial Equity Teams Schoology Page, where Racial Equity Team members and other folks interested in advancing racial equity across the SPS community can connect, reflect and access resources that support their work. On Schoology, you will find...
- News and Updates regarding professional development and other opportunities to advance racial equity and build skills.
- Resource Library with helpful tools, strategies and guides to support the planning and implementation of racial equity work at your school.
- Discussion Boards where racial equity teams can connect and chat with other RETs to share strategies and experiences in doing this work.

RET members intentionally build their skills on their team, and across their schools in domains that are rooted in the lenses of systemic oppression and examine the various forms of racism in order to ensure that RETs have an understanding of how to work for anti-racism in the individual, interpersonal, institutional and structural spheres, as well as how these spheres are interrelated. They are also rooted in the cycle of inquiry and action, and the processes.

RETs will have to enact in order to push for anti-racist systems change at their schools across the school year.

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 Use

Funding Source: LAP

Amount: \$116,000

How will funds improve student learning? .8 Teacher Allocation, Three Sections of Intervention Mathematics, and one Section of Intervention Literacy.

Academic Year: 2023-24

Funding Type: Combined Use

Funding Source: LAP

Amount: \$25,000

How will funds improve student learning? Increase counseling position from .8 to 1.0. Counseling and Intervention supports for middle school students. SEL support for students and SEL lessons for Middle School teachers.