



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

Washington 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: Washington Middle School

Principal: Evie Taylor

Members of the Building Leadership Team and Parent/Guardian Partners: Prestis, Martinson, Mason, Griesemer, Taylor

Community Partners (Community Based Organizations): Seattle University and Parks and Recreation



[Washington Middle School Report](#)

[Washington Middle School Climate Survey](#)

School Overview

Set in the historic Central District of Seattle, Washington Middle School reflects the ethnic, cultural, and economic diversity of Seattle. Student supports include counselors “looping” with students for 3 years; on-site tutor coordinator; on-site Kaiser Permanente Health Student Wellness Center and Seattle Parks and Recreation HOST program; after-school programs; and arts, music, and athletics programs. A City of Seattle levy-funded school, WMS centers student learning first. With the knowledge that high-quality teachers are one of the biggest contributors to the success of student achievement, teachers working collaboratively and being supported with various forms of professional development.

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 2025-26 school year, Washington Middle School should see at least a three percent increase on the Atlas Student Survey questions responding to Pedagogical Effectiveness by increasing the presence of student work through publishing, public displays, and presentation of work in public forums.

One-year Goal:

By the end of the academic year, each certificated teacher will create at least one opportunity for students to present their work in a public forum, such as a public presentation to peers, posting their work in a public area, or sending home examples of their work to families via a newsletter. This initiative aims to enhance student engagement and satisfaction by making their work more relevant to their lives and fostering a sense of joy in learning. Progress will be evaluated using the Atlas Student Survey, and the target is to achieve a minimum 3% increase in positive responses to questions related to the relevance of student work and enjoyment in learning.

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:

This guardrail supports our goal because when students see their work proudly displayed for the learning community it creates a warm and welcoming environment that proudly shows student learning. They will be more invested in their learning because they will feel purpose behind their work. They will connect their learning to the broader community. Furthermore, they will feel like their work is for more authentic audiences. This creates an environment that is warm and welcoming.

Artifacts could include posters, bulletin boards, presentations, school events like concerts, art displays, and classroom presentations. Activities are student driven.

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:

Academic Support:

- Reading
- We will utilize MAP & SBA data to create small, 8-12, class sizes for students one or more grade levels below in reading.
- We will also ensure that our rosters for these classes are for Students Furthest From Educational Justice who are not receiving other services (eg, ML, SPED)
- We will also utilize I-Ready Software to identify students who need additional reading support. This will allow General ELA teachers to create intentional groupings of students who need additional reading support.

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

- UDL: We will conduct trainings using the district provided text, "UDL Now".
- Restorative Practices: We will train staff in conducting relationship building community circles & restorative practices for when conflict happens.
- SEL: We will use the character strong curriculum to provide students with a consistent SEL Curriculum
- Racial Equity: We will form a Racial Equity Committee to conduct trainings aimed at building better cultural competency to better serve our students with a Culturally Responsive curriculum.

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:

- UDL: We will conduct trainings using the district provided text, UDL Now
- Restorative Practices: We will train staff in conducting relationship building community circles & restorative practices for when conflict happens.

- SEL: We will use the character strong curriculum to provide students with a consistent SEL Curriculum
- Racial Equity: We will form a Racial Equity Committee to conduct training at building better cultural competency to better serve our students with a Culturally Responsive curriculum.

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

Attendance:

- Our PBIS Committee will create a school wide attendance initiative targeting students who have chronic absences & tardies.
- We will use data to create focus lists of students & conduct weekly attendance meetings & goal setting to increase students' attendance and decrease their tardies.

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 25 – 26 school year, at least 58.6% of students will meet the math target in math proficiency in the SBA.

School One-year Goal:

For the 23-24 school year, at least 27.6% of students will meet proficiency in the SBA.

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

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:

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:

We will utilize culturally responsive teaching practices such as

- Emphasis on student discourse (i.e., group work, Solve and Discuss)
- Use standards for mathematical practice from Seda educational consulting
- Use more progressive grading practices such as allowing students to make test corrections, the use of rubrics.

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

Washington Middle School is participating as a SEMI School and will utilize:

- A district higher Math Coach (23 – 24)
- Job Alike Days to do specialized math training
 - The 5 Practices in Practice (23-24)
- Early Release and Lab Days for Math Staff to work together and develop instruction based on student assessment.
- Use curriculum with fidelity- EnVision Math
- Professional Development Wednesdays to focus on UDL
- Staff will use common assessments and common assessment data

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:

- UDL: We will conduct trainings using the district provided text, UDL Now
- Racial Equity: We will form a Racial Equity Committee to conduct training at building better cultural competency to better serve our students with a Culturally Responsive curriculum.

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

Advance Learning and Highly Capable Services:

Washington Middle School is a highly capable and advanced learning pathway school. We provide a blended model in which students at all learning levels are in heterogeneous classes for Language Arts, Social Studies, and Science. Students are placed appropriately for math based on the standards and math level each student completed the year prior. **To meet the needs of advanced learners we provide extended learning activities, enrichment opportunities, and differentiation.** We meet students where they are at, and we know each student by story, strength, and need.

Expanded Learning opportunities for students through afterschool or summer programs: In Progress

Homework Policy:

All teachers assign homework differently, but our policy is 10 minutes per grade each night. For example, for a 6th grade student, expect about one hour of homework.

All teachers are expected to use Schoology to post homework and due dates. Also, students can review what was taught in class; if they forgot their homework assignment, it will be posted on Schoology. Teachers are expected to teach to the highest level so catch-up homework may be frequent. Assigned readings are predictable homework.

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 end of the 2026-2027 school year, attendance at conferences and curriculum night will be over 85% of all families.

School One-year Goal:

By the end of the 2023-2024 school year, we will have improved and streamlined family outreach and communication. This will be achieved through increased community partner outreach, the creation of a central calendar and intentional outreach to incoming 5th grade families.

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: In Progress

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:

- Utilize district translation services, bilingual staff, students to interface with parents/guardians.
- Active recruitment of parents via language translated robocalls, printed invitations, student invitations to parents, principal coffees, proven strategies to increase parent enrollment.
- Parents from our diverse community will be addressed personally and in smaller forums to solicit their ideas, support and engagement.

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:

Parent engagement and leadership is imperative in order to achieve a more inclusive learning environment and school. Establishing a rapport of respect and instilling how important their presence and role in school planning, events, and 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 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:

Team Building and Opportunities for Staff to get to know one another.

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

- No dedicated Race and Equity Team
 - Started April
- Lacking diversity in Race and Equity Team
 - Assisting with Staff Turnover
- Racial Affinity Groups
- Allow staff to have difficult conversations about race & the impacts it has on both our work environment & classroom environment.
- Staff talking via other methods of communication.
- ELL Nights, Special Education Night or several curriculum nights- more intimate evenings

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

- Incorporating IAs to day-to-day operations

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: \$144,000

How will funds improve student learning? Math Interventionist to support 7th grade math goal.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Levy/Discretionary

Amount: \$144,000

How will funds improve student learning? Reading Interventionist to support literacy goals.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Levy

Amount: \$101,764

How will funds improve student learning? Student Family Advocate - for Restorative practices training and support. To lead progress monitoring in creating a warm and welcoming environment and ensuring students can productively manage themselves and relationships with peers and staff. In School Suspension (Restorative Center) lead.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Levy

Amount: \$152,512

How will funds improve student learning? Literacy coach/Academic Interventionalist to support data drive conversations, measurement and progress monitoring.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Community Partnership

Amount: TBD

How will funds improve student learning? Prevention Interventionalist from SBIRT partnership. Will complete surveys with students to determine needs and provide resources to support.