2025-26 Annual CSIP
Middle College High School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

2025-26 School Information and Leadership Team Members

School Name: Middle College High School

Principal: Keven Wynkoop

Instructional Vision: Middle College High School will create equitable opportunities through small class sizes, personalized attention, and ongoing mentorship as students attend free Seattle College courses as part of their high school program. Our primary goal is to increase the future college success of students that will be the 1st in their family to attend college, students of color and those impacted by poverty.

Members of the Building Leadership Team: Joie Brannan, Phillip Page, Rob Wietecha, Justine Valdez, Mary Margaret Hill, Carlos Cardenas, Keven Wynkoop, Cindy Tong, Blaine Parce, Isaac Curry

2023-26 CSIP Middle College

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 93

Special Education Percentage: 18.3%

Multilingual Learning Percentage: 9.7%

Highly Capable Percentage: 7.5%

Free and Reduced Lunch Percentage: 47.3%

Washington School Improvement Framework Status: Foundational

Middle College OSPI School Report

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- Special Education Eligibility/Disproportionality Data
- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- Smarter Balanced Assessment ELA
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments Math
- Student Grade Reports
- Graduation Credit Tracking in Atlas
- Graduation Pathways Tracking in Atlas
- School-based Student Surveys
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)
- School-based Family/Community Survey
- Family Participation/Attendance (e.g., Events, Team Membership)

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

Middle College has only had one Senior in the last three school years who did not graduate on time, and 100% of these graduates had earned college credit by the time they graduated. The one non-graduate is continuing with us, and we expect them to graduate in 25-26. Middle College prioritizes family engagement, and nearly 100% of our 9th and 10th-graders had family members participate in family engagement opportunities.

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

The percentage of positive responses on the student climate survey have dropped significantly over the course of the last two years. One example was that "I feel like I belong in my classes and at my school" dropped from 91% to 70% favorable. These drops need to be stopped, and steps need to be taken for them to rebound.

The percentage of students passing their Running Start courses has remained static. It was 86% in 2023-24 and 85% in 2024-25. College success is the primary goal of MCHS, so we would really like to improve these results. On the bright side, the pass rates of students of color, furthest from educational justice exceeded our one-year goal and almost eliminated the gap between all students.

Disproportionalities: What disproportionalities exist among student groups?

After largely closing the disproportionality gap that had existed between students of color furthest from educational justice and those that are not in passing Running Start courses, MCHS does not have any clear areas of concern. Our small size hides the racial breakdowns on most categories of

the student climate survey and those that are visible are mostly more positive for students of color than white students.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

See above

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Our teachers do a great job, but previously they had not fully committed to building effective professional learning communities focused on common assessments and the UDL adjustments needed to get all students to meet the standards. All teacher PLCs are meeting multiple times per month to administer and evaluate the outcomes of common assessments, which will lead to increased student proficiency.

Interconnected Needs: How are needs related to each other or influencing each other?

There is a strong connection between students' sense of belonging and their success in their Running Start courses. Even though they are not in our classes while attending Running Start, their sense of connection and belonging keeps them connected with the supports that we provide.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

The first big win was the relocation of our South cohort to the Seattle Central College campus. This greatly enhances our connection with our Running Start students and has already allowed us to improve our mentoring and problem-solving for our students who attend SCC.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

Technology is used in classrooms in many ways:

- Blended learning lessons
- Differentiation through online resources
- Online instructional resources to target skills for students
- Demonstrations of scientific concepts

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

One of our teachers is our building technology liaison that partners with district Digital Learning Specialists to keep staff updated on digital tools.

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

Measures and Targets

2023-26 Goal:

Middle College students that respond favorably to "My teachers connect what we learn to my interests, experiences, or cultural background" will increase from 63% to 85% and the percentage of favorable responses to "I have adults at school that can teach me about my culture(s) and history" will increase from 57% to 77% in the Spring 2026 Student Climate Survey.

2025-26 Goal:

Middle College students who respond favorably to the Positive Behavior and Safety category on the Spring 2026 Student Climate Survey will increase from 63% to 75%. This includes questions on restorative practices, behavior expectations being applied equally to all students and adults, and taking action to stop hurtful behavior.

Action Plan

Evidence-based Practice 1:

Restorative Practices: Staff will implement Tier 1 Restorative Practices by building a restorative and relational culture across the school community.

Implementation Activity:

Our sites will implement a variety of restorative practices, including community circles, restorative circles, lessons focused on restorative practices, and more.

Process Data Measures:

- MTSS Team Meets Regularly
- School-based Survey (staff or students)
- Building Leadership Team Monitoring of Implementation

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Discipline/Suspensions

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

Site Based Teams

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

We expect to increase all these percentages to 90% of students in both categories passing their college classes by the 2025-26 school year.

Baseline Data for the 3-Year Goal:

In Fall Quarter 2022 at Running Start, both students furthest from educational justice and all students passed 86% of their college classes (withdrawals excluded).

In Winter, 85% of Running Start classes were passed by all students, and students furthest from educational justice passed 80% of their classes.

In Spring, 89% of Running Start classes were passed by all students, and students furthest from educational justice passed 86% of their classes.

2025-26 Goal:

The percentage of 10th graders that will be on-track with their credits (as defined by 2 credits in LA, Math, and Science, 1.5 credits in Social Studies, and completion of WA State History) will increase from 63.3% to 65.3% for all students and from 53.8% to 55.8% for SOCFFEJ.

Additionally, all 9th and 10th graders will earn at least six credits per school year at MCHS to ensure that students are on-track for graduation and ready for college.

Action Plan

Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS Curriculum-Embedded Assessments and other common assessments to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

Implementation Activity:

All PLCs will meet for a minimum of 2.5 hours per month where they will focus on standards aligned, common assessments, the results of these assessments and UDL strategies to support all students meeting these standards

Process Data Measures:

- Teacher Observational Data
- MS Form documenting PLC work

Timeframe for Reviewing Process Data Measures:

- Middle of Year
- End of Year

Student Outcome Data Measures:

- Student Grades Reports
- Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

The principal is overseeing this work.

Highly Capable Services

- Differentiation: Educators use pre-assessments to determine the needs of students, providing flexible grouping, extension opportunities, and tiered assignments to meet the varied needs of learners.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade-level and above-grade-level learning.
- Social Emotional Learning: SEL programming is tailored to support the needs of Highly Capable Learners. Learning may include developing emotional intelligence, ethical decision-making, and post-secondary readiness, as well as strategies for navigating peers, goal setting, and balancing academic rigor with well-being

- Advanced Course Work: All students have access to advanced courses. Options include AP, IB, and dual enrollment at local colleges.

Expanded Learning

Students who are behind in credits or in need of additional rigor are offered online courses through APEX to help extend their learning and/or make up credits that the building budget pays for. We have staff members that monitor their progress and help them to get the support they need.

Homework Policy

Middle College High School believes that large amounts of homework increases the success gap between well-resourced students and those with fewer resources, so we work to keep homework to a minimal level. Students should rarely have more than an hour of homework per night, unless they have fallen behind for some reason.
Middle College High School fully implements the required SPS grading policies, which includes that no grades will be lower than 50% and students are able to retake or revise assessments to improve their grade and demonstrate their understanding.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

By the 2025-26 school year, all student and family positions on our Building Leadership Team will be consistently filled and attending meetings and 100% of families will have monthly contact and at least two in-person/Teams meetings per year.

2025-26 Goal:

100% of 9th and 10th-grade families will have monthly contact from school staff, and at least 90% will participate in two in-person or online events/meetings.

Action Plan

Evidence-based Practice 1:

Shared decision-making: Provide opportunities for families to play meaningful roles in the school decision-making processes through parent-representative bodies, committees, and other forums.

Implementation Activity:

Students and parents/guardians have important roles on the BLT, which is responsible for the most important decision-making

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- Student Attendance
- Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

The Building Leadership Team

2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

Intent and Purpose: Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade-level specific state standards that includes differentiation and enrichment. The intent and purpose of Basic Education dollars include, but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: $33,306

Activities Implemented to Meet Intent and Purpose:

- 0.2 Multilingual Learner teacher supporting students across two sites
- Targeted instructional support for students with the greatest multilingual learning needs

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: Provide services only to students who have not met, or are at risk of not meeting, state or local graduation requirements.

Dollar Amount: $62,603

Activities Implemented to Meet Intent and Purpose:

- Combined with $6,673 in Equity funds and $12,393 in per-pupil funding
- Support for a 0.5 Graduation Success Coordinator at one site
- Targeted interventions for students at risk of not meeting graduation requirements