



## 2025-26 Annual CSIP Madison Middle 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.

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### 2025-26 School Information and Leadership Team Members

**School Name:** Madison Middle School

**Principal:** Dr. Scott Pierce

**Instructional Vision:** At Madison Middle School, every student's voice, identity, and thinking drive learning. In our inclusive classrooms, 6th–8th graders are known, valued, and challenged through culturally responsive and relevant instruction that honors who they are and connects learning to their lives and communities.

Across all content areas — math, science, humanities, the arts, world languages, and physical education — students engage in rich academic discourse and content-literacy experiences that build understanding, curiosity, and confidence. They do the thinking, talking, reading, writing, creating, and problem-solving that deepen learning and spark critical and creative thought.

Our teachers design active, engaging lessons that anticipate learner variability and remove barriers to participation. Instruction incorporates diverse perspectives, reflects our students' backgrounds, and affirms multiple ways of knowing and expressing understanding. Learning goals and success criteria are transparent, and high-quality instructional materials support meaningful, grade-level learning for all students.

Relationships and belonging are at the heart of our work. Through culturally responsive teaching, social-emotional learning, and restorative practices, we nurture a safe and trusting community where every student feels seen, heard, and empowered to take intellectual risks.

When additional support or challenge is needed, timely interventions and extensions enhance — not replace — the core learning experience.

Through this shared vision, Madison Middle students grow as critical readers, articulate speakers, analytical thinkers, and creative problem-solvers — ready to lead their learning, contribute to their communities, and thrive in high school and beyond.

**Members of the Building Leadership Team:** Jeff Cunningham, Crystal Dominguez, Vaughn Gilles, Lamar Hurd, Sue Quigley, Elizabeth Allen, Christy Weygandt, B. Valentina Munoz Puente, Trisha Pilapil, Bryan Trotter and Parent Partners Cameron Findlay, Brian Chung, Michelle Whelan

[2023-26 CSIP Madison](#)

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

**Student Enrollment:** 1,019

**Special Education Percentage:** 16.6%

**Multilingual Learning Percentage:** 3.7%

**Highly Capable Percentage:** 14.9%

**Free and Reduced Lunch Percentage:** 17.1%

**Washington School Improvement Framework Status:** Foundational

[Madison OSIP School Report](#)

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## 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:

- English Language Proficiency Data
- Special Education Placement Data (LRE)
- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Student Grade Reports
- Course Enrollment
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)
- Meeting Agendas and Minutes (e.g., Grade-level, Content Area, MTSS, RET, BLT, etc.)

**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.)?

The data from most recent climate survey show that our student programs as well as teacher/staff training have worked to create a welcoming and safe environment for all students with a focus on African American males, students of color, multilingual learners, students with IEPs or 504 plans as well as students eligible for advanced learning services.

Examples of our student groups include Students of Color Union, Peer Mediation, Focused Advisory Grouping, WEB (We All Belong), and GSA (Gender and Sexuality Alliance).

Examples of our Faculty Groups/Training include monthly Racial Equity Training with open discussions, training, and feedback, MTSS structure/practices, PLC work, and grade level and department discussions on curriculum and access for all students.

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

Continue Professional Learning Opportunities for staff re: Culturally Responsive instruction and how to meet the needs of Special Education Students through Inclusionary Practices.

Develop robust Two-Way Channels of Communication Systems for regular communication between Madison Middle School and Madison Middle School Families.

Develop robust Internal Two-Way Channels of Communication Systems for regular internal communication between staff.

**Disproportionalities:** What disproportionalities exist among student groups?

Representation of students of color in Special Education and in support classes is disproportionately high.

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

We understand that the root causes of students' success may be outside the scope of a school environment. These include (but are not limited to) different elementary school experience, attendance, home environment and available resources. We work to mitigate the impact of these within our school setting. Our work includes:

Madison will use a variety of data to inform classroom instruction and appropriate moves to ensure academic success for our students. The data will come from:

- Climate surveys
- Student feedback (especially from our Students of Color Union)
- Racial Equity Team feedback
- Standardized test data including SBA, MAP, ELL
- Family feedback

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

The strongest theme across findings is that student outcomes are most positively impacted when instructional quality, communication systems, and equity-focused decision-making processes operate as an aligned system.

Addressing these interconnected areas will:

- Improve access to rigorous, inclusive Tier 1 instruction
- Reduce inappropriate or premature referrals
- Increase shared ownership of student success
- Strengthen family-school trust and partnership
- Promote more equitable outcomes across student groups

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

Disproportionate representation of students of color in Special Education and support classes reflects gaps in instructional practice, communication systems, and inclusion structures.

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

Creation and implementation of Two-Way Channels of Communication Systems between Madison Middle School and Madison Middle School Families. Much of the needs concerning students and student achievement are due to breakdowns in communication between staff and families.

Likewise, creation and implementation of Internal Two-Way Channels of Communication Systems will have an immediate impact on how staff and administration will be able to address concerns and needs in a timely manner. Much of the needs concerning staff are due to breakdowns in communication between staff and administration.

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

Students are assigned an individual laptop. The teaching staff utilize Schoology to post assignments, resources and additional materials for students to have access to 24 hours a day. In addition, grades and missing assignments are updated regularly (every two weeks) for students to be able to know their current grade in their courses and which missing assignments need to be turned in to improve their current grade.

**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?

The Madison Middle School's Digital Learning Committee meets monthly to review and discuss technology needs and resources to support staff and build their proficiency in utilizing technology in the classroom. The Digital Learning Committee provides resources and additional professional learning opportunities for staff to increase their knowledge of how-to best use technology in the classroom.

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

### Measures and Targets

#### 2023-26 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. Spring 23-24 response was 55%, Spring 22-23 response was 55%.

#### 2025-26 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. Spring 23-24 response was 55%, Spring 22-23 response was 55%. Spring 2025 60%

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. Spring 23-24 response was 66%, Spring 23-24 response was 60%.

Spring 2025 was 70%.

### Action Plan

#### Evidence-based Practice 1:

Restorative Practices: Staff will implement Tier 1 Restorative Practices by building restorative and relational culture across the school community (for resources, PD, and coaching to support Restorative Practices work:

**Implementation Activity:**

Tier 1 teams (BLT, MTSS, RET, RP, PBIS etc.) focus on team composition that represents the community.

**Process Data Measures:**

- Comprehensive School Counseling Program School Plan
- School-based Survey (staff or students)
- MTSS Team Meets Regularly

**Timeframe for Reviewing Process Data Measures:**

Monthly

**Student Outcome Data Measures:**

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

**Timeframe for Reviewing Student Outcome Data Measures:**

- Middle of Year
- End of Year

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

- Admin Team
  - Counseling Team
  - BLT
  - MTSS
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## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

**2023-26 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% (set by the district) in June of 2026. This would allow us to reach the target of 70% in three years, more than doubling our passing rate. Our 2023-2024 results were 38.9%.

**2025-26 Goal:**

The percent of 6th Grade African American Male Students projected proficient or above in Math based on MAP will increase from a baseline of 33.3% to a target goal of 35.3% by Spring 2026.

### **Action Plan**

**Evidence-based Practice 1:**

High Quality Tier 1 Instruction: Educators will implement high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

**Implementation Activity:**

During PLC meetings, teachers will spend time reviewing student work or data and discussing the Four Critical Questions:

1. What do we expect students to learn?
2. How will we know if they learn it?
3. How do we respond when students experience difficulty in learning?
4. How do we respond when student do learn?

**Process Data Measures:**

- Walkthrough/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)
- Teacher Collected Data in Unified Insights
- Course Enrollment Data

**Timeframe for Reviewing Process Data Measures:**

Monthly

**Student Outcome Data Measures:**

- MAP
- Curriculum-Embedded Assessments (CEAs)
- Student Grade Reports
- Smarter Balanced Assessment (SBA)

**Timeframe for Reviewing Student Outcome Data Measures:**

Quarterly

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

- Math PLC
- Administrator

**Highly Capable Services**

- Cluster Group Model: Highly Capable identified students are integrated with peers using a cluster group model in order to support appropriate differentiated instruction. The cluster group model in ELA and Math includes tiered assignments, flexible grouping, and complexity of learning options.
- 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 Supports: SEL programming is tailored to supporting the needs of Highly Capable Learners. Learning may include strategies for self-regulation, healthy peer relationships, and coping strategies. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.

## Expanded Learning

- 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.

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## Priority Area: Family and Community Engagement

### Measures and Targets

#### 2023-26 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.

#### 2025-26 Goal:

By the end of the 24-25 school year our PBIS (positive behavior interventions and supports) leadership team will have 3-5 student representatives and 3-5 family representatives, with an emphasis on recruiting students and families of color.

### Action Plan

#### Evidence-based Practice 1:

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

#### Implementation Activity:

All PLCs and Departments have scheduled Family Engagement Nights throughout the academic year. In addition, several parent informational nights are scheduled.

#### 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

#### Timeframe for Reviewing Student Outcome Data Measures:

Middle of Year

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

- PLC
  - Departments
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## **2025-26 Budget Allocations to Support Continuous Improvement**

The following 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:** \$164,179

**Activities Implemented to Meet Intent and Purpose:** 1.0 ML Teacher allocation: two sections of ML Language Arts and Support Classes, and 3 periods of providing inclusionary support in General Ed.

### **Fund Program: Learning Assistance Program (LAP)**

**Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements

**Dollar Amount:** \$93,872

**Activities Implemented to Meet Intent and Purpose:** .6 teacher allocation: two sections of intervention for Mathematics and one section of Intervention for Literacy Skills.