



2025-26 Annual CSIP McClure 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.

2025-26 School Information and Leadership Team Members

School Name:

Principal: Ann Jennings

Instructional Vision: If we amplify opportunities for staff to engage with and collaborate on alignment of Tier 1 MTSS practices, and prioritize connection and trust-building with students and families, then teachers will improve their teaching practices and communications with students and families, especially our ML, Hispanic, and Black male students, and students will feel more engaged in school which will result in higher academic outcomes and perceptions of themselves as scholars.

Members of the Building Leadership Team: Leslie Collings, Lisa Blau, Amie Schumer, Tessa Burchardt, Mahlon Landis, Monica Andrus, Tamara Convertino

[2023-26 CSIP McClure](#)

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

Student Enrollment: 475

Special Education Percentage: 16.2%

Multilingual Learning Percentage: 6.7%

Highly Capable Percentage: 5.1%

Free and Reduced Lunch Percentage: 22.9%

Washington School Improvement Framework Status: Foundational

[McClure 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:

- WaKIDS
- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Student Grade Reports
- Course Enrollment
- School-based Student Surveys
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)
- Professional Development Attendance and Exit Tickets
- School-based Family/Community Survey
- Family Participation/Attendance (e.g., Events, Team Membership)
- School-based Family Engagement Event Exit Tickets
- Resource Allocation Data
- 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.)?

McClure strives to create a safe and welcoming environment where students and families feel welcome and valued. To accomplish this, we provide:

- Ongoing professional development for staff to enhance their cultural competency through all-staff RET meetings and Professional Development sessions.
- Provide space for BLT and staff to examine and reflect on disaggregated achievement and climate survey data.
- Examine strategies to implement Tier 1, UDL instructional practices, and collaborative efforts contributing to more equitable and inclusive learning environments.

Additionally, McClure's PTSA has been growing in numbers and participation, with additional community events and supports being provided. Increased communication and funding have been provided by PTSA to support all students' academic success.

From our review of data, the following strengths were identified:

Spring Student Climate Survey:

Eight percent of students surveyed reported that students of different races, cultures, abilities, and identities often participate in the same learning environment. Eighty-five% of students surveyed said their ideas are important and valued in science classrooms, and 74% reported that they are interested in what they learn about in science class. Eighty-one percent of students surveyed said adults at school teach and encourage them to make good choices for themselves and the community.

Math SBA Summary:

Fifty-nine percent of students met the spring math SBA standard, with gains across all grades. Eighth grade led the way with a 20% jump over last year's 8th graders and a 10% cohort increase since 7th grade. Seventh grade saw modest growth—1% over last year's group and 3% within the cohort. Sixth grade posted an 8% improvement from the previous year.

ELA SBA Summary:

ELA scores were strong: 80% of 6th graders met standard (up 11%), 74% of 7th graders, and 68% of 8th graders (up 5%).

Family Engagement:

McClure continues to strengthen family connections through student-family conferences, now in their third year. This year, 69% of families participated, including 68% of students furthest from educational justice.

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

Overall, 59% of students met the spring math SBA standard, reflecting progress across all grades but also highlighting that 41% of students remain below proficiency. Eighth grade showed the strongest performance, with 67% of students meeting the standard. This represents a 20% increase compared to last year's 8th graders and a 10% improvement within the cohort since 7th grade. While this growth is encouraging, one-third of 8th graders still need additional support.

Sixth grade posted moderate gains, with 63% of students meeting the standard—an 8% improvement from the previous year. However, more than a third of students remain below proficiency, indicating a need for continued intervention.

The greatest concern lies in seventh grade, where only 58% of students met the standard. Growth was minimal, with just a 1% increase over last year's group and 3% within the cohort. This stagnation suggests that seventh grade requires the most urgent attention to accelerate progress.

Disproportionalities: What disproportionalities exist among student groups?

In Spring 2025 Math SBA results, significant disproportionalities were observed across grades. In 6th grade, 45% of Students of Color Furthest from Educational Justice met standard compared to 68% of White students. In 7th grade, the gap persisted with 41% versus 59%. A similar pattern occurred in 8th grade, indicating consistent disparities in math achievement by student group.

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

Possible root causes include unequal access to high-quality math interventions, students not seeing themselves as mathematicians, and instruction that fails to affirm cultural identities, which reinforces stereotypes and fixed mindsets. Additionally, low student participation in classroom math discourse limits opportunities to develop critical thinking skills, further widening achievement gaps.

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

To close achievement gaps and promote equitable academic outcomes for historically marginalized student groups, specifically Black male students and Hispanic students we will use disaggregated achievement data from multiple sources - including Math MAP assessments, CEAs, formative assessments, attendance records, and street data - to identify academic disparities and systemic barriers.

Based on identified barriers, we will collaborate to implement equity action strategies that include:

- Culturally responsive instructional practices
- Academic interventions tailored to student needs
- Mentorship and affinity group opportunities
- Family engagement strategies that reflect the cultural and linguistic diversity of our community

We will leverage PLCs to:

- Analyze student work and assessment data
- Monitor progress of Black male and Hispanic students
- Reflect on and adjust instructional strategies
- Share best practices and engage in continuous improvement cycles

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

Student survey data reveals a critical connection between belief and relevance: while 73% of students report that their math teacher believes they can do well, only 53% feel the math they learn is relevant to their lives. This gap highlights how confidence alone is insufficient without meaningful engagement. When students do not see the relevance of math, their motivation and participation decline, even if they feel supported by their teacher.

These needs intersect with structural factors—such as reducing class sizes, providing just-in-time interventions, and offering targeted tutoring—because smaller classes and timely supports create space for teachers to personalize instruction and connect math concepts to real-world applications. Addressing both belief and relevance simultaneously will have the greatest impact on student outcomes.

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

Allocation of one math teacher dedicated to math support during Advisory classes. This provides four days of math tutoring intentionally focused on students not meeting standard on CEAs and formative assessments. Students will be rotated through 5-week sessions to bolster their understanding of foundational skills and the acquisition of new skills.

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

Technology is being leveraged to strengthen classroom instruction and student engagement through multiple strategies that provide timely feedback and personalized support. Curriculum Embedded Assessments (CEAs) and formative assessments allow teachers to monitor student understanding in real time and adjust instruction to meet individual needs.

Technology also facilitates opportunities for retakes, giving students a chance to demonstrate mastery after targeted feedback and intervention. Additionally, data monitoring tools enable educators to track progress across standards and identify students who need just-in-time support or tutoring. These practices not only enhance instructional precision but also empower students to take ownership of their learning, increasing engagement and confidence in math.

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?

Staff Professional Development sessions this year will include a focus on best practices for using AI in classrooms and use of data, including a PD session on best practices using ATLAS data, to understand student progress and growth. Staff will engage in collaborative sessions to plan and implement Curriculum Embedded Assessments. PLCs participate in an ongoing cycle of planning, implementation of assessments, and analyzing formative and summative assessments. Staff professional development will also include sessions on accessing and using ATLAS reports to understand student learning.

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

Measures and Targets

2023-26 Goal:

By the end of the 2025-26 academic year, McClure will foster a culture of transformation by increasing opportunities for all students to participate in leadership and decision-making processes inside and outside of the classroom based on qualitative data (WEB, Advisory, Ally Surveys, RET, ASB, and classroom opportunities).

2025-26 Goal:

By the end of the 2025-26 academic year, the opportunity for all students to feel that they can be a leader and make changes will increase from 60% favorable in the spring 2025 student climate survey to 65% favorable responses.

Action Plan

Evidence-based Practice 1:

Student Engagement (Addressing Absenteeism): MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Implementation Activity:

McClure's MTSS teams (Tier 1 and Tiers 2/3) will focus on supporting students with chronic absenteeism. Our MTSS Tiers 2/3 team meets weekly and focuses on ATLAS A-B-C Indicator reports and class and day absences. This team includes McClure's administrators, attendance specialist, counselors, nurse, psychologist, registrar, office manager, SBIRT, SPED Lead, and office manager.

This collaborative team takes a holistic approach to supporting students to reduce barriers to attending school. Students and families are offered non-punitive supports and resources to engage and build trust to support student attendance.

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Student Attendance Agreement Plan
- Care Coordination Plans
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

- Weekly
- Monthly
- Beginning of Year
- Middle of Year

- End of Year

Student Outcome Data Measures:

School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Absentee data is reviewed weekly

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

The McClure Tier 2/3 MTSS team is responsible for implementing, measuring and adjusting interventions to reduce chronic absenteeism.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The total number of students meeting standard on the Spring Math SBA will improve from 55% to 65%.

2025-26 Goal:

The one-year Math CSIP Target Goal for 6th-grade students is 67% of all students will be projected proficient or above in Math based on the Spring 2026 Math MAP Assessment, up from 65% in Spring of 2025.

The One-Year Math MAP Goal for Students identified as Students of Color Furthest from Educational Justice is 48% of students will be projected proficient or above in Math based on, a targeted increase of 2% from Spring 2025.

Action Plan

Evidence-based Practice 1:

Co-Teaching: Educators will use a co-teaching model to support students with IEPs and/or ELL services.

Implementation Activity:

Educators will use a co-teaching model to support students with IEPs and ML services. Teachers and co-teachers in ELA and Math classes will collaborate to support students with IEPs and ML services. Students not receiving services will also benefit from the collaborative model and UDL supports provided by both teachers.

Process Data Measures:

- Teacher Observational Data
- Walkthrough/Observational Data
- School-based Survey (staff or students)
- Professional Development Exit Tickets
- Student academic grades
- Lesson Exit Tickets
- Course Enrollment Data

Timeframe for Reviewing Process Data Measures:

- Weekly

- Monthly
- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

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

- Math and ELA teachers
- SPED teachers
- Administrators and MTSS team

Additional context about the implementation of the selected evidence-based practice and/or implementation activity.

McClure is implementing co-taught classes this year in math and language arts to provide students access to grade-level content and a newer curriculum. Staff PD and collaboration time is scheduled.

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.
- Independent Study Projects: Students pursue self-directed learning based on interests.
- Critical and Creative Thinking Frameworks: Educators integrate structured thinking routines across subjects to support depth and complexity in learning.
- 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 strategies for self-regulation, healthy peer relationships, and coping strategies. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.

McClure coaches and supports students in 6th-grade math classes to prepare them for our compacted 7th/8th-grade math standards class in 7th grade. This allows students to take Algebra 1 in 8th grade and provides access to higher-level math classes in high school. Consistent messaging is provided to students and families during 6th-grade math, and the class is offered to all students. McClure also offers High School Spanish 1 and Spanish 2 to students in 7th and 8th grade.

Expanded Learning

We do not have funding to staff to provide out-of-school learning. We are devoting LAP funding to in-school tutors, counseling staffing, and Advancement Via Individual Determination (AVID) class.

Homework Policy

McClure staff believes that providing homework in and of itself is not useful or supportive of student learning. This is also supported by research. We provide time during our daily classes for students to learn and apply their learning with the support of the classroom teacher and other support staff in the building. That said, we also understand that homework can help build student stamina and confidence with skills and topics in their learning. In general, McClure staff does not specifically assign extra homework, but it is expected that students complete unfinished classwork at home. We also ask that students read for at least 30 minutes per night and use their Success Maker Math platform to practice discrete and foundational math skills.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

By 2025-26 school year, 95+% of McClure families will participate in student-family conferences.

2025-26 Goal:

By 2025-26 school year, 95+% of McClure families (an increase of 35% from 2024-25) will participate in student-family conferences.

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:

McClure has strengthened communication and collaboration with families this year through consistent family messaging using the SMORE platform; use of Talking Points by all teachers and staff; and stronger collaboration with the McClure PTSA. This year we have added additional after school activities and events to support families' sense of belonging and community. We have created an emergency food pantry; we are hosting an after school theater program, and we are setting a goal of 100% participation in our student-family conferences.

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- Engagement Event Exit Tickets
- School-based Family Survey
- Volunteer Count

Timeframe for Reviewing Process Data Measures:

- Monthly
- Quarterly
- Beginning of Year
- Middle of Year

- End of Year

Student Outcome Data Measures:

- Student Grade Reports
- Student Attendance
- Discipline/Suspensions
- Missed Instruction Log

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

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

- The McClure BLT team will focus on reviewing family and student surveys.
 - The Instructional Council and Teacher Leadership Cadre will support student family surveys.
 - The Administrative team coordinates with the PTSA on a weekly and monthly basis.
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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: \$164,064

Activities Implemented to Meet Intent and Purpose:

- Instructional support for students who qualify for multilingual services
- Translation and interpretation services

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: \$93,872

Activities Implemented to Meet Intent and Purpose: Instructional supports for students who qualify for LAP-funded interventions