



2025-26 Annual CSIP Meany 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: Meany Middle School

Principal: Chanda E. Oatis Trotman

Instructional Vision: Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal. By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

Members of the Building Leadership Team: Barbara Boulware, Jamar McKelvey, Anita Roberson, Marilyn Prosser, Joshua Simpson, Luis Trevino, Mary Vester

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

Student Enrollment: 508

Special Education Percentage: 18.9%

Multilingual Learning Percentage: 16.5%

Highly Capable Percentage: 10%

Free and Reduced Lunch: 49.4%

Washington School Improvement Framework Status: Tier 1 Targeted 1-2

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:

- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Discipline/Suspension
- School Attendance Dashboard on Atlas

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.)?

- Staff Qualifications: 71.4% of teachers hold a Master's degree or higher, and the average teaching experience is 6.1 years.
- Student Attendance: 68% of students attended 90% or more school days in 2023–24.
- Academic Growth in Subgroups: Notable gains in ELA and Math for students in Highly Capable programs and Non-Low-Income groups.
- Per-Pupil Investment: The school spends \$20,220 per student, which is relatively high and may support enriched learning environments

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

- Math Achievement: Overall math proficiency remains low (34.3% foundational, 52.6% consistent grade-level knowledge).
- Support for English Language Learners (ELLs): ELL students consistently score lower in both ELA and Math compared to their peers.
- Attendance Disparities: While overall attendance is decent, some student groups may be underrepresented in the 90%+ attendance bracket.

Disproportionalities: What disproportionalities exist among student groups?

Academic Performance: Students with disabilities, ELLs, and low-income students show significantly lower proficiency in both ELA and Math compared to their peers.

Race/Ethnicity Gaps: Black/African American and Hispanic/Latino students consistently score lower than White and Asian students in both subjects.

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

- Access to Enrichment: Lower participation in Highly Capable programs among marginalized groups.
Language Barriers: Limited instructional support for ELLs.
- Socioeconomic Factors: Nearly half of the student population is low-income (49.4%), which may impact access to resources and consistent attendance

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

- Targeted Academic Interventions: Addressing Math and ELA gaps for ELLs and students with disabilities.
- Inclusive Enrichment Access: Expanding access to Highly Capable programs and advanced coursework for underrepresented groups.
- Attendance Support: Improving attendance for students below the 90% threshold.

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

- Academic and Attendance Link: Students with lower attendance often show lower academic performance.
- Language and Achievement: ELL status correlates with lower scores, suggesting a need for integrated language and content instruction.
- Income and Engagement: Low-income status intersects with both attendance and achievement gaps.

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

- Professional Development: Focused PD on strategies for supporting ELLs and inclusive instruction.
- Attendance Campaigns: School-wide initiatives to boost daily attendance.
- Family Engagement: Strengthening communication and support for families of underperforming student groups.

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?

- Digital platforms for differentiated instruction.
- Online tools for formative assessment and feedback.

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

Measures and Targets

2023-26 Goal:

By June 2026, students with an attendance rate of 90% or greater will increase to 70% of all students, which is a 10% increase from June 2024.

2025-26 Goal:

By June 2026, students with an attendance rate of 90% or greater will increase to 65% of all students, which is a 10% increase from June 2024.

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 determining needed supports.

Implementation Activity:

Team Composition

Process Data Measures:

- Comprehensive School Counseling Program School Plan
- Building determine Schedule of MTSS Meetings
- School-based Survey (staff or students)
- Student Attendance Agreement Plan

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:

Quarterly

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

- Counseling
- Attendance Specialist
- Social Worker
- BHC
- Administration

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

By August 2026, 53% of 7th Grade African American Males at Meany Middle School will meet Level 3 Proficient or higher in Math, as measured by the Smarter Balanced Assessment Consortium (SBAC) administered test.

2025-26 Goal:

By June 2026, 24% of 6th Grade African American Males at Meany Middle School will be projected proficient or above in Math as measured by the Spring MAP.

Action Plan

Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement tasks that promote reasoning and problem solving and facilitate meaningful mathematical discourse.

Implementation Activity:

Team Composition

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Lesson Exit Tickets
- Walk-through/Observational Data
- Teacher collected data in Unified Insights

Timeframe for Reviewing Process Data Measures:

- Monthly
- Quarterly

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

- Math Team
- Assistant Principal
- Math Coach

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.

Expanded Learning

PTSA funded after-school math tutoring/support.

Homework Policy

There will be no specifically assigned homework for middle school students. However, it's important to note that homework may be necessary for those students who do not complete their daily in-class work. Our goal is to provide an optimal learning environment during school hours, ensuring that students have the opportunity to finish their tasks with the guidance of our dedicated teachers.

We understand the importance of fostering a love for reading in our students. To support this, we highly recommend that your child spend at least 20 minutes each day engaged in independent reading. Encouraging a reading habit has proven to enhance academic performance and stimulate cognitive development.

By eliminating assigned homework, we aim to create a more balanced approach to learning, allowing students to focus on in-class activities and encouraging a healthy work-life balance. We believe that this adjustment will contribute to a positive and enriching educational experience for our middle school students.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

2025-26, we would like to see our parents of color participation improve in all parent leadership areas and overall participation.

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2024-25, we would like to see our parents of color participation improve in all parent leadership areas and overall participation.

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:

Staff Participates in communicating with parents through phone calls, emails, or Talking Points. All staff commit to engaging with a family event organized by our Family Outreach Committee

Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)
- Homework Completion

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions
- 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:

- Family Community Outreach Committee
- Administration

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 includes, 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: \$35,1007

Activities Implemented to Meet Intent and Purpose:

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

Fund Program: Learning Assistance Program (LAP)

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

Dollar Amount: \$151,604

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