2025-26 Annual CSIP
Washington 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: Washington Middle School

Principal: Adrian Manriquez

Instructional Vision Theory of Action: When we participate in Professional Learning Communities and the MTSS Process using a Standards Based Mindset, then we can collaboratively analyze student data such as attendance, behavior, and coursework (academics) with our colleagues to identify Tier 1-3 strategies that will impact instruction and social-emotional needs. These processes will inform which student receives what services to fully leverage resources. When staff participate in school wide learning walks with a focus on recognizing strategies that lift the rigor of academic discourse among students, then teachers build on their instructional practice to give students opportunities to participate in academic talk that increases their academic outcomes. Finally, when we increase communication between the family and the school, we will foster a collaborative relationship that improves student engagement with the school and allows us to work in partnership with families to improve student outcomes.

Members of the Building Leadership Team: Adrian Manriquez, Olivia Prestis, Ryan Martinson, Chad Pharis, Katherine Landerholm, Lauren Weber, Gabriel Avelar, Paula Pablo (Community Representative), and Cat Koehn (parent representative).

2023-26 CSIP Washington

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

Student Enrollment: 567

Special Education Percentage: 17.5%

Multilingual Learning Percentage: 24.2%

Highly Capable Percentage: 19.2%

Free and Reduced Lunch Percentage: 58.9%

Washington School Improvement Framework Status: Tier 2 Targeted 3+

Washington OPSI 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:

- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Walkthrough/Observational Data
- Course Enrollment
- Teacher collected data in Unified Insights
- School-based Student Surveys
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- Student Mobility Data
- 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.)?

Students have shown growth in the ELA (50.1% Proficient) and Math (42.6% Proficient) on the Smarter Balanced Assessment across the past three years. This is also true if you follow them by cohort. Students showed growth in the Science WCAS. Additionally, the student climate survey results went up significantly compared to Spring of the previous year. We had over 100 additional responses in the Spring 2025 survey compared to the 2024 survey. We saw an increase in belonging, safety, and a huge jump in student voice and leadership (4%). Staff turnover decreased as well.

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

While students grew in ELA and Math, we continue to consider this a top need due to leadership changes over the years. Having a consistent and reliable instructional vision will be helpful. ELA has also launched Inquiry by Design and iReady curriculums, so there is interest in how that will impact scores. We will continue to support math classes through SEMI initiatives. The second top need is

supporting multilingual and special education students in academics to address disproportionalities in SBA scores.

Disproportionalities: What disproportionalities exist among student groups?

Students furthest from Educational Justice continue to have a lower percentage in comparison to peers (note that there is still a positive trajectory). Special Education and Multilingual Students also are not meeting standards in comparison to others. There is also an opportunity to increase attendance for Black, Latino, and Special Education Students. 49% of Black students attended school over 90% of the time. 48% of Latino students attended school over 90% of the time. 36% of Special Education students attended school over 90% of the time.

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

Black/African American students scored significantly lower in both ELA (50.0%) and Math (50.0%) compared to White students (ELA: 61.5%, Math: 62.0%) and Asian students (ELA: 65.5%, Math: 71.0%).

This is likely a combination of systemic racism where students do not have the same opportunities as their peers in the community. Additionally, students who are not at grade level need more targeted intervention in both subjects that has not always been available.

Only 69.7% of students attended 90% or more of school days, which may disproportionately affect students from historically underserved groups. This is likely due to school not feeling warm and welcoming or Social Emotional Needs not being met.

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

- Support for English Language Learners (ELLs) and Students who received Special Education Services- ELLs scored lower (ELA: 45.0%, Math: 47.0%) than non-ELLs (ELA: 63.0%, Math: 58.0%), suggesting a need for enhanced language and academic support.
- Improving Attendance- With nearly 30% of students missing significant instructional time, improving attendance could have a broad impact on academic outcomes.
- Improve 2-Way Communication with Families- Based on exit tickets and family events, families really want more communication around academics and engagement with the school through activity. We have opportunities to have more family events, more engagement through information and data sharing, and newsletters.
- Continue to provide Student Voice and Leadership - Students will have more opportunity for engagement through Leadership, Advisory, PBIS, Student Groups- PI, LGBTQIA+, BARC, Latino, and after school programs.

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

- Attendance and Academic Performance: Chronic absenteeism likely contributes to lower achievement, especially among low-income and ELL students.
- Disability and Income Status: Students with disabilities and those from low-income backgrounds often overlap, compounding barriers to success.
- Language and Learning Gaps: ELL status intersects with race/ethnicity and income, influencing both access to curriculum and assessment performance.

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

- Master Schedule: We immediately used intervention data to connect students with an empowerment/enrichment intervention course. We also used our funds to ensure there is support for mathematics/ELA intervention. The quick win is having students in the correct

course based on data including gender, special education, and multilingual needs. We also used data to place students in grade level advisories for SEL needs. This was a bigger strategy than previous years.

- Family Engagement for Multilingual Families: We would like to continue to have family events and would like to build our relationships with those families. They have expressed feedback on not knowing how to use tools. If we provide an evening for them to get to know us and learn our tools that could impact student outcomes of this marginalized population.
- Attendance: Launching a school-wide attendance initiative could improve engagement and readiness to learn.

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

- Smart Pass is being introduced this year as a digital hall pass so that student time out of class is tracked to hold students accountable and maximize instructional minutes to improve engagement.
- GoGuardian will be used to strengthen engagement with instruction rather than distracting sites. IReady, iReady Phonics, and Newsela were purchased to support literacy instruction through differentiation.
- Smore will be used for communicating with families. OneNote will capture meeting minutes. The district provided curriculum is online and utilize technology within the curriculum and instruction.

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?

Our librarian is the Educational Technologist in the building and is district funded. We will have Professional Development that incorporates Technology tools and will teach staff how to use our technology platforms (i.e., iReady Phonics Training, Teacher Toolbox, SmartPass, etc.) The district offers support for curriculum needs.

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

Measures and Targets

2023-26 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 and Inclusionary Practices by increasing the presence of student work through public displays of work, assemblies/pep rallies, and incorporating student voice into classrooms.

2025-26 Goal:

By the end of the 2025 – 2026 school year, Washington Middle School classroom teachers will seek out student feedback and use it to inform their professional practice. This will be measured through charters, surveys, observations, and feedback-based activities to determine how and why students feel joy in the classroom.

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:

Group Agreements/Charters: Our school will engage in co-creating Group Agreement and/or Charter Processes and implement with student (A staff model done at TRI).

Staff will seek Feedback from Students to create a warm and welcoming environment

For example, PBIS has been seeking feedback for incentives students want to do). Students participated in crafting the Family Compact.

BLT will create a process for students to give feedback to their classroom teacher at least annually or by semester.

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- School-based Survey (staff or students)
- BLT Meetings
- Student Data Chats
- Student interviews

Timeframe for Reviewing Process Data Measures:

- Quarterly
- Semester

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year

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

- BLT
- MTSS/PBIS Committees
- Teachers
- Counselors

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

84.4% of all students will pass the Math SBA. 66.2% of Students Furthest from Educational Justice will pass the SBA. 65.4% of African American students will pass the SBA. 60.6% of students with an IEP will pass the SBA. 44.1% of multilingual learners will pass the SBA.

2025-26 Goal:

The percent of 6th Grade Students of Color Furthest from Educational Justice projected proficient or above in Math based on MAP will increase from a baseline of 36.77% to a target goal of 38.7% 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
- Lesson Exit Tickets

Timeframe for Reviewing Process Data Measures:

Weekly

Student Outcome Data Measures:

- MAP
- Curriculum-Embedded Assessments (CEAs)
- Student Grade Reports
- Smarter Balanced Assessment (SBA)
- Formative Assessment Data with a focus on student discourse quality and student-to-student discourse about mathematics

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly: Students are asked to review their own performance assessment data regularly within each quarter. Students are then asked to determine their own next steps for their learning progress toward meeting learning and data goals.

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

Each math teacher will be responsible for implementing, measuring, and adjusting their teaching practice toward the goal of High-Quality Tier 1 Instruction. The 6th Grade Team will be supported by the District Math Coach

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

The math PLC will focus on supporting one another's teaching practice goal of High-Quality Tier Instruction through a weekly PLC in addition to Red Wednesdays. In these PLC opportunities, the math department will present instructional problems of practice, planning dilemmas and questions, and engage with video club to build and improve pedagogical tools toward the goal of continually improving learning opportunities for students.

Highly Capable Services

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

Expanded Learning Plan

Students have a great opportunity to be involved in expanded learning thanks to our Levy funds. Our Community Based Organization, Seattle Parks and Recreation, creates expanded learning opportunities during the summer and mid-winter break, and after school programming. The camps are offered for grades 6-8 and provide scholars with the opportunity to improve their reading and math skills. First, our CBO targets our students who are furthest from educational justice and may have received a Level 1 or 2 on the Smarter Balanced Assessment. Of course, programming is open for all. Then, students participate in academic classes. Students also have the chance for enrich themselves. Students can participate in baking, basketball, dancing, and other topics they may bring to the table.

Homework Policy

The decision to assign homework is based on the teacher's discretion. Students should expect to finish class assignments at home if not completed in class.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

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

2025-26 Goal:

By the end of the 2025-26 school year, we will increase two-way communication by engaging with families using Smore. We will have grade level newsletters and schoolwide newsletters. This will improve the amount of information shared with families and provide opportunities for feedback or school engagement.

Action Plan

Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students’ achievements and learning needs, school policies, practices, and community initiatives.

Implementation Activity:

Grade Level Leads will select a person to lead Smore Newsletters. Grade Level Leads and Admin will be provided training to learn how to use Smore. Educators will send a monthly newsletter.

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)

- Newsletters sent and newsletter viewers (participation)

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

Student Outcome Data Measures:

- Climate Survey
- Family Engagement

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year

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

- Grade Level Leads
- Administration
- Teachers to include information in newsletters

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

I**ntent 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 and include differentiation and enrichment.

Activities Implemented to Meet Intent and Purpose: 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: Title 1

Intent and Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.

Dollar Amount: $251,754

Activities Implemented to Meet Intent and Purpose:

- Staffing
- House Administrator
- Math Intervention
- Social Worker
- Academic Intervention (PD)
- Family events
- Professional development around MTSS, discipline, academics, and attendance

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: $752,295

Activities Implemented to Meet Intent and Purpose: Used to support ML students with teachers, supplies, and translation services.

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:

- Reading interventionist
- Intervention resources like supplies or extra time.

Fund Program: High Poverty 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: $155,4741

Activities Implemented to Meet Intent and Purpose:

- Staffing
- Academic Interventionist
- Reading Interventionist
- Social Worker

Fund Program: FEPP Levy Funds

Intent and Purpose: Local levy revenue may be combined in schoolwide programs.

Dollar Amount: $288,000

Activities Implemented to Meet Intent and Purpose:

- Seattle Parks and Rec
- SU, Stipends
- iReady
- Learning Walks
- Supplies
- Collaboration