2026-27 Continuous School Improvement Plan (CSIP)
Interagency Academy Programs

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 development process supports schools in using an asset-based approach to identify and address diverse needs by completing a comprehensive needs assessment and then implementing evidence-based practices within an inclusive educational environment to reduce systemic inequities and improve student outcomes for all students.

The 2026-27 Annual CSIP is a "living document" that 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.

School Information

Principal: Joseph Mingo

School Board Annual Approval of Schools: October 7, 2026

Instructional Vision Theory of Action:

If Interagency Academy strengthens coherence across systems of teaching, learning, and engagement, anchored in restorative practices, consistent attendance systems, and authentic student voice, then students will experience inclusive, predictable, and affirming environments that build belonging and academic confidence. By embedding holistic approach and anti-racist practices into daily routines, advisory systems, and classroom structures, we will reduce missed instruction, increase attendance, and cultivate a culture of mutual respect and accountability. Through ongoing restorative circles, progress monitoring, and advisory-based support plans, staff and students will co-create spaces where engagement and perseverance become the foundation for learning.

As Interagency implements collaborative data cycles through PLCs and MTSS, educators will monitor progress, credit earning, and CEA results to identify instructional gaps and respond in real time. Concurrently, the Family Engagement Team will strengthen two-way communication and partnership structures that connect families to learning goals, ensuring that family voice is integrated into decision-making and progress monitoring. This alignment, between classroom practice, family engagement, and continuous improvement systems, ensures our instructional vision lives through daily collaboration, reflection, and adaptive design. By continually studying our progress through the CSIP, we will close opportunity gaps, sustain equitable outcomes, and uphold Interagency' s mission to help every student graduate with dignity, belonging, and purpose.

School Staff, Family, and Community Partners who participated in the development of the CSIP:

- Joseph Mingo – Interim Principal
- Tenea Jones – Interim Assistant Principal
- Rebecca Dodge – Teacher, BLT Member

- Brenda McGhee – SFA, BLT Member
- Hazel Koons – Teacher
- Flordelrio Correa – Teacher
- Micaela Newman – AIS
- Ronica Hairston – Community Member

2025-26 OSPI School Report Card Information (2025-26 School Year)

Student Enrollment: 181

English Language Learner Percentage: 12.2%

Free and reduced Lunch Percentage: 66.0%

Highly Capable Percentage: 0.6%

Special Education Percentage: 44.2%

Washington School Improvement Framework Status: Tier 3 Plus

Interagency Programs OSIP School Report Card

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 OSPI CNA Toolkit provides guidance to school staff on how to conduct a CNA.

It is expected that the CNA be conducted collaboratively with local stakeholders rather than completed by a small group of school staff. This means engaging school staff, parents, a diverse assortment of leaders and external support providers (even students at the secondary level) during the phases of the CNA process.

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

Data analyzed for the CNA:

- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- Smarter Balanced Assessment ELA
- Smarter Balanced Assessment Math
- Student Grade Reports
- Graduation Credit Tracking in Atlas
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- WSLP (Written Student Learning Plan)

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.)?

> Restorative practice work has resulted in pockets of increased data for some students. We plan to build on this success with the insights of Community Partner, Huayruro and their work in Youth Detention.

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

The first need that is clear through multiple data points; SBA and Curriculum Embedded Assessment, is that very few students complete these assessments. Increasing completion rates is a high priority as we will begin with aligning instructional practices and dramatically raising expectations and assuring students are understanding what they are learning as well as how they are learning it.

The second need that is clear through multiple data points; attendance, discipline, and grades, is a lack of true connection to each and every student/family resulting in very low attendance.

Disproportionalities: What disproportionalities exist among student groups?

By design, our school highlights a huge disproportionality within the district as large. Students from marginalized populations come to us in credit deficit, is highly mobile, often court involved.

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

Due to systemic disproportionalities in all schools, students often enroll in Interagency Programs.

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

Each student has a laptop and receives access to online curriculum as a method to address low attendance.

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 has access to training in their specific content areas to ensure they are proficient with required use of technology.

Resource Inequities

Resource inequities are found by analyzing key data. This includes looking at spending per student, teacher qualifications, access to special staff, participation in challenging courses and more. The following summarizes what resource inequities were identified and will be addressed through the Action Plans.

Resource Inequities Identified:

- Staffing access varies by site and schedule, limiting timely intervention, counseling, and family outreach in some locations.
- Limited access to some high-value courses/support blocks (credit recovery time, CTE/dual credit opportunities) due to staffing, space, or transportation.
- Translation/interpretation capacity does not always meet the volume/timing of family needs, impacting two-way communication.

Resource Inequities Addressed within the CSIP Action Plans:

- Reallocate funds and FTE by need (attendance, credit, and mobility indicators) to protect intervention time, multilingual family outreach, and counseling.
- Guarantee PLC/PD time at every site for CEA alignment and equitable grading practices.
- Protect transportation and technology supports (bus cards, device/hotspot refresh) for continuity of learning.

- Centralize translation/interpretation requests with quick-turn templates to ensure timely family updates. Interagency Academy will increase our overall Attendance Rate from 47% to 56% by June 2027.

Priority Area 1: Rigorous Instruction and Collaborative Teachers

Instruction is customized, inclusive, motivating, and aligned to high standards. Students are actively engaged in ambitious intellectual activity and develop critical thinking skills. Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

ELA Goal:

By June 2027, the percentage of 10th-grade students meeting standard (Level 3) or above (Level 4) in ELA, based on the Smarter Balanced Assessment, will increase from a baseline of 32.3% to 37.3%. Additionally, the 10th-grade ELA Smarter Balanced Assessment participation rate will increase from 52.5% to 57.45%.

Math Goal:

By June 2027, the percentage of 10th-grade students meeting or exceeding standard (Levels 3 and 4) in Math on the Smarter Balanced Assessment will increase from a baseline of 10.0% to 15.0%, while the assessment participation rate will increase from 50% to 55%.

Credits On Track:

By June 2027, the percentage of 9th, 10th and 11th Grade students on track to graduate based on earning the required number of credits for their grade level will increase from a baseline of 20% to 35%.

Graduation Rate Goal:

By June 2027, the percentage of students who graduate in four or fewer years will increase from a baseline of 38.3% to 42.3%.

Graduation Plus Goal:

By June 2027, in partnership with school counselors, senior advisors, and the MTSS team, Interagency Academy will increase the four-year adjusted cohort graduation rate from 37.0% to 41.0% for all students, from 23.9% to 31.9% for Hispanic/Latino students, and from 35.3% to 41.0% for students with disabilities. Progress will be monitored quarterly through senior credit tracking in Atlas and the Senior Tier Intervention Protocol, and results will be confirmed with OSPI Report Card/WSIF data.

Staff Survey Goal:

By June 2027, at least 50% of staff will participate in each of the fall and spring SPS Surveys.

Action Plan

Evidence-based Practice:

Graduation & Course Data Tracking: Staff regularly review credit-earning, pathway completion, advanced coursework access, and other college and career readiness data (e.g., in Atlas).

The Every Student Suceeds Act (ESSA) Evidence Rating for the Evidence-based Practice:

☐ Tier 1: Strong Evidence (Supported by a well-designed, randomized controlled trial.)

☒ Tier 2: Moderate Evidence (Supported by a well-designed quasi-experimental study.)

☐ Tier 3: Promising Evidence (Supported by a well-designed correlational study with statistical controls for bias.)

☐ Tier 4: Demonstrates a Rationale (Supported by a well-defined logic model based on rigorous research.)

Implementation Activity:

Developing a Tiered System of Support for our Students at Interagency Academy. Students that are High Attendance, Low Credit Earning, we will be working towards interventions for them and students that are low attendance, low credit earning we will be working on separate interventions for them. Additionally, creating a Tier Intervention Protocol for our Seniors to Support them.

Professional Development:

Administration will support TLC and PD committee with developing a PD calendar that supports the development of a learning walk tool, data review process and necessary post assessment shifts to support student learning.

Process Data Measures:

Interagency accounts for proficient at the cut off score of L2 with SBA. Focus on increasing participation in taking SBA through tracking attendance, growth, and increased participation.

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

Graduation Credit Tracking in Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- School Counselors
- TLC
- PD committee
- Instructional Council
- All teachers
- Administration

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.
- 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 wellbeing.

Homework Policy

At Interagency Academy, students are able to determine the best way to accomplish their credit recovery goals and graduation requirements. Interagency Academy allows each student to follow the goals of their Student Learning Plans to meet their academic goals.

Expanded Learning

The goal for Interagency' s summer school is to offer ongoing personal, academic, and social emotional supports in the summer. The summer school coordinator and supporting staff will accomplish this goal by convening as a team in late summer/ early fall, review data for previous summer programming, meet/ release as a team at least twice during the school year to prepare the summer school calendar, plan curriculum and brainstorm ideas for in person activities that support student learning and credit retrieval and drafting summer school expectations and clearly communicating those expectations to all staff. Accomplishing this goal will result in year-round supports and meaningful learning experiences for students while simultaneously retrieving needed credit. IA Summer School/summer learning program is available to students three hours weekly for ten weeks of summer vacation.

Interagency students, along with their advisor and counselor, design a summer learning plan and then are enrolled in our summer session. Students primarily engage with Summer Learning at IA for credit retrieval, one of the benefits of this program is the consistency and routine offered to help with student stamina in our on-line space. While students earn credit during summer session, we know that the largest indicator of its success is the rate of returning students. Looking to expand our team, we have one support person (certificated teacher) and on record, one admin. Held at our Columbia City site, our Student Resource Navigators are also available to students for barrier removal to aid with student engagement and attendance.

Priority Area 2: Supportive Environment

Schools establish a school and classroom culture where students feel safe, supported, and challenged by their teachers and peers.

Attendance Goal:

By June 2027, the regular attendance rate for all students attending 90% or more of school days will increase from a baseline of 12.5 % to 17.5 %.

Student Survey Goal:

By June 2027, at least 75% of students will participate in each of the fall and spring SPS Surveys.

Action Plan

Evidence-based Practice 1:

Student Re-engagement (Addressing Chronic Absenteeism): MTSS Teams in school buildings will build out Attendance Workshops to address chronic absenteeism, which fulfill state and district mandates on Community Engagement Boards (CEB) and help to track students needing school re-engagement support through care coordination/case management.

The Every Student Suceeds Act (ESSA) Evidence Rating for the Evidence-based Practice:

☐ Tier 1: Strong Evidence (Supported by a well-designed, randomized controlled trial.)

☒ Tier 2: Moderate Evidence (Supported by a well-designed quasi-experimental study.)

☐ Tier 3: Promising Evidence (Supported by a well-designed correlational study with statistical controls for bias.)

☐ Tier 4: Demonstrates a Rationale (Supported by a well-defined logic model based on rigorous research.)

Implementation Activity:

Implementation of the MTSS team to target students who are less engaged and focus on targeted aspects of removing barriers of Physiological Needs, Mental Health, Physical Health, and Substance Use.

Professional Development:

Staff will participate in restorative practices and focus on warmer demander framework for high expectations

Process Data Measures:

- Student Interviews
- MTSS Team Meets Regularly/MTSS Team Data

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Social Workers (SEL & Mental Health)
- School Counselors (SEL & Career & College Readiness)
- CEAs & SFAs (Safe & Welcoming Environment),
- All teachers

Evidence-based Practice 2:

Credit/Elective Incentives for Holistic Interventions

The Every Student Suceeds Act (ESSA) Evidence Rating for the Evidence-based Practice:

☐ Tier 1: Strong Evidence (Supported by a well-designed, randomized controlled trial.)

☐ Tier 2: Moderate Evidence (Supported by a well-designed quasi-experimental study.)

☐ Tier 3: Promising Evidence (Supported by a well-designed correlational study with statistical controls for bias.)

☒ Tier 4: Demonstrates a Rationale (Supported by a well-defined logic model based on rigorous research.)

Implementation Activity:

Building a proactive stance towards a Tiered Holistic System of Supports and Practices to serve our students.

Professional Development:

Designated keynote speakers to facilitate continuous learning to best support the needs of the whole student. Utilized established support through Teen Health Center (Kaiser) and district RP coordinators.

Process Data Measures:

MTSS Interventions and Classroom Walkthrough Data

Timeframe for Reviewing Process Data Measures:

- Monthly
- Quarterly

Student Outcome Data Measures:

- School Attendance Dashboard on Atlas
- Graduation Credit Tracking in Atlas
- Walkthrough/Observational Data

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Social Workers (SEL & Mental Health)
- School Counselors (SEL & Career & College Readiness)
- Campus Leads, MTSS Team

Priority Area 3: Strong Family and Community Ties

School leadership brings resources into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Measures and Targets

Family Survey Goal:

By June 2027, at least 50% of all families will complete both fall and spring SPS Staff Surveys.

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.

The Every Student Suceeds Act (ESSA) Evidence Rating for the Evidence-based Practice:

☐ Tier 1: Strong Evidence (Supported by a well-designed, randomized controlled trial.)

☐ Tier 2: Moderate Evidence (Supported by a well-designed quasi-experimental study.)

☒ Tier 3: Promising Evidence (Supported by a well-designed correlational study with statistical controls for bias.)

☐ Tier 4: Demonstrates a Rationale (Supported by a well-defined logic model based on rigorous research.)

Implementation Activity:

Determining Family Engagement Resources and Activities to effectively engage our families at Interagency Academy. Working with multiple stakeholders, Family Engagement Team, Senior Advisors, Campus Leads, School Counselors, CEAs and SFAs to determine the scope of family engagement activities for the school year.

Process Data Measures:

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

- School-based Family Survey
- Admin bi-weekly newsletters to families

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

SPS Family Survey

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:

- Family Support Specialist
- CEAs
- SFAs
- Teachers
- School Counselors
- Campus Leaders
- Senior Advisors

Evidence-based Practice 2:

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.

The Every Student Suceeds Act (ESSA) Evidence Rating for the Evidence-based Practice:

☐ Tier 1: Strong Evidence (Supported by a well-designed, randomized controlled trial.)

☐ Tier 2: Moderate Evidence (Supported by a well-designed quasi-experimental study.)

☐ Tier 3: Promising Evidence (Supported by a well-designed correlational study with statistical controls for bias.)

☒ Tier 4: Demonstrates a Rationale (Supported by a well-defined logic model based on rigorous research.)

Implementation Activity:

Create Tier Family Engagement & Communication Protocol

Professional Development:

Provide culturally sensitivity training

Process Data Measures:

- School Attendance Dashboard on Atlas
- Admin biweekly newsletters read
- Participation/Attendance (e.g., Events)

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

SPS Family Survey

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Family Support Specialist
- CEAs
- SFAs
- Teachers
- School Counselors
- Campus Leaders
- Senior Advisors
- Administration

2026-27 Resource Allocations to Support School Improvement

The following describes how the school allocates specific supplemental funds to improve student learning in support of CSIP Goals.

Fund Program: Language Instruction for English Learner (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: $66,665

Activities Implemented to Meet Intent and Purpose and Support CSIP Goal(s):

Instructional support for students eligible for multilingual services.

Connection to CSIP Goal(s):

☒ Priority Area 1: Rigorous Instruction and Collaborative Teachers

☐ Priority Area 2: Supportive Environment

☐ Priority Area 3: Strong Family and Community Ties

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 or local graduation requirements.

Dollar Amount: $102,376

Activities Implemented to Meet Intent and Purpose and Support CSIP Goal(s):

Instructional supports for students eligible for the learning assistance program.

Connection to CSIP Goal(s):

☒ Priority Area 1: Rigorous Instruction and Collaborative Teachers

☐ Priority Area 2: Supportive Environment

☐ Priority Area 3: Strong Family and Community Ties

Fund Program: High Poverty LAP

Intent and Purpose: The use of High Poverty 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 or local graduation requirements. The activities through these funds will support credit retrieval for students who are credit deficient.

Dollar Amount: $107,594

Activities Implemented to Meet Intent and Purpose and Support CSIP Goal(s):

- Online Curriculum Platform
- Curriculum Program
- Summer School

Connection to CSIP Goal(s):

☒ Priority Area 1: Rigorous Instruction and Collaborative Teachers

☒ Priority Area 2: Supportive Environment

☐ Priority Area 3: Strong Family and Community Ties

Fund Program: Title I

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

Dollar Amount: $215,534

Activities Implemented to Meet Intent and Purpose and Support CSIP Goal(s):

- Attendance Initiatives
- Professional Development
- Parent Engagement
- 1.7 Teacher FTE

Connection to CSIP Goal(s):

☒ Priority Area 1: Rigorous Instruction and Collaborative Teachers

☒ Priority Area 2: Supportive Environment

☐ Priority Area 3: Strong Family and Community Ties

Fund Program: Families, Education, Preschool, and Promise Levy

Intent and Purpose: Seattle Department of Education and Early Learning School-Based Investments provide intensive, supplemental support to students not yet meeting grade-level learning standards.

Dollar Amount: $607,215

Activities Implemented to Meet Intent and Purpose and Support CSIP Goal(s):

- 1.0 Academic Interventionalist (Instructional Coach)
- 2.0 Social Worker
- .3 CTE – CCLC Teacher
- Levy Coordinator
- Senior Advisors
- Arts Corps Contract
- Early Release/Curriculum Planning & Development

Connection to CSIP Goal(s):

☐ Priority Area 1: Rigorous Instruction and Collaborative Teachers

☒ Priority Area 2: Supportive Environment

☒ Priority Area 3: Strong Family and Community Ties