



Continuous School Improvement Plan

West Seattle High School

2016 – 2018

Ruth Medsker and Garth Reeves, Principals



School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

The West Seattle High School CSIP was reviewed by the BLT on November 21st, 2016.

Mission and Vision

Mission

West Seattle High School building bridges to the future and leaders of tomorrow.

Vision

West Seattle High School-preparing all students for college and beyond by providing challenging learning experiences which foster scholarship, character, service and leadership.

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>Comprehensive data analysis was conducted over the summer, reviewing assessment outcomes, grades data, staff and student survey data, discipline data and disaggregated across all subgroups. Staff participated in a needs analysis activity prior to school starting, both as a whole staff and then again by department, beginning with root cause analysis and identification of primary drivers. This work forms the basis of our school-wide and department inquiry cycle for 2016-17.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>WSHS is into the third year of a focus on research-backed inquiry strategies as both an engagement and pedagogical approach. The emphasis in year three is in the development of performance-base assessments and project-based learning as tools for differentiation, responses to modified grading needs and engagement. Staff also reviewed the work of John Hattie and school is aligned to district initiatives around positive relationships and development of MTSS structure.</p> <p>We will increase enrollment in AP and Honors courses for all students and targeting increased enrollment in traditionally underserved populations by reducing barriers to admissions to advanced courses. We also are increasing in our academic/tutoring support for Advanced students. 2016-17 will be the baseline year.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>WSHS designs and delivers site-based professional development, responsive to the needs of identified problems of student learning and practice. The school has a standing professional development committee that is a collaborative effort between career ladder teachers and administration and open to all staff. Initiatives this year include conducting cycles of inquiry based on the work of the Carnegie Foundation using the principles of improvement science, conducting rounds of peer observation, facilitating collaborative planning time across departments and bringing in outside consultancy support in performance-based assessment and project-based learning.</p>
<p>Our school will increase parent/family engagement.</p>	<p>WSHS continues in our practice of developing the parent/family engagement via:</p> <ul style="list-style-type: none"> • Two parent representatives on our BLT • Monthly meeting between Administration and PTSA president • Hosting African-American and Latino family nights via the WSHS Equity Committee • Continuing to pilot exhibitions and other forms of student-led conferencing
<p>Our staff is involved in decision-making.</p>	<p>Yes, via our governing bodies of Building Leadership Team and Instructional Council. We also have Tech and Professional Development Committees that guide our work in those domains.</p>
<p>We will assist our students to meet standard.</p>	<p>The entire focus of our building-wide problem of student learning, department cycles of inquiry, and MTSS implementation is centered students meeting mastery in courses and positive engagement in school. Department goals around students meeting standard and school-wide MTSS are listed below. In addition to these emerging initiatives, we are building on current practices that include;</p> <ul style="list-style-type: none"> • Tutoring center/tutoring center support for struggling students

	<ul style="list-style-type: none"> • Interventions and structured support for 9th graders
Retain high quality, highly effective, and highly qualified staff.	Dependent on district//CBA hiring processes and funding.
How do we support the transitions of new students and families into our school?	<p>Incoming 9th grade students are welcomed by LINK leaders on the first day of school. They run through a variety of activities and challenges to help them “learn” high school. Throughout the year they meet with their LINK leader during lunch to learn more about how to successfully navigate high school. LINK leaders also present lessons in 9th grade classrooms throughout the year.</p> <p>Incoming 9th grade parents and students new to the school are invited to attend an orientation/social the week before school starts. Support staff is introduced, first day activities are outlined, parents are given tours guided by student to learn about the culture of the school.</p> <p>All new students meet with their counselor</p>
Our system of support assures our highly qualified staff are support students.	<p>WSHS has undertaken the development and implementation of site-based MTSS plan. We began by identifying the compelling problem of student learning via data analysis and engaging staff to identify both root causes and high leverage drivers to target for change initiatives. This work was cross-referenced with staff surveys of current practice to create our draft Tier 1 interventions. That process is being repeated with Tier 2 interventions based around struggling students at Quarter 1. Our Tier 3 responses are already in play via our WSHS SIT team.</p>

The following table describes how funds are allocated to support and improve student learning.

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	\$5,373,480	Teaching staff to meet state/local standards and graduation requirements.
2016-2017	Specific Use Funds	Transitional Bilingual	\$159,268	Teachers, translations, extra time to support family events and textual materials
2016-2017	Combined Funds	Self Help	\$205,321	Supplies, professional development, and enrichment activities such as Writers in the School and Seattle Youth Symphony
2016-2017	Combined Funds	PTSA Grant	\$15,000	Unmet needs in Arts, Athletics and Academics
2016-2017	Combined Funds	Free & Reduced Lunch	\$159,268	Support for MTSS, credit retrieval licenses College Access Now
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$121,571	.4 teacher to provide in school academic support. IA for Tutoring Center tutor and extra time for before/after school tutoring
2016-2017	Combined Funds	Levy	\$337,314	1.1 teacher to support 9 th grade integrated blocks. University Tutors. .6 Counselor 1.0 College and career Counselor
2016-2017	Combined Funds	Levy Performance	\$127,000	Professional Development

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year			
Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Too many students are not meeting standard in our classes and/or are not positively engaged in our school.</p> <p>D & E grades 40% of WSHS students had at least one D or E (65% of African American students, 57% of Hispanic students, 34% of Caucasian students)</p>	<p>Clear and consistent focus on this problem of student learning via;</p> <ul style="list-style-type: none"> • Dept. and teacher specific goals tied directly to the problem of student learning • PD aligned to problem via cycles of inquiry and improvement science • Peer observation protocol and learning walks tied to inquiry-based pedagogy and performance-based assessments in support of ToA tied to problem... • Integrating MTSS implementation toward the problem of learning <p>African-American males, students of color and students with IEPs achieve mastery in all</p>	<p>Ruth Medsker/ Garth Reeves</p>	<p>November 2016</p> <p>October 2016- November 2017</p> <p>November 2016-June 2017</p> <p>November 2016-June 2017</p>

<p>14% of WSHS students had two or more E's (28% of Af. Am. Students, 28% of Hispanic students, 11% of Caucasian students)</p> <p>Achievement gaps for boys, SPED and students of color</p> <p>See above D/E data</p> <p>56% of boys met standard on SBA ELA, compared to 80% of girls</p> <p>51% of boys met standard on SMA Math, compared to 56% of girls</p> <p>72% of boys met standard on Biology EOC, compared to 84% of girls</p>	<p>classes at a C or above.</p> <p>Monitor (ABC Report):</p> <ul style="list-style-type: none"> • Grades • Attendance • Discipline <p>At 6 week, Q1, 18 week and SEM1 intervals (repeating in the 2nd semester).</p> <p>This data is correlated with department goal monitoring, attendance intervention data, and academic intervention data (tutoring) through our MTSS Implementation Team structure.</p> <p>Our gap closing strategies are focused around:</p> <p>Deepening our Inquiry Pedagogy via site-based PD and peer observations. In particular, we are diving into performance-based assessments.</p> <p>Convening our WSHS MTSS Implementation Team. Consensus categories begin to emerge:</p> <ul style="list-style-type: none"> • Curriculum and Engagement – (relevance, inquiry) • Attendance • Relationships (peer, adult) (belonging, connection to teacher – class/school environment, failure or fear of failure) • Skill Gaps (background knowledge, fixed mindset, meta and non-cognitive skills) • Communication <p>Next Steps:</p> <ul style="list-style-type: none"> • Develop menu of Tier 1 (universal) supports, and strategies at WSHS • Select 3-5, high leverage support/strategies • Tune through Instruction Council and Building Leadership Team • Socialize initiative school-wide for high fidelity implementation of high leverage supports • Repeat with Tier 2 (small group) Tier 3 (targeted, individual) supports/strategies... 		
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	<p>WHAT: <i>Increase overall attendance in PE classes to 95% by the end of the school year</i></p> <p>HOW: Create a student feedback survey to allow the students to voice which PE activities they like/dislike and what are the best ways to motivate them. The goal is then to take their responses and modify our activities, schedules, and performance feedback/grades to coincide more with student’s needs. We will modify the surveys, attempt to contact home (to see if there is a specific reason they are missing our class), brainstorming with other PE teachers in the district, and intentional verbal surveys/conversations.</p> <p><u>World Language</u></p> <p>WHAT: <i>By the end of semesters 1 and 2, 85% of African-American, African, and Hispanic students will be passing with a grade of 70% or higher.</i></p> <p>HOW: Increase success of African-American, African, and Hispanic students in World Languages classes via:</p> <ul style="list-style-type: none"> • Relationships: Develop a system for checking in with these students (such as a tracking sheet) to monitor engagement and determine needs bi-weekly. • Communication: All teachers will request long distance access codes. Teachers will reach out to targeted families once a quarter and encourage 2-way communication. • Classroom Structure: All teachers will have a notebook/binder system for all students. During weekly check-in, teachers will ask to see evidence of updated organization system from these students. 	<p>Meghan Schumacher</p>	
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Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Too many students are not meeting standard in our classes and/or are not positively engaged in our school.</p> <p>Attendance</p> <p>90.8% average attendance rate (Sept-Dec 2015) – equates to roughly 15 days missed, when extrapolated over 180 days</p>	<p>85% of students will be meet standard on common core state assessments and EOC Biology.</p> <p>90% year-to-date average attendance rate, with 40% or less of students missing 10 or more days.</p>	Ruth Medsker/ Garth Reeves	<p>June 2017</p> <p>8x/year; @ 5 weeks, quarters and semesters</p>

School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Too many students are not meeting standard in our classes and/or are not positively engaged in our school.</p> <p>Survey data on belonging, engagement and positive relationships</p> <p>39% overall responded favorably</p>	<p>60% overall responded favorably to “My teachers take the time to get to know me.”</p>	Ruth Medsker/ Garth Reeves	<p>June 2017</p>

<p>to “My teachers take the time to get to know me.”</p> <p>26% overall responded favorably to “My teachers show us how our work will help us in real life.”</p> <p>Site-based survey and focus groups with students (118 survey, 200+ focus)</p> <p>78% of students surveyed said they were not failing classes, yet 56% rated their engagement with learning as 3 or lower</p> <p>Hispanic students were 5.7x more likely to be short term suspended, than their white peers</p> <p>African American students were 3.7 times more likely to be suspended, than their white peers</p>	<p>60% overall responded favorably to “My teachers show us how our work will help us in real life.</p> <p>Reduce out of school incidents in PowerSchool to 75 or less, from 86 in 2015-16.</p> <p>Hispanic students account for 25% of suspension. Reduction in Hispanic suspensions to 12% or less, proportional to their population</p> <p>African-Americans account for 26.6% of suspension. Reduction in African-American suspensions to 20% or less, proportional to their population.</p>		
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