Continuous School Improvement Plan (CSIP)

West Seattle High School
2016 - 2018

Principal
Brian Vance

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.

Each departments presented data reflections on goals and next steps on June 6, 2017. Goals and strategies will be updated in August with the new principal.

Mission and Vision

Mission	Vision
West Seattle High School building bridges to the future and leaders of tomorrow.	West Seattle High School-preparing all students for college and beyond by providing challenging learning experiences which foster scholarship, character, service and leadership.

Terminology

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 **U**nderstanding **L**abeling **E**xpressing **R**egulating: 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, **M**easurable, **A**ttainable, **R**ealistic and **T**imely
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

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.
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 2017-18.

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:
• Careful constructed testing schedule. Students assigned by content teacher. Teacher set expectation for testing.
• Teachers sent lists of students testing for the day to encourage reluctant students
• Met with parents refusing to have students tested to review benefits of taking the test.
• Calls to students and families to encourage them to take if not a required graduation requirement and they did not test. Primarily Running Start, Special Education and students with chronic attendance issues.

We will use research-based strategies that help targeted students.

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.

In order to support advanced learning f 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.

Our school offers professional development that is high quality and ongoing.

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.

Our school will increase parent/family engagement.

WSHS continues in our practice of developing the parent/family engagement via:
• Two parent representatives on our BLT
• Monthly meeting between Administration and PTSA president
• Hosting family nights via the WSHS Equity Committee
  Exhibitions events for students to showcase learning
• Expand the number of student exhibitions and other forms of student-led conferencing
• Homework policy is determined by department and individual instructors. A course syllabi is required for every class offering credit. Homework policy is required to be communicated in the course syllabi. Homework expectations, average amount of time needed) are communicated the course catalog.

Our staff is involved in decision-making.

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.

We will assist our students to meet standard.

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;
• Tutoring center/tutoring center support for struggling students
• Interventions and structured support for 9th graders

Retain high quality, highly effective, and highly qualified staff.

Dependent on district//CBA hiring processes and funding. 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.

How do we support the transitions of new students and families into our school?

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.

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.

All new students meet with their counselor

How do we support students identified as highly capable?

In order to support advanced learning f 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.

Multi-Tiered System of Supports Budget

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

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	110,050	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	5,801,017	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	137,035	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	355,788	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	200,000	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Specific Use	Transitional Bilingual	112,991	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	1,741,506	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals
We have chosen to focus on the following area(s) over the 2017-18 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:
Too many students are not meeting standard in our classes and/or are not positively engaged in our school. 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) 14% of WSHS students had two or more E's (28% of Af. Am. Students, 28% of Hispanic students, 11% of Caucasian students) Achievement gaps for boys, SPED and students of color See above D/E data 56% of boys met standard on SBA ELA, compared to 80% of girls 51% of boys met standard on SMA Math, compared to 56% of girls 72% of boys met standard on Biology EOC, compared to 84% of girls classes at a C or above. Monitor (ABC Report): • Grades • Attendance • Discipline At 6 week, Q1, 18 week and SEM1 intervals (repeating in the 2nd semester). This data is correlated with department goal monitoring, attendance intervention data, and academic intervention data (tutoring) through our MTSS Implementation Team structure. Our gap closing strategies are focused around: Deepening our Inquiry Pedagogy via site-based PD and peer observations. In particular, we are diving into performance-based assessments. Convening our WSHS MTSS Implementation Team. Consensus categories begin to emerge: • Curriculum and Engagement – (relevance, inquiry) • Attendance	Clear and consistent focus on this problem of student learning via; • 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 African-American males, students of color aclasses at a C or above. Monitor (ABC Report): • Grades • Attendance • Discipline At 6 week, Q1, 18 week and SEM1 intervals (repeating in the 2nd semester). This data is correlated with department goal monitoring, attendance intervention data, and academic intervention data (tutoring) through our MTSS Implementation Team structure. Our gap closing strategies are focused around: Deepening our Inquiry Pedagogy via site-based PD and peer observations. In particular, we are diving into performance-based assessments. Convening our WSHS MTSS Implementation Team. Consensus categories begin to emerge: • 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 Next Steps: • Develop menu of Tier 1 (universal) supports, and strategies at WSHS	Principal	November 2017 October 2017-November 2017 November 2017-June 2018

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
• Relationships (peer, adult) (belonging, connection to teacher – class/school environment, failure or fear of failure Increase enrollment in AP and Honors courses for all students and targeting increased enrollment in traditionally underserved populations.	• 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… Baseline data: We had a 15% increase in AP courses from 2014-15 to 2015-16. 2016-17 target: 10% additional increase in AP enrollment. We also are increasing in our academic/tutoring support for Advanced students. 2016-17 will be the baseline year.		

Cluster of Teachers/ Grade Level 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:
Too many students are not meeting standard in our classes and/or are not positively engaged in our school. (See data above)	CTE/FINE ARTS/FCS WHAT: Decrease in Ds & Es from the baseline at Q1 by intervening with students to increase student engagement via use of surveys, academic supports, office hours and modifying grading methodology. HOW: Two check in points (per semester, 5th & 10th week) with every student who has a 69% or below. First check in is with EVERY student who has below a 69%+set a goal. Second check in is with EVERY student below a 69% and if there are repeats from the first check in, then bring in their parents for the second meeting as well. ENGLISH LANGUAGE ARTS WHAT: All male students will pass ELA classes with a C or higher at the end of each semester. HOW: Increase male student engagement, achievement, and skill development in all ELA classes by the end of the year by focusing on engagement strategies of student choice and personalization and scaffolding to address skill gaps. Departmental teachers will use a PLC approach and protocols to identify causes, test intervention strategies and evaluate effectiveness. The department will iterate targeted interventions, creating a Toolkit of Strategies for inter-departmental use and for School-wide exhibitions of department cycle of inquiry goals on February 15, 2017 (mid-year) & June 7, 2017 (summative) sharing out to whole-staff. ENGLISH LANGUAGE LEARNERS WHAT: 100% of ELL students increase by at least one level via a teacher-created rubric	Department Heads	School-wide exhibitions of department cycle of inquiry goals on February 15, 2018 (mid-year) & June 7, 2018 (summative

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
	based on ELL listening and speaking Standard 1 90% of ELL students will pass their Math or Science class with a minimum of a C grade for the 2016 2017 school year. HOW: Define listening and speaking baseline via student survey and series of in-class debate assignments. Conduct observation protocol (include frequency and confidence questions) for either Math or Science class Direct instruction for skills/sentence frames/strategies/vocabulary Outcomes measured in math/science grades and in final debate topic discussion and rubric to judge above-listed skills MATH WHAT: Reduce the Current Achievement Gap in mathematics by 67% per data disseminated at in service professional development at the beginning of the school year. HOW: Focus on building positive relationships especially with the populations most affected by the achievement gap by improvement in the level of student engagement and improvement in student attendance of targeted populations. Strategies that we plan to implement include but are not limited to: • performance based assessments that are relevant to real world applications of math concepts • collecting accurate parent contact information with pre-emptive parentalcommunication • Focus on positive relationship building through contacting other resources in the building such as IA's, Tutors, counselors and other support staff to gain relevant background information • building student relationships through group work and complex instruction • offering exam retakes for students that score less than 70% on the first round of assessments SCIENCE WHAT: Semester grades will show a 10% reduction in D/E grades versus 1st quarter. HOW: Targeted use of MTSS (such as laid out in staff handbook and Inquiry Strategies Doc) for all Non-Honors students below a 70% Development of at least one new Performance-Based activities and/or assessment per term. Continue to expand use of inquiry strategies SOCIAL STUDIES WHAT: By participating in performance-based and student-led inquiry assessments, students' engagement will increase in Social Studies classes and the number of male students meeting standard (70% on their overall grade) will increase to at least 85%. HOW: • All students/classes across the dept. Will participate in student generated question formation strategies/activities • Will be given or asked to conduct research on those questions		

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
	• Complete formative assessments • Answer self-selected questions • Complete a post-survey/reflection on the task and engagement PHYSICAL EDUCATION WHAT: Increase overall attendance in PE classes to 95% by the end of the school year. 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. WORLD LANGUAGE WHAT: 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. HOW: Increase success of African-American, African, and Hispanic students in World Languages classes via: • 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.		

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:
	Increase percent of students meeting standard on common core state SBA math assessments from 37% to 85% SBA ELA 77.8% to 85% EOC Biology 82% to 85% Increase attendance from 89% to 90% year-to-date average attendance rate, with 40% or less of students missing 10 or more days.	Principal	June 2018 8x/year; @ 5 weeks, quarters and semesters8x/year; @ 5 weeks, quarters and semesters June 2018

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:
Too many students are not meeting standard in our classes and/or are not positively engaged in our school. Survey data on belonging, engagement and positive relationships 39% overall responded favorably to "My teachers take the time to get to know me."	60% overall responded favorably to "My teachers take the time to get to know me." Reduce out of school incidents in PowerSchool to 75 or less, from 86 in 2015-16.	Principal	June 2018 8x/year; @ 5 weeks, quarters and semesters8x/year; @ 5 weeks, quarters and semesters June 2018
26% overall responded favorably to "My teachers show us how our work will help us in real life." Site-based survey and focus groups with students (118 survey, 200+ focus) 78% of students surveyed said they were not failing classes, yet 56% rated their engagement with learning as 3 or lower Hispanic students were 5.7x more likely to be short term suspended, than their white peers African American students were 3.7 times more likely to be suspended, than their white peers	Hispanic students account for 25% of suspension. Reduction in Hispanic suspensions to 12% or less, proportional to their population African-Americans account for 26.6% of suspension. Reduction in African-American suspensions to 20% or less, proportional to their population.		