

Chief Sealth



Seattle Excellence Continuous School Improvement Plan (CSIP)

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Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

Introduction

WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

Seattle Public Schools Foundational Beliefs for Supporting Student Learning

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

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As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **By collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

School Profile

Chief Sealth International High School is a comprehensive high school that offers a wide array of opportunities for students who value learning in a dynamic, multi-cultural environment. It is an exceptional place that celebrates innovation and individuality. As a center of international educational excellence, we provide students opportunities to study the world both in the classroom and beyond. Our academic and arts offerings, our career preparation, and our athletic programs focus on educating global citizens, and as an international school within the Seattle Public School system we prepare students, in partnership with families and community, for global citizenship in an increasingly interdependent world.

Chief Sealth International High School prides itself in being a “community” school. Not only do our students live in our community but so do many of the alumni and many of the students are children of Sealth alumni. We are committed to rally our neighbors in West Seattle around the positive activities at our school and for our students to reciprocate that pride and enhance our community.

Priorities and Measurable Goals

High School Focus Goal: 9th Grade On-Track

Priority Goal:

By the end of the 2020-2021 school year, at least 80% of the 9th grade Black/African American males will accumulate sufficient credits (6+ or more) to be on track to graduate in 4 years.

Target Goal #1:

The mean percentage of Black/African American male 9th graders who were on track for on-time graduation for the preceding 3 years was 72.3% compared to 81.7% for the entire Chief Sealth student population. For 2020-2021, it is our goal to increase this percentage by 10% to 80%.

Target Goal #2:

The mean percentage for the preceding 3 years of 9th grade students of color furthest from educational justice who were on track for on-time graduation was 76.7% compared to 81.7% for the entire Chief Sealth student population. It is our goal to raise this percentage by 10% to 84% for the 2020-2021 school year.

Safe and Welcoming Environment Goal

Priority Goal:

The goal for the 2020-2021 school year is to increase the attendance rate of African American males from less than 60% to at least 90%.

Target Goal:

Target Goal for Safe and Welcoming Environment will be placed here when available. To be provided by the district not by the schools.

High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality,

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culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

Chief Sealth will provide

- Tier 1 Strategies:
 - Teachers will allow retakes of formative and summative assessments
 - School-wide technology alignment and engagement practices as communicated by the Instructional Council
 - Teachers will participate in quarterly data summits, with a specific eye on disaggregated student data
 - Staff will utilize asynchronous time for additional student support
 - Staff will respond to student and family emails/phone calls within 24 hours during the school week
 - Learning Center (open before/after/during school)
 - Coaching conversations with students/families to take advanced coursework
 - Open access to honors credit via 9th/10th ELA and SS and 11th/12th IB classes with clear and consistent expectations
 - Embedded honors in 9th/10th ELA and SS courses
 - Open access for students to IB Standard Level and Highest Level courses
 - Targeted support groups for AA males and students FFEJ in IB classes (interventionists)
 - Promote advanced coursework opportunities
 - Discuss advanced coursework opportunities with all 9th graders
- Tier 2 Strategies
 - Referrals to the Learning Center for before, after and during school help
 - Referrals to Saturday School
 - Referrals to tutoring help Levy case management
 - Referrals to Targeted tutoring during asynchronous work time
 - After school study groups
 - Use of Restorative Practices/Circles
 - Support groups for targeted student populations Case management for opportunity youth
 - Bilingual and Special Education IAs in classes with demonstrated need for academic and SEL support

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- Additional tutors from UTSS in classes with demonstrated need for academic support including a focus on exited ELLs
- Student Success Team to provide progress monitoring, academic case management and emotional support for students with demonstrated needs
- Tier 3 Strategies
 - Individual intervention plans
 - Referrals to school social worker, school counselors, school nurse, or other health/mental health partners in the community
 - participating in restorative practices such as harm repair circles or circles to address particular challenges (e.g. grief, or a particularly challenging incident in the community supports for helping all 9th graders stay on track for on-time graduation.
 - Progress monitoring and case management

Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. 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.

CSIHS teachers will meet regularly in PLC’s to analyze student data, create common assessments, research instructional strategies and make intentional instructional decisions. All decisions will be guided by our focus on African American males and other students of color furthest removed from educational justice. Teachers will use research-based differentiated instructional strategies that challenge students at all academic levels while infusing multiethnic perspectives and global approaches to solving problems.

To eliminate gaps in the performance on state-mandated assessments, CSIHS will emphasize standards-based instruction and assessment in all content areas. We will challenge students in all classrooms to achieve at their highest potential by offering students the opportunity to opt-in to the honors level in 9th/10th grade ELA and the highest level in IB 11th/12th grade Math, Social Studies, Language Arts and Science classes. We will also offer the OSPI-approved Bridge to College Math and Bridge to College English classes which will serve as alternatives to meeting graduation requirements and will place students directly into college-level Math and English class. Many of our SOCFEJ students are also ELLs, so we will also focus on the needs of the these

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students by providing the services of bilingual Instructional Assistants in general education classes and by offering content-based instruction delivered by teachers who are dually certificated in Math, Science, Social studies and English as well as in the use of effective strategies for ELLs in both sheltered and general ed classes. ELLs who have been exited from the program also receive support and monitoring from the ELL case manager and the bilingual IA's. Other academic supports to close gaps include the placement of Bilingual and Special Education Instructional Assistants in classrooms, before/after/during school tutoring, homework help and Saturday School.

Knowing that students do not thrive unless they have established a strong sense of belonging and feel safe and comfortable in the environment, the CSIHS Student Success Team and the City Year crew will provide services such as Check and Connect Meetings, Focus Workshops, Afterschool Campus and Restorative Practices to establish direct, ongoing communication with students and families.

Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

ESSENTIAL PRACTICE 1: Increase academic supports for Tier 1 instruction to promote a culture of caring and belief in Black Excellence and to help all students stay on track to graduate college and career ready in 4 years.

ESSENTIAL PRACTICE 2: Provide the Tiers 2 and 3 supports for helping all 9th graders stay on track to graduate college and career ready.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

For the 2020-21 school year, as measured in the On-Line Platform Utilization Report, our average daily attendance % will be at or above the district average. Additionally, we will work to align our average daily use %, as measured in Teams, to be within 5% of our average daily attendance rate %.

Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Family and Community Goals

Priority Goal:

By June 2021, Chief Sealth International High School will engage in at least 5 listening and learning activities with students, families, and the broader community focused on the advancement and achievement of all students using the tenets of targeted universalism and focusing on African American Male students.

Plans for Family Engagement

Chief Sealth will partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement through:

- Principal Advisory Group
- Community Cafes
- East African Night
- Latino Nights

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- PTSA Meetings

We will proactively and consistently work in partnership with students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Seattle Excellence strategies being used include:

- Essential Practice 1: Positive Climate: Relationships and Connection
- Essential Practice 3: Talking Circles and Restorative Practices

Chief Sealth will expand and improve its Mentorship program to support the development of strong relationships between students and their mentor so that they are known well by at least one caring adult. We will continue to build on the current restorative practices, including regular community building circles at Tier 1, harm repair circles at Tier 2, and Tier 3 circles as needed (e.g. truancy, grief, alternatives to suspension, etc.). To amplify student voice, the Racial Equity team will partner with students to analyze Chief Sealth's policies and procedures and will suggest changes that uphold the dignity of all people.

STRATEGIES:

- Hold meetings of the Family Engagement Action Team arranged as Affinity Group Listening Sessions (grouped by language, racial identity, etc.)
- Use the levy team and other support staff to personally invite multiple families of SOCFEJ, utilizing affinity groups to build comfort and solidarity for families
- Use Remind and Talking Points for two-way communication with families

20-21 COVID-19 CSIP Addendum

Chief Sealth International High School

The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

Required Practices:

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.

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7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.
8. **Recommended School Specific Strategy as outlined in the Playbook:**
Chief Sealth will hold weekly CSI-Online Talks for the community to have an audience with CSIHS Administration b. Chief Sealth will host affinity group meetings based on language, culture and interest to gather information about how to connect with and serve members and to build strong partnerships

Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

Required Practices:

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
4. **Recommended School Specific Strategy as outlined in the Playbook**
Teachers at CSIHS will incorporate the elements of the 3 SEL signature strategies: WELCOMING ROUTINES that foster relationships and provide opportunities to listen and connect, such as greeting all students with warmth and joy, using their preferred names and facilitating daily check-ins. ENGAGING PRACTICES that intentionally provide brief and meaningful brain breaks and smooth transitions. OPTIMISTIC CLOSURE that reinforce the learning and promotes inquiry. CSIHS will also implement Anti-racist practices and will build on the current restorative practices

Curriculum, Instruction, and Assessment:

Required Practices:

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.

3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
 - A systemic plan to track and monitor learner experience data
 - (*e.g. determine level of engagement to inform supportive practices.*)
 - Collection and review of meaningful and purposeful data
 - (*e.g. aligns to SPS assessment plan for 2020-21 school year.*)
 - Adult collaboration between educators and families
 - (*e.g. review of data in collaborative PLCs*)
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
 - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
 - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
 - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
9. **Recommended School Specific Strategy as outlined in the Playbook:**

In order to have the best outcome for students CSIHs will anchor instruction in the recommended strategies for synchronous learning defined in the Playbook:

 - a) We will connect with students by welcoming them warmly at the opening and creating a sense of belonging.
 - b) We will reinforce opening routines
 - c) We will make expectations for individual/group work clear.
 - d) We will engage students by calling on them frequently to keep the ratio of student think time to teacher talk time high.
 - e) We will check for understanding frequently.