

Seattle Excellence Continuous School Improvement Plan (CSIP)

Lincoln High School

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.

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

Lincoln is a new comprehensive high school in north central Seattle, that opened in the fall of 2019. In 2020- 2021 school-year Lincoln will serve approximately 1000 students in grades 9-11 and will grow to approximately 1,600 when a full 4-grade high school. Lincoln is striving to prepare its students to navigate a complex and dynamic world with confidence and creativity through experiential learning that inspires students to think critically, solve problems and engage empathetically as global citizens. We cultivate this by framing learning experiences where students explore their lives and the world under the umbrella of a theme, concept, phenomenon, or event. Our learners engage with authentic problems that develop critical thinking and prompt the development and application of their knowledge and skills in all disciplines – language arts, mathematics, science, social studies, the arts – with meaningful career and technology connections and innovations. Our vision is: Learn with passion. Act with courage. Improve the world.

Priorities and Measurable Goals

High School Focus Goal: 9th Grade On-Track

Priority Goal:

On track graduation: A positive transition from 8th to 9th grade is a strong indicator of continued success for a student throughout their high school career. The 24-credit requirement does not provide any flexibility for credit deficiency without taking courses outside of the school day to still graduate on time.

LHS Goal 1: is 100% of LHS 9th graders will have earned 6 credits towards graduation by the end of their freshmen year, as measured by semester grade posts and student transcripts.

LHS Goal 2: is 100% of LHS 10th-11th grade (students who start their year credit deficient will have successfully made up classes they had failed (maximum of 2 classes, or one credit), as measured by credit recovery courses and student transcripts within one school year (before the beginning of the following school year) .

Safe and Welcoming Environment Goal

Research shows that students who feel connected to their school and are involved in at least one extracurricular or school culture activity do better academically in school. Lincoln High School was created with a mindset and program development to increase student engagement both in and outside of the academic classroom.

Goal 1: 100% of ninth-grade students at LHS will transition effectively and have a sense of belonging at school as measured by attendance and discipline rates, student reflection points (surveys), participation at least one extracurricular activities and student-led conferences.

Goal 2: 100% of students identified furthest away from educational justice will curate a deeper learning project and publicly exhibit their work during exhibitions held in twice a year, as measured by participation rates.

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,

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.

Core and Tiered Instruction and Supports: Tier one includes social, emotional, behavioral and academic expectations and instruction delivered to all students. Tier two is provided to students demonstrating need for additional or alternative instructional. Tier three references small group or individualized instruction for students facing significant barriers.

Data, Assessment and Progress Monitoring through SIT: The use of data to screen, diagnose, problem solve and develop meaningful action for students is a foundational element of MTSS implementation. Data practices include the use of data-based problem solving and decision-making for student outcomes across content areas, grade levels, and tiers.

Deeper Learning Collaboration: Increase student engagement towards grade-level course standards and structures for assessment for independent and group work.

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.

Lincoln High School is committed to academic growth and achievement of all students, especially those students furthest from educational justice. As a staff, we work towards dismantling institutional policies that are linked to systemic historical inequities present within the education system. Our educational community holds high expectations for all students and creates responsive and individualized learning opportunities to support all students to earn the credits needed to graduate and pursue their post-secondary aspirations. LHS learning and leadership teams collect, evaluate, and act upon student data in a systematic approach that ensures a responsive model of interventions at the building and classroom levels.

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.

Lincoln High School is committed in supporting all students, especially those furthest from educational justice, by

- Deepening our work and implementation of standards-based grading.
- Reviewing building policies such as incompletes, retaking exams, accessing tutoring and supports, etc. to provide better access to students furthest away from educational justice.
- Improving academic supports for instruction by involving students and staff in standardizing foundational systems (Schoology Class Design, Course Daily Agenda Information and Office Hours)
- Increasing tutoring supports before and after school and Saturdays in core content.
- Holding student-led conferences in the fall to set goals and create learning plans for improved academics.

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.

Lincoln High School's educational community strives to create a school culture and climate of respect, safety, and inclusive practices. We emphasize a mentorship model for building authentic and consistent relationships with all students and their families through dedicated class time each week and student led conferences. In mentorship, social-emotional and character-building lessons support students' growth as learners and positive members of their community and society. Activities such as leadership, clubs, sports, and affinity groups engage our students as members of the LHS community where their voices and gifts contribute to the climate and culture of Lincoln.

Lincoln High School is committed in establishing a safe and welcoming learning environment.

- School wide and classroom behaviors expectations will be established, taught, and reinforced
- All students enrolled in a Mentorship model that meets twice per week for SEL, academic support, and future planning.
- Mentorship advisory group will be established including students and staff to plan Mentorship program.
- Mentorships will be assigned to a House to increase cross-grade level relationships.
- Affinity groups and other student formats will be created to gather feedback throughout the year.
- Hold Family Engagement beyond the traditional Curriculum and Open House including Student Led Conferences, Exhibitions twice per year, performing arts, athletics.

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:

100% of families supporting students furthest away from educational justice will participate in at least one student-led learning activity (Student Led Conferences, Exhibitions, Student Led IEPs) as measured by participation rates at the identified activities.

Plans for Family Engagement

- Student-Led Conferences: Student-Led Conferences conducted bi-annually. All students will host a SLC during the first semester with their mentor and important adult. A second SLC during the second semester with mentor and important adult for those students with a GPA under 2.0 or as identified with having attendance or other barriers to learning.
- Exhibitions of Learning: At LHS, students publicly share their work at Deeper Learning Project Exhibitions twice per year.
- Family Engagement: Classroom protocols of communications (Syllabus, Not Meeting Exceptions Contact and Incomplete Contracts), Parent representation on BLT, monthly meetings with Administration, and attending of Family Programs (Family Nights, Curriculum and Open House).
- Race and Equity Committee will plan adult Affinity groups

2020 – 2021 COVID-19 CSIP Addendum

Lincoln 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.

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:**
Parent/Student Conferences counselor initiated in November for students off track after first quarter. **Student-Led Conferences:** Student-Led Conferences conducted bi-annually. All students will host a SLC in February to reflect on first semester with their mentor and important adult. A second SLC during second semester with mentor and important adult for those students with a GPA under 2.0 or as identified with having attendance or other barriers to learning. **Exhibitions of Learning:** At LHS, students publicly share their work at Deeper Learning Project Exhibitions twice per year. **Family Engagement: Classroom protocols of communications** (Syllabus, Not Meeting Exceptions Contact and Incomplete Contracts), Parent representation on BLT, monthly PTSA executive board meetings with Administration, and attending of Family Programs (Family Nights, Curriculum and Open House). Race and Equity Committee will plan adult Affinity groups, monthly virtual town halls, virtual focus groups, or other direct outreach methods.

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:**
Weekly Mentorship: Mentorship for students will be offered each week with a focus on SEL, academic support, and future planning. Individual goal-setting, progress monitoring, feedback, reflection, and Character Strong will be used to support the social emotional development of students. Mentorships will be assigned to a House to increase cross-grade level relationships. Affinity groups and other student formats will be created to gather feedback throughout the year. Continuous check-in, survey, and social-emotional support provided to students through Mentorship. Mentorships will be assigned to a House to increase cross-grade level relationships. **Digital Citizenship:** Lincoln is adapting the Digital Citizenship scope & Sequence developed in the 19-20 school year and adapting it to distance learning environment.



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:**
Project Based Learning (PBL): Lincoln is a PBL school. Summer training/collaboration held for all staff on PBL applied to distance learning. Informal (not district adopted yet) Racial Equity Team (RET) created with development of commitment statement. RET is subdivided into committee work with teams working on CRT and PD for staff. **MTSS:** New SIT/SST structure developed. Referral process provided to staff. Admin/Counseling team assigned to caseload. RET/BLT reviewing building policies and procedures. **BASH/Tutoring:** Before/After and During School Help/Tutoring modified with UTSS for distance-learning. **incorporate 5 essential foundational CRT work in SPS**