

Seattle Excellence Continuous School Improvement Plan (CSIP)

Rainier Beach 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

The Rainier Beach Community has a vision of educational excellence and equity in South Seattle. In 2011, Rainier Beach High School (RBHS) was on the brink of closing with 366 students and a graduation rate of 54%. Then due to community collaboration and activism, RBHS introduced the internationally acclaimed, International Baccalaureate (IB) Program. Rainier Beach now enrolls 770+ students and boasts a graduation rate of 89% (higher than the district average). Moreover, as a model "IB for All" school, most Rainier Beach HS Juniors take rigorous IB Language and Literature, IB History of the Americas and IB science classes. In fact, RBHS leads the district in dual credit (high school and college) enrollment at 80.5%.

Via a strategic planning process which began in 2018, RBHS defined 4 key goals: 1) **Continuous Growth for Every Student**—the growth necessary to reach and exceed grade-level standards through maximized instructional time and higher-level differentiated course work; 2) **Active, Responsible Global Citizenship**—learning experiences that develop confidence and resilience in order to create a better and more peaceful world through intercultural understanding and respect; 3) **Readiness for college, career, life**

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& global community—navigate critical transitions in their schooling with skills, traits of the IB Learner Profile, and inherent determination necessary for success in life; and 4) **Whole Child: Healthy, Safe, Balanced & Supported**— take ownership of their safety, support, and holistic health. These goals directly align with Seattle Public Schools new strategic plan (Seattle Excellence: Educate. Engage. Empower.) with its emphasis on students of color furthest from educational justice (SOCFFEJ). Based on a collaborative historical RBHS data analysis and bolstered by a six-year Levy Grant aligned with our strategic planning goals, RBHS will focus on three areas over the next three years: 1) efficient and effective collaborative 3-tiered MTSS Student Supports, 2) 9-10 On-track Success especially for SOCFFEJ and 3) an exemplary “IB” for All dual-credit program.

Priorities and Measurable Goals

High School Focus Goal: 9th Grade On-Track

Priority Goal:

By June 2021, 86% of 9th grade Students of Color Furthest from Educational Justice (SOCFFEJ) will earn 6 on-track credits.

Target Goal #1:

By June 2021, for African American Males in ELA and African American Females, Hispanic Males and SPED students in math, disproportionality in credits earned will be reduced by 50%.]

Target Goal #2:

By June 2021, 40% of 9th grade ELL students will be progressing (on-track to leave ELL services in 6 years).

Safe and Welcoming Environment Goal

Priority Goal:

- For the 2020-21 school year, as measured in the On-Line Platform Utilization Report, our average daily attendance rate (%) for 9th grade students will be at or above the district average attendance rates for 9th grade students. Additionally, we will work to **align** our average daily use rate (%), as measured in TEAMs, within 5% of our average daily attendance rates for 9th grade students.

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Target Goal:

By June 2021, the disciplinary rate will remain below 4% and the disproportionality between Black students and SPED students compared to the population as a whole will be reduced by 50%.

Supplementary Goals

By June 2021 on the student survey, 9th graders will score 70+% in belonging and 60+% in classroom environment.

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.

RBHS's subject Professional Learning Communities (PLCs) support anti-racist educational transformation by using demographically disaggregated data and student work to align Common Core/IB grade level focused standards and expectations. Tier 1 advisory classes support community building through restorative circles and lessons. Advisors also provide Tier 1 bi-monthly two-way communication with families. Grade level interventionists and ELL and Special Education Instructional Assistants provide Tier 2 Check and Connect supports and counselors/AIS's case-manage Tier 3 supports. Other tiered supports may include student and family agreements, referral for IEP testing, referral to the Student Support Team (SST), SEL small groups, and individualized therapies.

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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.

With Levy funding, RBHS uses “Double Dose Math” for below standard 9th grade Algebra and 10th grade Geometry students, accelerating learning via research-based best practices (math mindset, gap identification and targeted practice, real world application). 9th grade small sized literacy classes use best practices (small group differentiated instruction and timely feedback) to foster growth. Based on SBA and SAT data, our focus students will be Black females and Hispanic males in math and Black males in English Language Arts and Social Studies. Staff culturally responsive feedback and Ethnic Studies Professional Development will foster culturally responsive anti-racist pedagogies to prepare all 9th and 10th graders for the rigorous IB coursework.

The IB coordinator will support grade level and content teams to examine data and create action plans to expand IB enrollment, course completion and dual credit attainment, especially for SOCFPEJ focusing on ELLs, and African American males until there is no disproportionality. As such, we are adding an IB School Supported Self-Taught Language course and English Language B, creating an IB Medallion program for students taking four IB classes, and holding IB informational listening sessions called Community Cafes.

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.

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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.

Teacher Leader Cadre (TLC) uses coaching and modeling to align core classes to the IB Standards and Approaches to Teaching and Learning across Gen Ed, ELL and SPED. Coaching and PD focus on proven best practices for spurring 1.5+ years growth such as Ethnic Studies, micro-teaching, PBIS classroom, teacher-student relationships, teacher clarity, reciprocal teaching, feedback, all leveraging technology. Weekly PLC, monthly grade level, and quarterly all staff meetings use data to progress monitor goals and outcomes and to iterate as needed. Department heads report back to Instructional Council (IC) to collaborate to increase efficacy and action planning.

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.

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All scholars' voices are heard and utilized in all aspects of the school; all scholars feel validated. Staff are dedicated and committed to being highly culturally competent and actively engaged in anti-racist practices and pedagogies to redress historical injustices by elevating students furthest from educational justice. These practices will be at the heart of our professional development, our monthly listening circles, and how our advisors and interventionists support their students and families to feel welcome and seen for their unique assets and goals as evidenced by the student/family surveys and anecdotal feedback.

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:

Family engagement is multi-pronged to meet the diverse needs of our families. Advisors provide two-way communication with students' families on a monthly basis, invite them to bi-annual conferences and school activities, and receive PD in culturally responsive family engagement best practices. Students and families are invited to join school teams and to provide feedback via surveys, listening sessions, at conferences, IEP meetings, sport events, celebration nights and Community Cafes. To monitor success, we will examine two-way communication home, event attendance, anecdotal evidence, and disaggregated data to then specifically elicit feedback and iterate engagement strategies aligned to best practices such as recognizing and honoring families' funds of knowledge, connecting engagement to student learning, and creating an inviting anti-racist school culture to heighten levels of cultural safety and authentic collaboration.

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Target Goal:

[By June 2021, all school teams (grade level, PLCs, RET, BLT, IC etc.) will systematically incorporate both student and family voice and vision into planning and decision-making.

Plans for Family Engagement

By June 2021, on a monthly basis, all families will be invited to collaborate in an authentic partnership to create a path for students to reach their highest potential.

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2020 – 2021 COVID-19 CSIP Addendum

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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:**

Students and families are at the core of everything we do at RBHS. They are invited to provide feedback to and/or join RBHS teams and committees. Additionally, our college and career team leads virtual FAFSA/WAFSA, Promise Scholarship, and college nights to share timelines and the process. The IB Team leads quarterly Virtual Community Cafes showcasing the IB dual credit course offerings as well as college knowledge and obtaining feedback. Our 9th grade team holds a 9th transition meeting Family Café meeting in early October and virtual all school conferences will be held twice a year. These opportunities are shared via our Facebook, Instagram, RBHS App, Remind, school messenger, school website, emails, robocalls and monthly family newsletters. As for student support communications, RBHS has a 3-tiered family engagement plan. Tier 1 includes weekly emails by teachers to families, monthly two-way communication home by advisors to assess family needs and to update families about student learning, quarterly attendance certificates, monthly celebrations for 90%+ attendance and quarterly family drive throughs for celebrations and supplies. At tier 2, grade level interventionists case manage using check and connect and other strategies such as family meetings, student agreements, restorative circles, home visits, required asynchronous 1:1s or small groups, and Wednesday Homework Center Tutoring etc.. For students needing individualized support or Tier 3, case managers, counselors and/or the administration craft an individual support plan in conjunction with the student and family and then communicate outcomes to the family on a weekly or bi-weekly basis

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:**

RBHS's takes a three-tiered approach to student SEL. For schoolwide tier 1, advisories share weekly lessons on community building, self-care, anxiety, depression, identity, anti-racism, positive self-image, and restorative practices and community building circles (often differentiated by grade levels). For tier 2, groups meet during enrichment or Wednesday student meeting times including clubs such

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as Black Student Union, Black Girl Magic, Don't Judge Me, Girls Group, GSA etc. At the tier 2 level, our social worker and Teen Health Center (THC) provide counselling and referrals to outside supports and therapists or to our Student Support Team for wrap around SEL case-management. Likewise, for staff a seven period day allows for nearly daily content Professional Learning Community (PLC) checkins, focusing on staff wellness. Further, administrators will meet with all assigned staff on a monthly basis for 10-15 minute wellness checkins, and yearlong staff PD will focus on Ethnic Studies and affinity group circles, strengthening trauma-informed healing engagement and culturally responsive anti-racist 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.

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9. **Recommended School Specific Strategy as outlined in the Playbook:**

RBHS has a schoolwide plan for culturally responsive digital learning strategies and a three-tiered system of student supports. A seven period day allows for three times a week content Professional Learning Community (PLC) meetings focusing on applying Ethnic Studies culturally responsive antiracist practices learned in PD, implementing standards based grading of focused few standards, and applying *Distance Learning Handbook's* engagement strategies while examining student work data to assess impact. As for student support, tier 1 includes monthly two-way communication home by advisors to update families about student learning, interventions and supports. At tier 2, grade level interventionists case manage using check and connect and other strategies such as family meetings, student agreements, restorative circles, home visits, required asynchronous 1:1s or small groups, and Wednesday Homework Center Tutoring etc.. For students needing individualized support or Tier 3, case managers, counselors and the administration craft an individual support plan in conjunction with the student and family and communicate outcomes to the family on a weekly or bi-weekly basis.