

Seattle Excellence Continuous School Improvement Plan (CSIP)

Roosevelt 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

Roosevelt High School (RHS) is a comprehensive high school with over 1800 students located in Northeast Seattle. Whether it is academics, arts, activities or athletics, the goal at RHS is to create an anti-oppressive community where there is an opportunity for everyone to belong.

To focus on the achievement of all our students, we strive to look inward towards culturally responsive teaching practices and methodology that allow for students to show their learning in multiple ways. We focus on high quality relationship building with our students in order to build trust in support of identity safety which fosters the academic learning. Our goal is to be an anti-racist institution and we are currently examining policies and practices that have upheld systemic racism in our school with the intention of dismantling those practices.

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 that 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 our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. The Roosevelt Building Leadership Team (BLT) reviewed and approved the 2020-21 CSIP on August 24, 2020 and the school staff voted to approve the CSIP on September 4, 2020.

Mission

Trust, Believe, Achieve. Creating our future together. Each of us, Every Day.

Roosevelt High School



Roosevelt High School's mission is to help all students build a strong educational foundation for success in life. We trust in each other, believe in ourselves and achieve individual and collective excellence.

We create our future together. Each of us. Every day

Vision

Excellent programs in academics, activities, and athletics prepare Roosevelt students with the skills to pursue post-high school education, to enter the world of work, and to be responsible citizens. Students actively learn to live in a diverse world and to treat others with dignity and compassion.

Values

Rider PRIDE (Passion, Respect, Integrity, Determination, Excellence)

Priorities and Measurable Goals

High School Focus Goal: 9th Grade On-Track

Priority Goal:

For the 2020-21 school year, at least 85% of 9th grade students of color furthest from educational justice will accumulate sufficient credits (6+ or more) to be on-track to graduate in 4 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 percentage rate will be at or above district average. Additionally, we will work to align our average daily use percentage rate, as measured in Teams, within 5% of our average daily attendance rate.

Target Goal:

Roosevelt commits to better understanding the experiences of those harmed by bias, hate, and violence, to changing harmful cultures, to creating policies, practices, and procedures that strive to value and respect individuals and restore community. Staff and students will develop an understanding of the value and importance of creating a culture of anti-oppression and will feel equipped with the skills needed to interrupt hate and bias daily. Using staff and student survey data about how well-equipped we perceive ourselves to be interrupting hate and bias, we hope to see a minimum 10 % increase in confidence among both staff and students with at least 70% of all responses indicating students and staff feel equipped by the post survey.

After establishing baseline data in SY 20/21, we will establish a measurable goal to reflect a decrease in observed instances of hate and/or bias, among both staff and students.

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.

- Transform our current SIT Team into an MTSS team, which includes articulating roles and responsibilities. In this first of a three-year plan, laying the groundwork for coordinating systematic school supports. One major change will be the inclusion of teachers in this process.
- Furthering vertical/grade level band alignment, to include student workload and common assessments. This will require dedicating significant PD time for grade-band and common-course staff meetings.

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.

Special Education: Best Buddies, Unified Sports; Distinct Classroom; students with IEPs have a learning lab class, which prioritizes IEP goals and produces quarterly progress checks; various co-teaching classrooms; intentional supports through Instructional Assistants; IEP case managers have one prep period dedicated to case management for SDI, modifying general education curriculum based on qualifying areas of support; push in; strengthen collaboration between general education teachers and IEP teachers and Instructional Assistants; further professional development for all staff on differentiated instruction; standardize expectations for communication with families- specifically supporting families of students furthest from educational justice to ensure they understand our school system, how to access supports, and the rights afforded to them; strengthen staff advocacy for those families with less experience in our system, making concerted efforts at including families in decisions in both the methods we use to communication and in collaborative decision-making.

ELL: Preferential scheduling; some students are enrolled in ELD Adjunct course, similar to learning lab; Instructional Assistant support in core courses; lead staff in better understanding developmentally appropriate instruction, taking into consideration language and culture needs- which includes materials, workload, and assessment; strengthen coordination between IAs and classroom teachers; standardize expectations for communication with families- specifically supporting families of students furthest from educational justice to ensure they understand our school system, how to access supports, and the rights afforded to them; strengthen staff advocacy for those families with less experience in our system, making concerted efforts at including families in decisions in both the methods we use to communication and in collaborative decision-making.

Advanced Learning: Review transcripts as students enter to make appropriate placement; differentiated instruction to provide stretch opportunities; - Roosevelt meets the needs of students identified as Highly Capable (HC) by scheduling these students in to classes to meet their present level needs, even if the classes may be out of sequence ie. taking chemistry as a 9th grader, etc. Roosevelt offers a wide range of advanced level classes including electives for students to challenge themselves including 15 different Advanced Placement course options as well as opportunities to earn college credit through UW College in the High School and Running Start in coordination with the local community college system.

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.

- AIS and Counselors will do regular academic check-ins to identify barriers and supports, and to provide assistance in the transition to high school.
- MTSS team will review racial disproportionality (opportunity gap) data bi-weekly.
- MTSS will provide data to departments for disproportionality analysis trends in grade bands and grade levels and across departments on a quarterly basis. In response, departments will review practices, policies, and procedures that could be revised to better support diverse students.
- Overall midyear goal progress will be reviewed, analyzed and presented at a mid-year staff meeting.
- Create and communicate clear procedures for the Attendance/Tuancy Process and implement with fidelity.
- Adopt graphics/visual format for outward-facing school and district processes and procedures.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can to 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.

- Roosevelt commits to updating our Rough Rider Promise to reflect anti-oppressive language and to implementing that version.
- Roosevelt will create an in-house survey to measure our progress in equipping our community with strategies to interrupt hate.
- We commit to making more transparent and accessible the process for reporting harm (in person and online,) and to clarify what the community can expect as follow up when a report is made.
- Roosevelt will engage in direct instruction regarding our anti-oppressive expectations, strategies to

interrupt hate, and when and how to report concerns of harm.

- Roosevelt will develop processes for RHS staff to regularly gather feedback on their practice

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 the end of the school year, the Building Leadership Team will have received feedback in the form of school-created survey data from at least 70% of our families of color after making multiple attempts to connect with all families of color.

Plans for Family Engagement

- Direct emails and phone calls
- RHS website
- Schoology
- The Source
- Develop a survey about the methods families prefer to be contacted
- Commit to exploring other modes, such as WhatsApp
- 9th grade orientation
- Leverage community partnerships- such as Solid Ground and Mercy Housing
- School Messenger (with translations)
- RHS app (in development as of July 2020)
- PTSA events and communications
- Curriculum Night
- Home visits and community location meetings
- RHS-created survey/interview
- BLT email address
- June Incoming Student Night

2020 – 2021 COVID-19 CSIP Addendum

Roosevelt 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:** Virtual focus groups, school made climate and culture survey, increased social media presence, weekly check-ins with students on our at-risk list, virtual curriculum night

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:**
Established and predictable routines, brain breaks, greeting students as they enter the virtual classroom, take time especially during asynchronous opportunities to build rapport/relationship with individual students

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:** Student success conferences at quarter mark, weekly individual check-ins with students with IEPs and families, data tracking and progress monitoring check-ins with student success team for students who are in jeopardy of earning incomplete grades.