

Seattle Excellence Continuous School Improvement Plan (CSIP)

Seattle World 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 **Seattle World School** community is committed to mentoring youth in navigating academic and career goals with holistic services. Our mission is to provide opportunity for rigorous critical thinking supported by the necessary social-emotional and life skills development of all youth. Our focus is to empower all members of our learning community as self and global advocates in our rapidly changing world. Seattle World School is a learning community where everyone is a lifelong learner, each person's culture is celebrated, and community is nurtured.

At Seattle World School, our school is designed with the following researched-based understanding to ensure academic, social-emotional, and linguistic development and growth:

- Learning is a **social process**.
- We learn most effectively when we use our knowledge, skills, talents and effort with others to **make connections** to what we already know and when we problem solve together to acquire new learning.
- Thematically aligned units allow learners to **engage in meaningful experiences** while continuing to develop talents, skills and knowledge.
- **Collaborative problem solving and project work** invites all learners to authentically develop skills, knowledge and abilities.

Students at Seattle World School come from all over the world, represent many different cultures, and speak many different languages. Almost all students speak a language other than English and bring a rich cultural heritage to the daily learning experience within our community. Many students come from places where social and economic issues have forced young people and their families to leave their homes in search of safety and opportunity. Some are unaccompanied minors while others were able to come with a

sibling, parent or several people in the family. For many students and/or their families, leaving home was a life or death decision.

Here are some additional highlights of our learning community:

- While many students are newcomers to the USA, many also have extensive scholarly experience and diverse academic preparation.
- Some students have interrupted formal education while also having a deep set of skills and knowledge within their informal educational experiences.
- Many students come from collectivistic societies where community is at the center of culture, learning and life.

Our school is an ideal place for youth who want to develop global competency and act on issues of global significance while in the presence of others from many parts of our world. Students, staff, families, and community partners can expect to be surrounded by others developing skills and global-minded attributes to prepare them for success in life and learning. We are a community learning environment in which all are invited to contribute in service to social justice, racial equity and human dignity, and global harmony.

Seattle World School Values and Beliefs

- We believe in creating an **exceptional and rigorous learning environment** for youth by:
 - Engaging with each other and sharing information in more than one language and with different modes of communication.
 - Recognizing our diverse native languages, celebrating cultures, valuing our unique identities and struggles and taking on our shared challenges.
 - Encouraging advocacy and interdependence in learning.
 - Connecting students with community internships and vocational readiness opportunities.
- We believe in engaging parents and families and the wider community in a **meaningful and cooperative partnership** by:
 - Providing a welcoming environment in the school with up-to-date resources.
 - Strengthening relationships between parents and staff with culturally sensitive, authentic communication.
 - Celebrating cultural backgrounds.
 - Providing academic, social and enrichment events.
 - Connecting individuals with necessary social services in a respectful manner
- We believe in supporting **teaching and learning success** by:
 - Conducting professional development with research-driven best practices.
 - Building strong collaboration with joint school and community projects.
 - Facilitating family involvement through engaging and relevant school gatherings.

- Providing a safe, health-minded and well-resourced school environment.
- Nurturing a diverse, international community of learners with a culture of positive interactions.

Seattle World School is Seattle Public Schools' culturally and linguistically diverse school for newcomer secondary students. Our core values are leadership, readiness to learn, collaboration and respect. We honor and respect all cultures, languages and backgrounds. Ninety-eight percent of students are designated as English Language Learners (ELLs). More than one third do not have access to stable housing. Ninety six percent of students qualify for free or reduced lunch. We serve students from 6th to 12th grade. The high school provides full grade-level academic curriculum that leads to a high school diploma. English language support is integrated with academic courses. Social and emotional health is supported in the classrooms and through partnerships.

Priorities and Measurable Goals

High School Focus Goal: 9th Grade On-Track

Priority Goal 1:

For the 2020-21 school year, at least 30% of 9th grade students of color furthest from educational justice (SOCFFEJ) will accumulate enough credits (6+ or more) to be on-track to graduate in 4 years.

Safe and Welcoming Environment Goal

Priority Goal 2:

For the 2020-21 school year, as measured in the On-Line Platform Utilization Report, our average daily attendance of 70% will increase to meet or be within 10% of the district average.

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.

Seattle World School will focus on developing a robust Multi-Tiered System of Support (MTSS) system that focuses on Positive Behavior Intervention Support (PBIS) strategies, Social Emotional Learning (SEL) strategies, and Project-Based/Theme-Based Learning collaborative groupwork strategies. We are currently developing:

1. A cohort approach that prioritizes team teaching and learning for all at Seattle World School and
2. Strengthening and clarifying tier 1 supports for all members of our learning community

Seattle World School courses will reflect the multicultural student body and celebrate diversity. Students will have clear learning outcomes for each culturally inclusive content course supported by differentiated activities for students with interrupted education. They will have clear learning outcomes for listening, speaking, reading and writing in English with supports in first language and differentiated activities for students with beginning English skills. They will have clear goals stated in comprehensible terms with regular check-ins to help guide them toward their "big picture" content goals. Instructional staff will be supported through a cohort model that shares students so that formative assessments can be evaluated with all cohort staff weekly. Cohort teams will use the assessment data to design interventions that support content learning and English acquisition. Instructional staff will work closely together through weekly meetings to increase use of effective strategies. Students will show content mastery through well designed, research-based activities that provide opportunities for inquiry. Students that need additional support will be identified within three weeks and will receive appropriate support through targeted interventions. All content will support cultural awareness and will be intentionally designed to support collaboration through groupwork

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.

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Seattle World School is a global community learning center for all. We provide a uniquely intercultural learning experience where students who speak many languages, represent many cultures and have uniquely diverse experiences can come together to continue to grow and learn with, from and by each other collaboratively. We specialize in providing opportunity to build authentically rich learning experiences, using diverse pedagogical approaches, and developing communities of support that enhance our unique and shared global perspectives. Our goal is to design systems of support that allow our learning community of students, staff, parents and community partners to make meaning of the world, take action to solve real world problems, and reflect on self, texts, and the world in order to address local, regional and global challenges.

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.

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.

Seattle World School



Seattle World School students will have clear learning outcomes for social/emotional learning with comprehensible lessons designed to increase comfort in school and help students increase capability in self-management and social interactions. Practice of social skills and PBIS strategies will be embedded into weekly lessons to provide students regular practice with understanding and managing emotions, setting and achieving positive goals, feeling and showing empathy for others, establishing and maintaining positive relationships and making responsible decisions. Students and staff will be supported by clinical staff trained in using strategies to help students acquire the skills.

Students will each have an adult mentor who will check in at least weekly to assess SEL needs and provide appropriate supports. The mentors will actively work with students to increase: Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making.

Students will show:

- Engagement during the school day
- Engagement in afterschool activities
- Positive relationships with other students and adults
- Attendance

Measured by:

- Climate and culture surveys
- Classroom data
- Student and family surveys

Seattle World School staff collaborates to provide a healthy, safe, engaging environment so that students can learn to their full potential. We are culturally responsive and focused on students to help them develop as independent learners. Students are the heart of the school. Their voices are central to the daily work. All students are seen and celebrated. Educational justice is essential and the focus of our work. Our staff shares an unconditional belief in the potential of every student they serve. Multicultural staff greet families and provide a welcoming space to learn about the Seattle school system and how to be successful. The clinic staff works to help students and staff understand the effects of trauma and underlying physical health issues and helps to make school a space where we all feel safe and respected. The school has a specialized on-site health center, enrollment center, and family support center. Multicultural support staff help families feel welcome to participate in the students' education and reinforce their academic success. All students have access to extended day academic programs, extracurricular activities, and tutoring. Community agencies also work as partners with the school, providing academic support and bolstering the school's emphasis on multicultural awareness and respect.



Safe and Welcoming Environment Goal

Target Goal:

School Tier I fidelity scores will increase from 40% in 2018-19 to over 70% in the coming academic year as measured by the Tiered Fidelity Inventory (TFI).

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.

Plans for Family Engagement

SWS welcomes families with a family welcome center, multicultural and multilingual supports, and additional supports offered by Kandelia and the International Children's Health Services (ICHS). Families have multiple opportunities to engage in school activities throughout the year. Supports for families include family and community outreach, classes for families, health support through ICHS and opportunities to visit classrooms and engage in celebrations. Seattle World School Fund (SWS Fund) offers grant writing and other financial support services to help students and families meet basic needs.

20-21 COVID-19 Addendum

Seattle World 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:**
Seattle World School will provide a weekly bulletin for students and families via email, SWS website and link to SWS website sent via Talking Points within the grade level cohorts. Admin staff has been diligently working to update family contact information including the update of phone numbers, email address(es), home/ mailing address(es), and emergency contacts. This is a challenging process as families of many of our students come from different cultures and speak many languages. In many cases we need to engage with families 1-1 to ensure clarity, consistency and accuracy in gathering the necessary information to support our families and student communication. We will also continue to work closely with our community partners to develop enrichment meetings for families (Kandelia and friends), academic resource supports through Seattle World School Fund (SWS Fund), and also to provide for health services (ICHS and friends). Our CBO partnership has been instrumental in providing a consistent level of resource support (distanced in-person health and food events, usually on Wednesdays). Additionally, our Family Support Worker is consistently contacting families and reaching out to those in need while also securing resources for families as we learn about them and/or they reach out to us.

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:**
** For school staff and community partners*, we will conduct meetings and dialogues that are **inclusive** by 1) modeling and leading feelings check-ins, 2) facilitate community building activities, and 3) commit to the inclusivity of multiple voices. We will also engage in **attentive listening** by 1) inviting all participants' funds of knowledge and 2) provide for diverse interactions: pairs, small group and whole group. Finally, we will engage staff and adult community in **reflective work** to recall moments where we have been working hard and experiencing success to support our ongoing success and identify our strengths as a community.

For our students, we will engage in **inclusive practices** such as 1) greeting all students with warmth and joy, share and practice norms, and facilitate warm openings and encouraging closings. We will provide for **engaging practices** that 1) utilizes students' strengths and experiences and 2) prepares students for transitions. We will also highlight **reflective practice** that 1) facilitate peer praise, 2) provides structures for variety in contribution and 3) celebrates learning that is happening daily.

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:**
Seattle World School operates from a cohort-based perspective. Students and teachers work within four (4) cohorts: 1) Middle School Cohort, 2) 9th Grade Cohort, 3) 10th Grade Cohort, and 4) 11th/12th Grade

Cohort. Almost all students work with a core group of adults who all see the same students within their cohort in this developing model approach. We are building systems, routines, language, approaches, tools and other resources to support improved teaching and learning for our students. Our student intervention support structures begin within the cohorts. Teachers and staff work to review instruction, student data and specific emerging needs to support the cohort, courses within the cohort, and individual students within the cohort. In addition to working toward coherence of classroom presentation, routines and approaches (apparent in Schoology and within MS Teams, for example), teachers analyze student's attendance, course performance to determine student progress and course/unit/lesson development. Strategies for **remote instruction** include *management strategies* like: 1) Identifying a number of expectations/norms for student interactions with one another and the teacher, 2) Outlining procedures and routines, 3) Teaching expectations, routines, and procedures by modeling the, explaining their rationale, and providing students time and opportunity to rehearse. Teachers are working hard to learn and organize the learning management system (LMS – Schoology) in a way that is accessible for teachers and students to conduct work and stay connected. Staff within cohorts are standardizing their landing pages within Schoology to support consistency for all students including icons across classrooms to support students who needs scaffolded language supports. Teachers and staff will consistently practice strategies that invite student voice in all forms – verbal, written, drawing, recorded, and live.