

Alan T. Sugiyama High  
School @South Lake



# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Alan T. Sugiyama High School @ South Lake

### 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

For the last several years Alan T. Sugiyama High School @ South Lake has been operating below capacity, with student capacity being 150 students and total building capacity available of 200 w/staff. Current enrollment has been fluctuating between 80 to 115 students in the 2013-2015 academic school years. Current student population consist of around 99% students of color ranging in age 15 to 20. All striving to engage in credit accelerate towards obtaining a high school diploma. Our approach to improvement is noted within the focused goals component.

ATS @South Lake has been focused on developing an Art Integration Pathway. Integrated arts learning is an approach to teaching and learning in which students engage in a creative process that connects an art form with another subject to promote deeper learning. This approach leads students to demonstrate an understanding of content-specific objectives in each discipline, as well as an understanding of shared concepts, thinking skills, and the creative process.

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Arts integration consists of instruction that connects learning in the arts with learning in another area/subject of study. Arts integration lessons might do a combination of the following:

- Have content-specific learning objectives and assessment in both subjects
- Have shared, authentic concepts between subjects
- Address standards in both subject areas
- Use correct terminology/vocabulary in both subjects
- Promote deeper learning that transcends the lesson
- Provide more than one viewpoint, multiple examples, and complementary ways of understanding
- Show knowledge in both subject areas in the final product/presentation
- Take subjects out of a “silo”; present concepts that matter in multiple arenas
- Use the creative process
- Provide room for multiple learning styles – allowing students different avenues for both knowing (learning) and showing (demonstrating understanding)

## **Who is a Alan T. Sugiyama High School @ South Lake student?**

- Students who prefer a small, more personalized high school environment
- Do you want to accelerate your learning?
- Are you interested in the arts and passionate about learning?
- Students who are seeking a mentorship that emphasizes a growth mindset
- Students who are committed to preparing themselves to access postsecondary possibilities, regardless of academic history

## Priorities and Measurable Goals

High School Focus Goal: 9<sup>th</sup> Grade On-Track

### **Priority Goal:**

ATS@ South Lake will focus on 9-12 on-track for graduation, resulting in 70% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter. • Note: 1.75 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter. (.25 credit per class)

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## Safe and Welcoming Environment Goal

### **Priority Goal:**

SMART GOAL: During the 2020-2021 school year, ATS @ South Lake Teams will ensure the school environment is safe and supportive by addressing non-academic factors which will lead to increasing student attendance from 50% to 70% at the end of the 2020-21 school year.]

ATS@ South Lake's population is currently comprised of students of color (98%) and poverty (93%) who range in age from 15-19 years. Our urgency to better serve *all* students is supported by our district's Strategic Plan, Action Plan for Accelerating Achievement for African American Males and Other Students of Color: 2015-2020 and School Board Policy #0030.

In keeping with the 2019-24 SPS Strategic Plan ATS @South Lake High is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student. We agree with its assertion that, "To achieve educational justice, 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 ... These students are our priority – with an intentional focus on African American males. "serving those furthest from educational justice.

### **Target Goal:**

**Priority Goal:** During the 2020-2021 school year, ATS @South Lake Teams will ensure the school environment is safe and supportive by addressing non-academic factors which will lead to increasing student attendance from 50% of 70% at the end of the 2020-21 school year. Additional student survey conducted revealed students desire for instructional rigor. OSPI coaches will be utilized to support identified staff instructional needs and support the development of strategies to support our students furthest for education justice.

### **What will success look like?**

#### **2019-20 Completed Action Steps**

- Administered a student survey to identify student's thoughts for improving instructional rigor.
- During the 2019-20 school year, OSPI coaches will be utilized to support identified staff instructional needs and support the development of the professional development calendar.
- During the 2019-20, conducted needs assessment for newly enrolled students and family.
- In 2019-20 Community based partners were utilized to support students outside of the school day.
- Community Passageways conducted Gender Specific Healing Circles weekly to support social/emotional needs of students.
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## 2020-21 Ongoing/Active Action Steps

- During the 2020-21 school year, OSPI coaches will be utilized to support identified staff instructional needs and support the development of the professional development calendar.
- During the 2020-21 school year, a needs assessment will be conducted for newly enrolled students and family.
- In 2020-21 Community based partners will be utilized to support students outside of the school day.
- In 2020-21 we will continue to partner with Community Passageways to conduct Gender Specific Healing Circles weekly to support social/emotional needs of 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.

**SMART GOAL:** During the 2020-2021 school year, ATS @ South Lake Teams will continue to develop strategies for authentically implementing trauma informed practices work, and instruction utilizing culturally responsive strategies for intervention toward instructional improvement to address our students furthest from educational justice.

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## What will success look like?

### **2019-20 Completed Action Steps**

- Implement Sound Discipline trauma informed intervention strategies during the 2019-20 school year.
- Utilize culturally responsive practices, such as AVID, in the classroom.
- Utilize PLC's to support work fidelity across content
- Differentiated professional development to support staff at various of levels of learning. (Learning Targets, Success Criteria, Costa's Levels of Questioning, Checking for Understanding, Rigor, Student Engagement and Increasing Student Ownership in Learning).

### **2020-21 Ongoing/Active Action Steps**

- During the 2020-21 school year, Implementation of Sound Discipline intervention strategies.
- Increase culturally responsive practices
- Utilize PLC's to support work fidelity across content
- Provide Differentiated Professional Development to support staff at various of levels of learning. (Learning Targets, Success Criteria, Costa's Levels of Questioning, Checking for Understanding, Rigor, Student Engagement and Increasing Student Ownership in Learning)

## 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.

ATS @ South Lake's population is currently comprised of students of color (98%) and poverty (93%) who range in age from 15-19 years. Our urgency to better serve *all* students is supported by our district's *Strategic Plan, Action Plan for Accelerating Achievement for African American Males and Other Students of Color: 2015-2020* and *School Board Policy #0030*.

In keeping with the *2019-24 SPS Strategic Plan* ATS @ South Lake is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student. We agree with its assertion that,

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“To achieve educational justice, 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 ... These students are our priority – with an intentional focus on African American males. “serving those furthest from educational justice.

Instructional Teams use student-learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

## What will success look like?

### **2019-20 Completed Action Steps**

- Attendance tracker
- Academic data warehouse (Atlas)
- Data collected from 2019-20 Grades list (D's and E's)
- Credit acceleration attainment
- Develop Reading assessment process with newly enrolled student to support academic growth
- Home visits
- Develop Mentoring program to support engagement

### **2020-21 Ongoing/Active Action Steps**

- Attendance tracker
- Implement Reading assessment process with newly enrolled student to support academic growth
- Academic data warehouse (Atlas)
- Continue collection of Grades list (D's and E's) for 2020-21
- Credit acceleration attainment
- Home visits
- Implement Mentoring program to support engagement

## **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.

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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.

During the 2020-2021 school year, ATS @South Lake Teams will continue to develop strategies for authentically implementing trauma informed practices work, and instruction utilizing culturally responsive strategies for intervention toward instructional improvement to address our students furthest from educational justice.

## What will success look like?

### **2019-20 Completed Action Steps**

- Implement Sound Discipline trauma informed intervention strategies during the 2019-20 school year.
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## 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.

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Additional student survey conducted revealed students desire for instructional rigor. OSPI coaches will be utilized to support identified staff instructional needs and support the development of strategies to support our students furthest for education justice.

## What will success look like?

### **2019-20 Completed Action Steps**

- Administered a student survey to identify student's thoughts for improving instructional rigor.
- During the 2019-20 school year, OSPI coaches will be utilized to support identified staff instructional needs and support the development of the professional development calendar.
- During the 2019-20, conducted needs assessment for newly enrolled students and family.
- In 2019-20 Community based partners were utilized to support students outside of the school day.
- Community Passageways conducted Gender Specific Healing Circles weekly to support social/emotional needs of students.

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- During the 2020-21 school year, a needs assessment will be conducted for newly enrolled students and family.
- In 2020-21 Community based partners will be utilized to support students outside of the school day.
- In 2020-21 we will continue to partner with Community Passageways to conduct Gender Specific Healing Circles weekly to support social/emotional needs of students.

## **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:**

ATS@ South Lake will focus on engaging the parent/families of our 9-12 students to increase on-track for graduation, resulting in 70% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter. • Note: 1.75 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter. (.25 credit per class)

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## **Plans for Family Engagement**

We are focused 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 in partnership with families. This work is done in partnership with community-based organizations who are staffed in order to provide direct support to our students and families whose primary goal is family engagement.

### **Action Steps to increase Parent/Family Engagement:**

- Support system in the building to support student and family needs
- CBO staff on-site to create systems of support for families within the building
- Create additional in school opportunities to involve parents in development of school mission and vision, restorative practices and community/family circles.
- Continue to send out good news cards to student's home to provide on- going home-school connection
- Create a student survey to determine what students believe, feel they need at South Lake in order to be successful.
- Establish parent leadership team
- Create a parent survey to determine what programming parents envision for their children at South Lake.
- Teach parents and group leaders how to use 'The Source' so they can keep up to date on students' academic progress via Shark Newsletter, providing a link on school website, staff make an effort to inform parents whenever they have an opportunity to communicate with them.
- Facilitate three (3) school community events throughout the school year. (Launch Winter Quarter)
- Recruit 2-3 family members of students to serve on building leadership team. (Fall Quarter)

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## 20-21 COVID-19 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:**  
(Alan T. Sugiyama High School @ SL will conduct 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:**  
Alan T. Sugiyama will incorporate multiple elements of the # SEL signature strategies: welcoming environment, engaging practices and optimistic closures.

## 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.

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Educate. Engage. Empower.

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:**  
Alan T. Sugiyama will incorporate the 5 essential foundational CRT work in SPS; Fostering student voice through shared inquiry, create equitable classroom environments, create classroom that foster social, emotional and identity safety, classrooms which reflect a collectivist classroom culture, and honors students experiences in curriculum, instruction, and relationships.