

# Seattle Excellence Continuous School Improvement Plan (CSIP)

## West Seattle 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

**Mission:** To ensure each and every student has the opportunity and the access to a high-quality education that prepares them to thrive in their post-secondary pursuits.

**Vision:**

Every student empowered to solve complex problems, to positively impact their community and to thrive in a dynamic, diverse global society.

West Seattle High School was founded in 1902 and has a proud tradition of scholarship, pride and community support. The WSHS Alumni Association, PTSA, WSHS Foundation, community-based organizations, and local businesses all actively support our school.

We offer a full range of courses to challenge students, readying them for competitive post-high school options. Our graduation rate continues to be well above the district average. Last year our students were accepted into over 40 colleges and universities across the United States. We are focused on supporting each and every student in

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preparing for and pursuing their future goals. This includes working to break down institutional barriers that disproportionately and negatively impact students of color. For example, breaking down tracking systems and opening up advanced learning opportunities to all students. We continue to grow and learn together in support of the mission of Seattle Public School and West Seattle High School.

## Priorities and Measurable Goals

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

#### **Priority Goal:**

For the 2020-21 school year, at least 79% of 9<sup>th</sup> grade students of color furthest from educational justice will accumulate enough credits (6+ or more) to be on-track to graduate in 4 years.

Target Goal #1: For the 2020-21 school year, at least 89% of 9<sup>th</sup> grade students will accumulate enough credits (6+ or more) to be on-track to graduate in 4 years.

### Safe and Welcoming Environment Goal

#### **Priority Goals:**

1. For the 2020-21 school year, as measured in the On-Line Platform Utilization Report, our average daily attendance % will be at or above district average. Additionally, we will work to align our average daily use %, as measured in Teams, to be within 5% of our average daily attendance rate %.
2. For the 2020-21 school year, at least 55% of students of color furthest from educational justice will indicate positive responses for motivation and inclusion on our school climate survey.

## 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,

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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.

Three priority focus areas for MTSS, as we move into unknown territory for the 2020-2021 school year are 1) Social emotional check ins. 2) Attendance tracking and monitoring and 3) Monitoring and implementing Tier 1 strategies. In order to best keep tabs on each and every student, we will be checking and monitoring students’ mental health and their attendance through frequent data reviews and feedback from staff. This analysis is followed up by intervention planning and follow up. On the prevention side, we will focus on implementation of common Tier 1 strategies across the school and grade levels. This will include identifying a few key best practices for remote and hybrid learning and building positive school climate in a newly structured school system.

## 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.

WSHS is focused on making sure that each and every student has access to all of what our school offers. We intentionally eliminated barriers that restricted students access to honors and advanced learning courses. We

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eliminated separate honors classes and now embed and provide access to all students to pursue honors credit in specific content areas for grades 9 and 10. There are no barriers for students to access AP courses in grades 11-12. In addition, we work closely with our IEP case managers to make sure that students with IEP's are included and supported. We have some sections of co-taught courses in math. Students identified as advanced learning have access to courses at their appropriate level as part of our overall advanced coursework or embedded honors within courses.

## 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.

As a school that was supported by a City of Seattle Levy grant for the past several years, we have built a system of monitoring and support for our students FFEJ. This includes a tutoring center, individual student case management, CBO partnerships (University Tutors, Big Brother Big Sisters of King County, College Possible, Communities in Schools). In addition, we provide a support class for students identified as needing additional support but not needing support through an IEP. Data tracking student progress is monitored by case managers and our MTSS team and interventions developed as needed. Around all of this work in our focus on restorative practices and using these as ways to pull students into the community and to develop problem solving skills.

## 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.**

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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.

One of our focus areas is on Belonging. Creating the school wide and classroom-based climate and culture that makes sure each and every student belongs and feels welcome. This includes the use of the No Place for Hate program that is supported by the Anti-Defamation League. We are able to provide activities and professional development focused on interrupting hate and bias we see in our school and setting expectations on how we interact with each other. In addition, individual teachers spend time building relationships in their classrooms and through an advisory program. Our Link Crew program provides peer to peer transition supports for incoming 9<sup>th</sup> graders and our student leadership team conducts activities focused on community.

## 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:**

Our targeted goal for family and community is to increase our score to 65% or higher from families indicating that they feel we have a welcoming and culturally responsive climate on our annual school climate survey.

### **Plans for Family Engagement**

WSHS continues in our practice of developing the parent/family engagement via:

- Two parent representatives on our BLT
- Parents on RET
- Parents on our No Place for Hate committee
- Monthly meeting between Administration and PTSA president
- Hosting family nights via the WSHS Racial Equity Team(RET)

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- Hosting parent engagement events in partnership with PTSA
- Homework policy is determined by department and individual instructors. A course syllabi is required for every class offering credit. Homework policy is required to be communicated in the course syllabi. Homework expectations, average amount of time needed) are communicated the course catalog.
- Communication protocols for grade updating and responding to parents

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