

Seattle Excellence Continuous School Improvement Plan (CSIP)

Ballard 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

Ballard High School is a large comprehensive high school of about 1700 students. The student body is predominantly white (74%) and fairly diverse socioeconomically, although less than 10% of all students qualify for Free and Reduced Lunch. Ballard has served the community since 1902, with multiple generations of families having attended. With this long legacy there is a strong sense of community pride and ownership in the school.

Ballard offers a strong education that helps students prepare for college or careers, through a variety of paths designed to match their passions and goals. We have plentiful offerings of advanced classes like UW in the High School and Advanced Placement; we also have a robust enrollment in Running Start. About 57% of our students are taking advanced classes during any given semester.

Because our student body is predominantly white and middle class, we have prioritized awareness around issues of privilege, race, and justice. Many of our students of color at Ballard report feeling at odds with the assumptions and sensibilities of their white classmates; it is our goal to make BHS a source of belonging and joy for every single student.



Priorities and Measurable Goals

High School Focus Goal: 9th Grade On-Track

Priority Goal:

For the 2022-23 school year, at least 75% of 9th grade students of color furthest from educational justice will earn sufficient credits (6 or more) to be on track to graduate in 4 years.

Safe and Welcoming Environment Goal

Priority Goal:

By Spring 2023, 70% of students, in every racial category, will experience an aggregate sense of community and support at Ballard High School, as measured through an increase in attendance and reduction in absences.

No fewer than 80% of students Furthest from Educational Justice (FFEJ) will have 90% or greater attendance. Disciplinary consequences will be proportional across all racial and ethnic categories. This tracking will begin after in-person learning resumes.

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.

Ballard Areas of Focus:

1. On-track graduation for all grades, with students FFEJ as a priority.
2. Systematized case management for students of concern, with students FFEJ as a priority
3. We will know that this work has been successful when our students' credit attainment is more proportional between our white majority population and our students FFEJ

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.

Ballard Priorities:

1. Improve coordination between Special Education case managers and guidance counselors, to ensure seamless movement through credit requirements and post-high school transition plans;
2. Improve communication between classroom teachers and case managers, in order to implement accommodations in a timely and effective manner.
3. Prioritize Black males and other students of color furthest from educational justice for participation in Ballard's Graduation Assistance Identifying the Needs of Students (GAINS) Program.

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.

Ballard Essential Practices

1. Utilize MTSS structures and systems to support students of color, especially Black males.
2. Continue with Culturally Responsive Teaching professional development.
3. Expand professional development on equitable, Blended Learning practices to be used in all classrooms. With the COVID closure, we have a unique opportunity for all teachers to become proficient in numerous digital learning strategies

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.

1. Continue to educate our student population on how to be anti-racist and generally more inclusive. One indicator of success will be higher attendance, based on ATLAS data, for our FFEJ and particularly our Black males, as follows: 80% or more of our FFEJ and Black male students will have 90% or greater attendance.
2. Continue to train staff on how to recognize and interrupt racist or identity-based speech and behaviors.

3. Continue to add visible indicators in the halls and common spaces that the school values and welcomes students of color.

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 2023 school year, a parent council made up of families of color will have input on any decisions that would ordinarily rise to the level of Instruction Council and/or Building Leadership Team to co-design solutions for issues that keep families of color from feeling welcome at Ballard High School.

Plans for Family Engagement

1. Working with South End Stories, we have begun a program for engaging students of color in creative projects related to identity; ultimately our hope is to invite families into this process and any subsequent activities.
2. In 2022-23, we will continue to build a council, the Diversity Empowerment Council, for parents of students of color, in order to create and implement strategies to better meet their students' needs, as well as give input on Instructional Council and Building Leadership Team decisions.

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 Playbook:**
Working with SoundEnd Stories, we have begun a program for engaging students of color in creative projects related to identity; ultimately our hope is to invite families into this process and any subsequent activities. The remote learning situation is making this a challenge, but we will forge on. In 2020, we will organize a council, the Diversity Empowerment Council, for parents of color, in order to create and implement strategies to better meet their students’ needs, as well as give input on Instructional Council and Building Leadership Team decisions.

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:**
Ballard is using its Enrichment Time on Wednesdays to offer up a robust menu of clubs and interest groups. We are actively encouraging students to get involved in a club in order to maintain connections.

Curriculum, Instruction, and Assessment:

Required Practices:

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
 - A systemic plan to track and monitor learner experience data (e.g. *determine level of engagement to inform supportive practices.*)
 - Collection and review of meaningful and purposeful data (e.g. aligns to SPS assessment plan for 2020-21 school year.)
 - Adult collaboration between educators and families (e.g. review of data in collaborative PLCs)
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
 - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
 - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
 - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.

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9. Grading Requirements:

Communication:

- a. Teachers will provide biweekly check-ins with students & families for students at risk of earning an Incomplete, No Credit, or a failing grade

Redemption:

- b. Teachers will allow retakes & assignment revisions to the extent possible.

Minimum Grades:

- c. Teachers will not give any grades lower than 50% on any assignment or assessment even for a missed assignment.