



# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Interagency 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

Interagency Academy is network of small, alternative high school campuses spread out across Seattle designed to support students who need a different school experience than comprehensive schools offer. We partner with community-based organizations and agencies to provide unique learning environments with targeted interventions. We are committed to working with every student, regardless of their past, and we believe that every student can grow and succeed if given the right support and encouragement. Interagency is committed to becoming an anti-racist school rooted in restorative practices.

## 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 30% of 9<sup>th</sup> grade students of color (with 6 or less credits) furthest from educational justice will accumulate sufficient credits (6+ or more) to be on-track to graduate in 4 years.

## Safe and Welcoming Environment Goal

### **Priority Goal:**

By Spring 2021, attendance rates for all students will increase from 62% in September 2020 to 75%, indicating effectiveness of safe and welcoming systems, routines and practices.

### **Supplementary Goal:**

For the 2020-2021 school year, at least 60% of 12<sup>th</sup> grade students of color furthest from educational justice will accumulate sufficient credits to be on track to graduate in 6 or less years. Specifically, per the Washington State Report Card: 60% of class of 2017, 50% of the class of 2018, and 40% of the class of 2019, \_\_\_ for class of 2020, and at least 30% for class of 2021. Data for 2020 is not available at this time.

## 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.

Interagency staff strive to meet students and families where they are on their journey towards graduation. This means that our interventions are often individualized. We believe that anti-racist practices are the cornerstone of this work. Focused MTSS structures and systems include:

1. Attendance and school engagement
2. Family engagement
3. Academic intervention and support

## 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.

At Interagency, we are committed to ensuring that all students are supported, with clear focus on students furthest from educational justice. We ensure the supports and interventions are culturally responsive with a targeted focus on African American young men. We use attendance and academic data to monitor progress. We are committed to building MTSS structures and systems that will focus on the differentiated needs of our student population with a special focus on students who receive Special Education and English Language Learners.

Our school community includes many active community partners, including the City of Seattle, YouthCare, King County, Delridge Neighborhood Development Association, WAPI, FareStart, ArtsCorp, Kaiser Permanente, Legal Council for Youth and Children, UPower and many more. Our partners share the belief that we must meet our students where they are, and they provide expertise that help us serve our students.

## 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.

Interagency is committed to culturally responsive teaching rooted in restorative practices. Interagency staff work towards understanding and implementing the ethnic studies framework across content and praxis. Staff engage in professional development that foster the skills needed to implement instructional practices that culturally sustain our scholars. We do this by engaging in professional development offered by practitioners dedicated to anti-racist instructional practices. All staff know and use high-leverage instructional strategies and supports for their proven efficacy with African-American young men. Various teams (Instructional Council, Family Engagement Team, Advisors, Levy Team, and Racial Equity Team) and supporting structures collaborate and make data-based decisions that ensure equitable outcomes for all students.

## Safe and Welcoming Environment

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

Attendance is a strong indicator of student success. Interagency is committed to identifying and removing equity gaps that prevent students from engaging with school. Through a shared commitment to ethnic studies, anti-racist, culturally responsive and sustaining practices we create a safe and welcoming classroom and campus environment for all students, with a focus on African American young men. Students at Interagency facilitate the co-creation of their learning experience with skilled educators. Interagency staff use culturally responsive teaching and family engagement practices and strategies to strengthen relationships and build community between all stakeholders. We determine our effectiveness by collecting data, analyzing and making decisions that lead to successful outcomes. Our advisory program uses social-emotional curriculum and restorative practices to build strong community and support student achievement. Advisors know each student well, closely track student academic progress and communicate with families weekly.

## Inclusive and Authentic Engagement

**Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.**

# Interagency Academy



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 June 2021, family engagement surveys will be administered, increasing from 0 surveys in the 2019-2020 school year to 3 surveys in school year 2020-2021, to create a baseline and indicate effective culturally responsive family engagement.

### **Plans for Family Engagement**

Engaging families as partners, experts, and resources is essential to student learning and success. Interagency send weekly communication to families and stakeholders. Interagency advisors communicate weekly with their advisees and their families. Interagency staff engage in professional development to learn the cultural norms of students and their families. The effectiveness of staff learning will be experienced by students and families through positive interactions, professionalism, and care. We will create welcoming environments by honoring all families' cultural identity to strengthen student engagement and achievement. We will administer family surveys throughout the year eliciting families' perspectives on engagement with them.