

Seattle Excellence Continuous School Improvement Plan (CSIP)

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

Roosevelt High School

Roosevelt High School is a comprehensive high school with over 1500 students located in Northeast Seattle. Whether it is academics, arts, activities or athletics, the goal at RHS is to create an anti-oppressive community where there is an opportunity for everyone to belong, be safe and to thrive.

To focus on the achievement of all our students, we plan to implement culturally responsive teaching practices and methodology that allow for students to show their learning in multiple ways (UDL or Project Based Learning). We focus on high quality relationship development with our students in order to build trust in support of identity safety which fosters the academic learning. Our goal is to be an anti-racist institution and we are currently examining policies and practices that have upheld systemic racism in our school with the intention of dismantling those practices.

All our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. The Roosevelt Building Leadership Team (BLT) reviewed and approved the 2022-23 CSIP on October 19, 2022, and the school staff voted to approve the CSIP on October 26, 2022.

Mission

Trust, Believe, Achieve. Creating our future together. Each of us, Every Day.

Roosevelt High School's mission is to help all students build a strong educational foundation for success in life. We trust in each other, believe in ourselves and achieve individual and collective excellence.



We create our future together. Each of us. Every day

Vision

Excellent programs in academics, activities, and athletics prepare Roosevelt students with the skills to pursue post-high school education, to enter the world of work, and to be responsible citizens. Students actively learn to live in a diverse world and to treat others with dignity and compassion.

Values: Rider PRIDE (Passion, Respect, Integrity, Determination, Excellence)

Priorities and Measurable Goals

High School Focus Goal: 9th Grade On-Track

Priority Goal:

For the 2022-23 school year, at least 95% of 9th grade students of color 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:

Our targeted goal for family and community is to increase our score to 75% or higher from families indicating that they feel we have a welcoming and culturally responsive climate on our annual school climate survey.

Target Goal:

Roosevelt commits to better understanding the experiences of those harmed by bias, hate, and violence, to changing harmful cultures, to creating policies, practices, and procedures that strive to value and respect individuals and restore community. Staff and students will develop an understanding of the value and importance of creating a culture of anti-oppression and will feel equipped with the skills needed to interrupt hate and bias daily.

Using our Student Climate Survey Data in the four areas of Belonging and Relationships, Identity and Culturally Responsive Teaching Practice, Equity and Antiracism and Positive Behavior and Safety as potential data points we hope to see a 3% increase or more in each of the categories named above from Fall of 2022 to Spring of 2023

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.

This fall, Roosevelt has transformed our former SIT Team into an MTSS team, which includes articulating roles and responsibilities. In this first of a three-year plan, we are laying the groundwork for coordinating systematic school supports that are informed by the application and analysis of regular data cycles, coordinated with grading cycles. Regularly communicating disaggregated data with student progress will be a new experience for teachers and the intervention teams. This will require the MTSS Team to assign students to Case Management and other interventions, track their performance and adjust interventions that the



school offers The BLT has committed to focusing on regular PD which addresses best practices for tier one instruction to support our students of color, furthest from educational justice.

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.

SPED- Best Buddies, Unified Sports; Distinct Classroom; students with IEPs have a learning lab class, which prioritizes IEP goals and produces quarterly progress checks; various co-teaching classrooms; intentional supports through Instructional Assistants, modifying general education curriculum based on qualifying areas of support; push in; strengthen collaboration between general education teachers and IEP teachers and Instructional Assistants; further professional development for all staff on differentiated instruction; standardize expectations for communication with families- specifically supporting families of students furthest from educational justice to ensure they understand our school system, how to access supports, and the rights afforded to them; strengthen staff advocacy for those families with less experience in our system, making concerted efforts at including families in decisions in both the methods we use to communication and in collaborative decision-making.

ELL-preferential scheduling; some students are enrolled in ELD Adjunct course, similar to learning lab; Instructional Assistant support in core courses; lead staff in better understanding developmentally appropriate instruction, taking into consideration language and culture needs- which includes materials, workload, and assessment; strengthen coordination between IAs and classroom teachers; standardize expectations for communication with families- specifically supporting families of students furthest from educational justice to ensure they understand our school system, how to access supports, and the rights afforded to them; strengthen staff advocacy for those families with less experience in our system, making concerted efforts at including families in decisions in both the methods we use to communication and in collaborative decision-making.

Advanced Learning- Roosevelt will review transcripts and other test score data as students enter to make appropriate placement is selected. Many subjects offer differentiated instruction options or integrated honors

to provide stretch opportunities. Roosevelt meets the needs of students identified as needing access to rigorous course enrollment. Roosevelt offers a wide range of advanced level classes including electives for students to challenge themselves including Advanced Placement in all CORE Subject areas and as well as opportunities to earn college credit through UW College in the High School and Running Start in coordination with the local community college system.

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.

The MTSS Team will identify students who will need regular academic check ins to identify barriers and supports and help with the transition to high school.

The MTSS team will review data on 5-week grading cycles monitoring progress for all students and for sub-populations of students of color furthest from educational justice to design and assign student interventions for Tier 2 and Tier 3.

The MTSS team will provide data to departments for disproportionality analysis trends in grade bands/grade levels and across departments on a quarterly basis. In response, departments will review practices, policies, and procedures that could be revised to better support diverse students.

An emphasis on UDL and Equitable Grading practices will be integrated into the PD Plan.

Overall midyear CSIP goal progress will be reviewed, analyzed and presented at a mid-year staff meeting.

Create and communicate clear procedures for the Attendance at the school with teachers and a uniform understanding of supporting students who need a hall pass. Common expectations and community agreements will be communicated by all classroom staff and to the wider community as they are rolled out.

The team will determine outward-facing school and district processes and procedures.



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.

Roosevelt will actively participate in Title 9/OCR Training to improve staff awareness and skill at addressing problem behaviors that make students feel unsafe at school. They will identify and name a Title 9/OCR Compliance Officer at the school site and work with the school district supports to implement policy with fidelity.

We commit to making more transparent and accessible the process for reporting harm (in person and online,) and to clarify what the community can expect as follow up when a report is made. This will involve wider education with students, families and other community members.

Roosevelt will engage in direct instruction regarding our anti-oppressive expectations, strategies to interrupt hate, and when and how to report concerns of harm.

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 school year, 100% of our Students of Color, Furthest from Educational Justice will participate in a family engagement event ON-CAMPUS with Tier 2 and Tier 3 MTSS Team Members and other support staff in the IEP Department or ELL Department. On campus events would include Student-led IEP Team meetings, Family Campus Tours with Case Managers (SPED or other) and PTA Events that are focused on recruiting Parents of Color to PTSA Membership and PTSA Leadership. Other events might include Home Visits, Athletic Event Celebrations and Community Outreach in the local housing and neighborhood community centers.

Plans for Family Engagement

-Direct emails and phone calls to keep parents updated and involved

Roosevelt High School



SEATTLE EXCELLENCE
Educate. Engage. Empower.

RHS website

Schoology

The Source

Develop a survey about the methods families prefer to be contacted

Talking Points

-Leverage community partnerships- such as Solid Ground and Mercy Housing

-School Messenger (with translations)

-Design, Develop and launch a RHS app

-PTSA events and communications

-Curriculum Night

-Home visits and community location meetings

-RHS-created survey/interview

-BLT email address

-June Incoming Student Night