



2023-26 Continuous School Improvement Plan (CSIP) Chief Sealth International High School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Chief Sealth International High School

Principal: Ray Garcia Morales

Members of the Building Leadership Team and Parent/Guardian Partners: Maha Giundi, Luke Azinger, Maria Lopez, Gabriella Sanchez Stern, Olive Bresham, and Angelia Thornton



[Chief Sealth International School Report](#)

[Chief Sealth International High School Climate Survey](#)

School Overview

Chief Sealth is a comprehensive high school that offers a wide array of opportunities for students who value learning in a dynamic, multi-cultural environment. It is an exceptional place that celebrates innovation and individuality. As a center of international educational excellence, we provide students opportunities to study the world both in the classroom and beyond. Our academic and arts offerings, our career preparation, and our athletic programs focus on educating global citizens.

Students who attend Chief Sealth value the openness of the school community, and the opportunity to participate in a wide range of academic, athletic, arts and club activities, which connect their high school experience to what is important in their lives. It's a place where students can excel, be themselves, and find a place where they belong.

One of the cornerstones of this internationalism is our rich cultural diversity, and our interest in multiple approaches to knowledge.

This multiculturalism finds expression in a wide range of offerings including our mariachi band, world language classes including Arabic, Spanish, Japanese, and Mandarin Chinese, exchange programs to China and Guatemala in addition to our International Baccalaureate (IB) Diploma Program.

Diversity is a key to excellence in education. Sealth is committed to enriching the lives of our students, faculty, and staff by providing a diverse campus where the exchange of ideas, knowledge, and perspectives is an active part of learning.

Chief Sealth High School has been recognized as one of the few Seattle Public Schools that remains a "community" school. Most of the students live close to the school, many of the alumni live near the school, and many of the students are children of Sealth alumni. We are committed to rally our neighbors in West Seattle around the positive activities a tour school and for our students to reciprocate that pride and enhance our community.

Excellence – Culture of Equity and Educational Justice

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, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

Learning Environments Measures and Targets

Three-year Goal:

Percentage of 9th grade students who earn at least 6 credits and promote successfully to 10th grade will increase from 83% [2022-23] to 90% [2025-26] as measured by Atlas Reporting Center.

One-year Goal:

Percentage of students FFEJ (disproportionately represented on the D/E list) passing all their classes will increase from 16% (end of 3rd quarter 2023) to 20% (end of the 3rd quarter 2024) as measured by Atlas Reporting Center.

Percentage of African American male discipline rate will decrease from 10.9% [22-23] to 7.26% [23-24] as measured by Atlas Reporting Center.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Evidence of alignment to student outcome focused governance: In Progress

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal: In Progress

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures: In Progress

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting: In Progress

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students: In Progress

Priority Area: Classroom Instruction and Academic Success— Graduation and Advanced Course Completion

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students’ academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

School Three-year Goal:

Percentage of 10th graders meeting standard on the Math SBA will math increase from 20.2 percent [Spring 2023] to 24.9 percent in Spring 2024 leading to an overall increase access to pathway graduation pathway requirements as measured by Atlas Reporting Center.

School One-year Goal:

From 2023-2024 to 2024-2025 the percentage of 10th grade students furthest from educational justice meeting their graduation requirement in math will increase from 67% to 75% and in science from 49% to 60%, increasing the number of students eligible for advanced coursework the following year.

Percentage of 10th graders meeting standard on the Math SBA will math increase from 20.2 percent [Spring 2023] to 24.9 percent in Spring 2024 leading to an overall increase access to pathway graduation pathway requirements as measured by Atlas Reporting Center.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

Staff will continue to receive PD on how to use formative assessments to modify instruction and use a variety of satellite and street data to develop interventions that will increase student achievement; learning walks, PLCs, and students support services will continue to focus on using quantitative and qualitative data to inform teaching decisions and identify caseloads and supports; co-teaching partnerships will collaborate to use assessment based decisions in their teaching practice.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Guardrail 3 aligns with the Chief Sealth student outcomes plan that includes a robust collaboration between the restorative practices team, PD committee, and the use of equity and PD early release days to train staff on providing feedback to colleagues when adult behavior interferes with the district vision and anti-racism initiatives.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal: In Progress

Professional learning that will support implementation of culturally responsive strategies, process, or procedures: In Progress

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting: In Progress

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students: In Progress

Advance Learning and Highly Capable Services: In Progress

Expanded Learning opportunities for students through afterschool or summer programs: In Progress

Homework Policy: In Progress

Priority Area: Family and Community Engagement

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that 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.

Family and Community Engagement Measures and Targets

School Three-year Goal:

Chief Sealth will continue to create opportunities for students to share learning with the school/community/peers by including students in learning walks, in professional development (e.g., student survey data, student panel), in cultural heritage events*, and as active BLT representatives.

School One-year Goal:

Chief Sealth students, families, staff, and admin (committee) will project manage, co-plan, coordinate and implement multi-event Heritage Day programs that amplify the voices of leaders and stewards in our community, and their connection to the Chief Sealth community. 80% of families will respond favorably when polled.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance: In Progress

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding: In Progress

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

Chief Sealth will continue to create opportunities for students to share learning with the school/community/peers by including students in learning walks, in professional development (e.g., student survey data, student panel), in cultural heritage events*, and as active BLT representatives.

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Staff members will participate in racial equity/restorative justice days to create curriculum that are culturally responsive and encourage student FFEJ to participate within the created curriculum.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

Staff members received training with professional development training with giving culturally responsive feedback to peers and students.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

Staff members received training on equitable grading. This allows students FFEJ to receive more equitable treatment as their skills are being evaluated.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

Staff members received training with a district member regarding sexually-fluid and students who identify with the LGBTQ community. Staff members have also received training on conducting restorative and harm circles.

Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Levy

Amount: \$10,000+

How will funds improve student learning? In Progress

Academic Year: 2024-25

Funding Type: Specific

Funding Source: Levy

Amount: \$10,000+

How will funds improve student learning? In Progress

Academic Year: 2025-26

Funding Type: Specific

Funding Source: LAP

Amount: \$10,000+

How will funds improve student learning? In Progress