![Seattle Public Schools logo]

2023-26 Continuous School Improvement Plan (C-SIP)
Interagency Academy 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: Interagency Academy High School

Principal: Sharonda R. Willingham

Members of the Building Leadership Team and Parent/Guardian Partners: BLT Chair Brenda McGhee, BLT Facilitator Barbara Kline RET Representative Trisa Ibarra, Rhonda Claytor – Alder Rep, Shaylyn Faris-Graves – Columbia/Open Doors, Kathy Mayeda– Detention, Jackie Williams – King County Jail, Andrea Ackner– Innovation, Southeast – Barbara Kine, Juan Rubio – Southwest Danso Gyamerah – CTE Programs.

Community Partners (Community Based Organizations): Access, Print 4 Life, LCYC, Rainier Valley Food Bank, Sanctuary Arts, Seattle Colleges, Title 1D—Institutional Education, University Congregational Church, University District Youth Center, WAPI Community Services, YouthCare, and YouthGrow

[Interagency Programs School Report](#)
[Interagency Academy School Climate Survey](#)

School Overview

"Interagency Academy is a uniquely designed high school that removes equity barriers for students to access multiple transformational learning pathways.   With a trauma-informed approach, ethnic

studies learning framework, and virtual learning supports, we meet every student where they are, while supporting them as they grow."

Seattle 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. *

*African American Male Achievement 2021 Community Engagement Report

Learning Environments Measures and Targets

Three-year Goal:

In partnership with the Instructional Council, Attendance Team, Advisory Team and MTSS Team, Interagency Academy will increase our overall Social Emotional Learning supports and systems for all students from 84% to 100%, students by June 2026.

One-year Goal:

In partnership with the Instructional Council, Attendance Team, Advisory Team and MTSS Team, Interagency Academy will increase our overall Social Emotional Learning supports and systems for all students from 84% to 90%, for SOC students from 88% to 95%, and for Special Education student from 79% to 85% by June 2024.

Student Outcome Focused Governance

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

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

Welcoming Environments at Interagency Academy will include student surveys, feedback systems, and student voice to have a constant pulse on the students' and families' experiences to ensure that we are providing excellent and differentiated services to all stakeholders.

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:

- Art – Harmony & Healing thru Art: The goal for art at Interagency is to center student exploration of body, mind, and spirit. The Arts coordinator, arts facilitators, and teaching artists will accomplish this by 1] survey and collect data on what we are doing and what is working 2] convening as a team to decide on themes for the year 3 calendar offerings, or syllabus for offerings and 4 identify supports needed and allocate funding for each campus 5] at least 2 over the year a school wide art show 6] living galleries at each campus (alder) accomplishing this goal will agency access and accountability to arts across interagency.

- Restorative Practices/Justice: Interagency borrows the Indigenous practice of Restorative Justice to cultivate a warm and welcoming environment with preventative work (teacher-student, student-student, teacher-teacher, teacher-admin.) to build relationships and to help move through obstacles in a trauma informed way. IA defines Restorative justice as an approach to justice that seeks to repair harm by providing an opportunity for those harmed and those who take responsibility for the harm to communicate about and address their needs in the aftermath. Interagency is a school that is focused on equity, staff is invited to train and engage with RJ circles as both facilitators and participants. IA moves beyond just student to student issues and centers student to staff and staff to staff access for repair through this process.

- Check and Connects, Attendance Café, Truancy Workshops

- Home Visits: Interagency' s Family Engagement team has created a protocol for Interagency staff to use to routinize home visits for Interagency students and families. This project will support our mission of collaboration with families and core beliefs of the value of being present. Centering communication and trust between teacher/ parent and teacher/student, IA home visits are one way to include families and communities as partners in helping IA students learn. In a commitment to this routine, IA staff will use Green day Wednesday for family engagement and home visits following the protocol provided.

- Student Resource Navigator Position: SRN, Circles, home visits, student referrals, visiting the family engagement room Student Resource Navigators offer case management for all Interagency students and alumni. Student Resource Navigators identify Interagency students through referrals, outreach, and Hoonuit data. SRNs partner with IA students and families to offer support in many different areas. Some of the supports include (but are not limited to) housing, basic needs (clothing, food/ EBT, and hygiene products), making appointments, retrieving personal documents such as state ID, social security card, and birth certificates. SRN support does not end with the school year, IA SRNs identify students to support year-round and beyond graduation. Additional supports include our school and family partnership coordinator who interacts and supports with alumni, students, and families.

- KingsMakers: Culturally responsive identity affirming Offering 21st century skills and demonstrating incorporation of SEL skills, Interagency' s Kingmakers program is a pathway for our African American and Black boys to reengage with academics in a way that is culturally responsive and rehumanizing. IA Kingmakers classes work to remove barriers to learning and offers spaces for collaborative teaching/ learning.

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

- engage in Professional Learning Communities that stewards the collective efficacy of a group of teachers learning through research and evidence-based practices to improve student learning. PLCs will be cross - curricular in concept to allow teachers within one content area to grow their knowledge collectively. Teachers will be able to progress monitor their student growth goals collaboratively to access student growth.
- gain understanding of Universal Design for Learning principles.
- grow your understanding of creating an inclusive unit planning.
- collaborate and create lesson plans that will meet the social, emotional, intellectual, and academic needs of all our students.
- create engagement activities and strategies that will build strong inclusive learning communities.

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:

The goal for the MTSS team at Interagency is to create a team for the 2023 – 2024 school year. We will communicate our purpose, set intentionality for meeting 100% of our students, and create effective systems and outcomes for our school by meeting three times a week. Accomplishing this goal will result in sustainability, literacy, and application of MTSS supports (Tiers 1-3 & Tiers 4-5) at Interagency.

Tier 1 - Student(s) needs are being meet socially, emotionally, and academically. Staff continues two – communication and updating progress with student and family concerning progress. Campus staff will continue to take attendance, input grades, complete weekly WARs, and maintain two–way communication with students and families. For example, Contact Log, PS Entries, etc.

Tier 2 - Student(s) needs targeted intervention planning by the teachers and campus. ALE requires that an Intervention Plan is created if a student is making "unsatisfactory" progress over four weeks. Students are being discussed during campus team meetings. Certificated campus teachers (advisors) will complete the ALE Intervention form for students who are not making full progress toward their graduation goals.

Tier 3 - Student(s) needs intensive supports after classroom and campus interventions have been implemented. Campus staff will complete the MTSS Referral for students who are not attending school at all, need immediate assistance to engage students in school, and/or lack of intervention success from the ALE Intervention Process.

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

MTSS Team:

MTSS leadership team works to address problems of practice within the holistic lens of school climate. The team looks to address school climate through a co-designed approach blending racial equity practices, social emotional learning, restorative practices, and mental health supports. MTSS Team Meetings occur each weekly and MTSS Data Analysis Meetings occur monthly.

MTSS Tier 1:

- A codesigned team built to review and interrogate school-based data, and review and support action plans set by the MTSS team. Student, staff, community partner, and family voice are vital to the shifts in school climate.

MTSS Tiers 2/3:

- A team of mental health and academic experts (counselors, THC, school/student support staff, and administration) review referrals of students and develop and implement evidence-based supports.

Equity – Based MTSS:
- Equity in education demands that each and every student in a community be invited, welcome, and given agency in a system of teaching and learning that is fluid, responsive, and dynamic, and that uses all available resources matched to each student's need.
- Pillars of equity include opportunity, access, resource allocation, and culture.
- An equity – based multi – tiered system of supports helps school teams engage ALL students across the full ranger of their learning needs. This system ensures that the vision of equity for every student is achieved with high expectations, quality instruction, and evidence – based supports.

MTSS Tier 1:
- Universal, Supports for ALL. This team will support whole school and classroom common expectations to ensure safe spaces for learning and thriving.

MTSS Tiers 2/3:
- Targeted, Supports for SOME. This team will utilize expertise to address support strategies to benefit smaller groups of students.
- Intensive, Supports for FEW. This team will utilize expertise to address support strategies to benefit individualized student needs.

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

Three-year Goal:

21 percent of Students of Color FFEJ will graduate on-time and successfully complete at least one advanced course by 2025-26.

One-year Goal:

10 percent of Students of Color FFEJ will graduate on – time and successfully complete at least one advanced course by 2024.

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

Departments facilitating conversations, goals, and curriculum mapping for each course and grade level to determine realistic learning, culturally responsive, rigorous learning, and where educators demonstrate their knowledge of Interagency Academy students.   Determining the Interagency Academy Guiding Principles for Curriculum Development and Unit Planning and building the Identity Work to ELA, Math, etc., to determine our effectiveness with healing engagement and learning. Departments steward the collective efficacy of understanding the essential skills and learning

objectives students need to know in each subject area and grade level (tier 3 instruction) to determine what students have learned through summative assessments.

Professional Learning Communities that focus on our school improvement efforts, including but not limited to UDL, MLL, Brain Lab, Social Emotional Learning, etc. Establish PLC norms, student data protocol and analysis, student growth goals, etc. Student Data (summative and formative assessments) will drive the conversation and instructional strategies around teaching and learning. Having routine walkthroughs to create a positive teaching-learning relationship among teachers to monitor and make necessary changes to meet the needs of learners.

Facilitating advisory lessons that focus on the social, emotional, intellectual, and college career planning for students. Establish an Advisory calendar that discusses credit-earning graduation pathway goals quarterly and have guest speakers to intentionally create lesson plans for students to engage with their post-secondary plan. Having to manage the caseload of all senior students to ensure that all students have a post-secondary plan by the time they graduate.

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:

As a school, we have a vision statement, mission statement, and core values that are in alignment with district – wide vision, values, 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:

- Full implementation of Universal Design for Learning by creating and developing professional learning communities with UDL lens. Professional Learning Communities steward the collective efficacy of a group of teachers learning through research and evidence-based practices to improve student learning. All PLCs will have a UDL focus.
- UDL Engagement Focus PLCs - Ethnic Studies (Identity in Learning), Restorative Practices (Community & Collaboration in Learning), and Social Emotional Learning (Community & Collaboration in Learning).
- UDL Representation Focus PLCs - Multilingual Learners (Language, Tiered Vocabulary, & Symbols in Learning) , Brain Lab (Comprehension in Learning)
- UDL Action & Expression Focus PLCs ED Tech in the classroom (Accessibility & Multimedia in Learning), Ethnic Studies (Criticality in Learning)
- Instructional leaders at Interagency Academy conducts Learning Walks that contain a self–reflection piece for educators to respond to the staff and student feedback provided. Departments Collaboratively creates learning objectives for the unit of study, barrier sheet, scope and sequence, and common assessment planning. The department's unit planning is enhanced by teachers participating in varied PLCs. Educators uses PLCs to progress monitor student growth goals where they assess student work to provide collective feedback to the PLC.

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

- engage in Professional Learning Communities that stewards the collective efficacy of a group of teachers learning through research and evidence-based practices to improve student learning. PLCs will be cross - curricular in concept to allow teachers within one content area to grow their knowledge collectively. Teachers will be able to progress their student growth goals collaboratively to access student growth.
- Staff will gain understanding of Universal Design for Learning principles.
- Staff will grow your understanding of creating an inclusive unit planning.
- Staff will collaborate and create lesson plans that will meet the social, emotional, intellectual, and academic needs of all our students.
- Staff will create engagement activities and strategies that will build strong inclusive learning communities.

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:

The goal for the MTSS team at Interagency is to create a team for the 2023 – 2024 school year. We will communicate our purpose, set intentionality for meeting 100% of our students' needs, and create effective systems and outcomes for our school by meeting three times a week. Accomplishing this goal will result in sustainability, literacy, and application of MTSS supports (Tiers 1-3 & Tiers 4-5) at Interagency.

- Tier 1 - Student(s) needs are being meet socially, emotionally, and academically. Staff continues two – communication and updating progress with student and family concerning progress. Campus staff will continue to take attendance, input grades, complete weekly WARs, and maintain two–way communication with students and families. For example, Contact Log, PS Entries, etc.
- Tier 2 - Student(s) needs targeted intervention planning by the teachers and campus. ALE requires that an Intervention Plan is created if a student is making "unsatisfactory" progress over four weeks. Students are being discussed during campus team meetings. Certificated campus teachers (advisors) will complete the ALE Intervention form for students who are not making full progress toward their graduation goals.
- Tier 3 - Student(s) needs intensive supports after classroom and campus interventions have been implemented. Campus staff will complete the MTSS Referral for students who are not attending school at all, need immediate assistance to engage students in school, and/or lack of intervention success from the ALE Intervention Process.

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

MTSS Team:

MTSS leadership team works to address problems of practice within the holistic lens of school climate. The team looks to address school climate through a co-designed approach blending racial equity practices, social emotional learning, restorative practices, and mental health supports. MTSS Team Meetings occur each weekly and MTSS Data Analysis Meetings occur monthly.

MTSS Tier 1:
- A codesigned team built to review and interrogate school-based data, and review and support action plans set by the MTSS team. Student, staff, community partner, and family voice are vital to the shifts in school climate.

MTSS Tiers 2/3:
- A team of mental health and academic experts (counselors, THC, school/student support staff, and administration) review referrals of students and develop and implement evidence-based supports.

Equity – Based MTSS:

Equity in education demands that each and every student in a community be invited, welcome, and given agency in a system of teaching and learning that is fluid, responsive, and dynamic, and that uses all available resources matched to each student's need.

Pillars of equity include opportunity, access, resource allocation, and culture.
An equity – based multi – tiered system of supports helps school teams engage ALL students across the full ranger of their learning needs. This system ensures that the vision of equity for every student is achieved with high expectations, quality instruction, and evidence – based supports.

MTSS Tier 1:
- Universal, Supports for ALL. This team will support whole school and classroom common expectations to ensure safe spaces for learning and thriving.

MTSS Tiers 2/3:
- Targeted, Supports for SOME. This team will utilize expertise to address support strategies to benefit smaller groups of students.
- Intensive, Supports for FEW. This team will utilize expertise to address support strategies to benefit individualized student needs.

The following meetings support primary stakeholders with implementing MTSS:

- Staff Communications Circles (Principal, Campus Administrator, Restorative Practices Facilitator)
- MTSS Team Meeting (MTSS Team and Campus Advisors)
- Student Communication Circles (Students, Campus Staff, Campus Connector, MTSS Staff)
- Campus Walkthroughs (Instructional Coaches, Admin, MTSS Team)

Advanced Learning and Highly Capable Services

At Interagency Academy, we will provide advanced learning services for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Students who are achieving well above grade level standards are targeted under MTSS for Tier 2 interventions. Basic Tier 2 curriculum supports in Reading and Math are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

By the 2024-25 school year, the MTSS Tier 3 process will be in place for students with complex needs that can't be addressed in Tier 1 and Tier 2 supports. The Tier 3, MTSS process will result in an individual student plan, in collaboration with the AL Department.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC. Similarly, student growth is reviewed at various points throughout the school year in PLCs and educators plan for the needs of all students in their classrooms.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

Expanded Learning opportunities for students through afterschool or summer programs:

The goal for Interagency' s summer school is to offer ongoing personal, academic, and social emotional supports in the summer. The summer school coordinator and supporting staff will accomplish this goal by convening as a team in late summer/ early fall, review data for previous summer programming, meet/ release as a team at least twice during the school year to prepare the summer school calendar, plan curriculum and brainstorm ideas for in person activities that support student learning and credit retrieval and drafting summer school expectations and clearly communicating those expectations to all staff. Accomplishing this goal will result in year-round supports and meaningful learning experiences for students while simultaneously retrieving needed credit. IA Summer School/summer learning program is available to students three hours weekly for ten weeks of summer vacation.

Interagency students, along with their advisor and counselor, design a summer learning plan and then are enrolled in our summer session. Students primarily engage with Summer Learning at IA for credit retrieval, one of the benefits of this program is the consistency and routine offered to help with student stamina in our on-line space. While students earn credit during summer session, we know that the largest indicator of its success is the rate of returning students. Looking to expand our team, we have one support person (certificated teacher) and on record, one admin. Held at our Columbia City site, our Student Resource Navigators are also available to students for barrier removal to aid with student engagement and attendance.

GED Open Doors - Starting this year OSPI is partnering with Education NW to evaluate the Summer program. The goal is to increase Open Doors partnerships and build support for robust barrier reduction funding.

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

Three-year Goal:

In partnership with the Family Engagement team and through feedback cycles, Interagency Academy will increase stakeholders understanding of their child's graduation requirements and how it relates their post-secondary plans from 73% to 100% by June 2026.

One-year Goal:

In partnership with the Family Engagement team and through feedback cycles, Interagency Academy will increase stakeholders understanding of their child's graduation requirements and how it relates their post-secondary plans from 73% to 80% by June 2024.

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:

At Interagency Academy will include student surveys, feedback systems, and student voice to have a constant pulse on the students' and families' experiences.

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:

The goal for the Family Orientation is to increase family engagement when their student is newly enrolled at Interagency during the 23-24 school year. The family engagement specialist will accomplish this goal by 1] utilizing the Family Engagement Room as both a resource room for ongoing student and family needs and 2] space to facilitate an Orientation for new families. Accomplishing this goal will result in setting expectations for attendance and campus life and to further connect students and families to supports and resources needed.

Home Visits: The goal for Home Visits across Interagency is to establish ongoing relationship building and communication between families and campus staff. CEAs and campus staff will accomplish this goal by 1] creating plan for Home Visits across Green early release days 2] gather resources including (when appropriate) surveys for family voice 3] assessing technology literacy and offering access support when needed 4] connect with the family engagement room and SRNs. Accomplishing this goal will result in tier 5 interventions for students and compliance with ALE monthly intervention expectations for student with the highest need and centering family support as another intervention for student reengagement.

Campus Tours/Open Houses: The goal for Campus Tours/ Open Houses during the 23-24 school year is to sustain ongoing family engagement at each campus. CEAs and other campus support staff will accomplish this goal by 1] communicating to families and stakeholders a calendar with at least 3-4 opportunities a year. 2] create an agenda for campus tours/ open house 3] facilitate an end of the year celebration. Accomplishing this goal will result in more opportunities for student led conferences, support for school w0de operations and communications to families and stakeholders and increase student centered celebrations.

The Family room orientation for parents/guardians was a success this first year. The families' introduction to Interagency, life on campus and having a space to ask questions, created a warm engagement opportunity to families and an opportunity to connect with other families.

A follow up call after one month to check in from the School and Family Partnership Coordinator, allowed for great feedback on the student's and parent's experience. It also provided feedback to bring to the campus' each month.

The special family engagement events (Giveaways, Gift bags, Food Drives and academic information nights) connected families to school. Family Engagement Committee had 1 parent join. Goal is to have 2 or more for 2023-24 school year.

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:

Our Family Support Specialist will be a part of the MTSS team to make sure that families of the students we are providing additional supports have the family supports as well.

MTSS Team:

- MTSS leadership team works to address problems of practice within the holistic lens of school climate. The team looks to address school climate through a co-designed approach blending racial equity practices, social emotional learning, restorative practices, and mental health supports.

Equity – Based MTSS:

- Equity in education demands that each and every student in a community be invited, welcome, and given agency in a system of teaching and learning that is fluid, responsive, and dynamic, and that uses all available resources matched to each student's need.
- Pillars of equity include opportunity, access, resource allocation, and culture.
- An equity – based multi – tiered system of supports helps school teams engage ALL students across the full ranger of their learning needs. This system ensures that the vision of equity for every student is achieved with high expectations, quality instruction, and evidence – based supports.

MTSS Tier 1:
- A codesigned team built to review and interrogate school-based data, and review and support action plans set by the MTSS team. Student, staff, community partner, and family voice are vital to the shifts in school climate.
- Universal
  - Supports for ALL
  - This team will support whole school and classroom common expectations to ensure safe spaces for learning and thriving.

MTSS Tiers 2/3:
- A team of mental health and academic experts (counselors, THC, school/student support staff, and administration) review referrals of students and develop and implement evidence-based supports.
- Targeted
  - Supports for SOME
  - This team will utilize expertise to address support strategies to benefit smaller groups of students.
- Intensive
  - Supports for FEW
  - This team will utilize expertise to address support strategies to benefit individualized student needs.

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:

As a school, we are creating a vision statement, mission statement, and core values that are in alignment with district – wide vision, values, and anti – racism initiatives.

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:

Identity Change:
- Increase commitment to dismantle racism and increase family engagement
- Foster communication and engagement by the social culture of the school, linguistic norms and needs of the families and students
- Families involved in student experiences
- Supporting immigrant families, ELL families

Identity to Change goal:
- Perception change – families are welcome and valued.
- Communication, transparency, and collaboration efforts to support learning and success
- Building relationships-approachable, receptive, and connected

Structural Change goal:
- Acknowledge and navigating cultural differences through IA's communication tools
- Overcoming barriers – Offering Tech and resource night
- Engagement opportunities- Special events, orientation, community calendar

Accomplish goals by:
- Building relationships
  - Call to invite all families to campus w/in 2 weeks of site placement
  - Welcome email/ letter with campus brochure to all new families
  - Orientation to all new families each week in the Family Engagement Room

- Offering parent supports and tools
  - Highlight Lionbridge to families

- Prepare to engage with diverse families
  - Family Orientation Speaker
    - YouthCare
    - Attendance
    - Counselor
    - School/Fam Partnership Coord

- Home Visit Availability

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

Using the WAESN content specific frameworks, the Ethnic Studies department at Interagency in the 23-24 year will facilitate an Ethnic Studies pilot at our Southeast campus. Combining ELA and Social Studies, the Ethnic Studies department and Instructional Coach(es) will accomplish this goal by - meeting as a team during a common planning period to collaborate, co-create unit plans, course guides and lessons, attend professional development opportunities relevant to identity, ethnic studies, and anti-racist pedagogy, and complete learning walks and observations.

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

Staff communication circles with different groups to build community and understanding in where we are going as a school. Relationship building and perspective taking in how we can work together as a collective to move our school towards 100% students graduating for Interagency Academy with a post – secondary plan.

Affinity Group circles to create an equity – based lens with all staff around the work we have to do as a collective to make sure that all stakeholders are send and heard & all students graduate Interagency Academy with a post – secondary plan.

Continued expansion of the Building Leadership Team and school – wide teams that allow for collective efficacy, learning, and distributive leadership as a community.

Budget Allocations to Support Continuous Improvement

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

In Progress