



# 2023-26 Continuous School Improvement Plan (C-SIP)

## West Seattle 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:** West Seattle High School

**Principal:** Brian Vance

**Members of the Building Leadership Team and Parent/Guardian Partners:** Jessica Mathews, David Bergman, Colleen Carlson, Ying Yu, Amy Doll, Susan Goplen, Brian Fitzgerald, Erica Nguyen, and Stacey Fernandez

**Community Partners (Community Based Organizations):** Choose180, YMCA, BBBSKC



[West Seattle High School Report](#)

[West Seattle High School Climate Survey](#)

### School Overview

**Mission:** To ensure each and every student has the opportunity and the access to a high-quality education that prepares them to thrive in their post-secondary pursuits.

**Vision:** Every student empowered to solve complex problems, to positively impact their community and to thrive in a dynamic, diverse global society.

West Seattle High School was founded in 1902 and has a proud tradition of scholarship, pride and community support. The WSHS Alumni Association, PTSA, WSHS Foundation, community-based organizations, and local businesses all actively support our school. We offer a full range of courses to challenge students, readying them for competitive post-high school options. Our graduation rate continues to be well above the district average. Last year our students were accepted into over 40 colleges and universities across the United States. We are focused on supporting each and every student in preparing for and pursuing their future goals. This includes working to break down institutional barriers that disproportionately and negatively impact students of color. For example, breaking down tracking systems and opening up advanced learning opportunities to all students. We continue to grow and learn together in support of the mission of Seattle Public School and West Seattle High School.

## **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](#)

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## **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:**

Increase percentage of students who responded favorably to "This school is a safe and welcoming place for people of all races and cultural backgrounds" from 77% to 90% by June 2026.

### **One-year Goal:**

Increase percentage of students who responded favorably to "This school is a safe and welcoming place for people of all races and cultural backgrounds" from 77% to 84% 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 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.

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:**

MTSS: By providing multiple tiers of services to help support students rather than apply direct disciplinary action, students will find that staff is there more to help them grow and develop as individuals rather than punish. This should result in positive outcomes and show increased gains in climate surveys.

UDL: By providing ongoing professional development around the use of Universal Design for Learning strategies, more students will be able to access and engage in the learning happening across all content areas and for all students.

SEL: By providing supports for students Social Emotional Learning, more students will be able to bring their full self into the classroom and be ready to learn and engage.

Equitable Grading: The implementation of equitable grading practices including opportunities for retakes and no zeros will allow for students to represent what they know and can do in relation to specific standards for their courses.

## **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:**

- Multiple Tiered Systems of Support (MTSS): By providing multiple tiers of services to help support students rather than apply direct disciplinary action, students will find that staff is there more to help them grow and develop as individuals rather than punish. This should result in positive outcomes and show increased gains in climate surveys.
- Universal Design for Learning (UDL): By providing ongoing professional development around the use of Universal Design for Learning strategies, more students will be able to access and engage in the learning happening across all content areas and for all students.
- Social Emotional Learning (SEL): By providing supports for students Social Emotional Learning, more students will be able to bring their full self into the classroom and be ready to learn and engage.
- Equitable Grading: The implementation of equitable grading practices including opportunities for retakes and no zeros will allow for students to represent what they know and can do in relation to specific standards for their courses.

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

Professional learning for staff will focus on understanding and implementing strategies for Universal Design for Learning (UDL). This will be done by learning about, enacting and assessing the effectiveness of UDL strategies connected to each of the 10 UDL focus areas. In addition,

professional learning will make explicit connections between UDL and Culturally Responsive Teaching strategies by utilizing Zaretta Hammond's book *Culturally Responsive Teaching and the Brain*.

We will be focusing on the 10 principals of UDL throughout the year. We will breakdown the focus for each quarter of the 23-24 school year as follows:

Quarter 1: Sep – Nov

1. Student Identity
2. S.E.L
3. Collaboration and Community

Quarter 2: Nov – Jan

1. Flexible Methods
2. Flexible Materials

Quarter 3: Feb – April

1. Flexible Assessments
2. Formative Assessments

Quarter 4: April – June

1. Self-Reflection
2. Feedback

**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:**

- Implementation of Ethnic Studies at 11<sup>th</sup> grade
- Weekly Homeroom lessons focused on SEL, community and building connections.
- Special Education and Multilingual teachers serving as co-teachers within the general education setting.
- A Multiple Tiered System of Support (MTSS) Team will meet weekly to identify students in need of receiving additional support services. The goal is this team is to identify targeted tier 2 support for students furthest from educational justice and others most at risk. This team will be comprised of multiple members including the attendance specialist, school psychologist, counselors, care coordinator, social worker, and administration allowing a point person to be identified for each student receiving services. Once a month, community partners will also attend MTSS meetings, allowing for collaboration between partners and the school in implementing services for identified students.
- Students who fall behind in credit earning are eligible for credit retrieval options during the school day.
- Moving toward the implementation of restorative practice strategies across multiple settings in the school.
- Hour long lunch/club block allowing students access to teacher "office hours" during the school day.
- Saturday School sessions to provide academic support for students prior to the end of marking periods.

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

- School social worker who meets with and refers students to mental health providers connected with the school and community.
- Many different clubs and activities which allow students to meet with and form relationships with others with similar experiences.

- Hour long lunch/club block allowing for students to access club meetings during the school day.
  - Connections with community partners to provide individual and group mentoring.
  - Check and connection sessions with trusted adults in the building for identified students.
  - Specific MTSS meetings for students served in Special Education and Multilingual Learners to allow for collaboration with SPED and ML case managers.
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## **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:**

3-Year Goal: The percentage of African American Males graduating on-time with the successful completion of at least one advanced course will increase from 57.1% as measured in the 21-22 school year to 100% by the 25-26 school year.

#### **One-year Goal:**

1-year Goal: The percentage of African American Males graduating on-time with the successful completion of at least one advanced course will increase from 57.1% as measured in the 21-22 school year to 100% by the 23-24 school year.

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

- The continued work on UDL and strong tier 1 instruction.
- Maintaining our de-tracked 9th and 10th grade courses
- Having all students take a college level course in ELA their senior year, ELA 101 or AP Lit

### **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:**

At WSHS we will ensure the implementation of Guardrail 3 through continued focus on the implementation of school-wide UDL and Culturally Responsive Teaching strategies, focus on cohesion within PLCs, and implementation of MTSS and Restorative Practices.

### **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 order to meet the instruction and academic success goals, WSHS will implement Universal Design for Learning, Equitable Grading Practices, and Aligned Curriculum and Assessments.

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

Professional learning for staff will focus on understanding and implementing strategies for Universal Design for Learning (UDL). This will be done by learning about, enacting and assessing the effectiveness of UDL strategies connected to each of the 10 UDL focus areas. In addition, professional learning will make explicit connections between UDL and Culturally Responsive Teaching strategies.

## **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:**

With pinpoint focus on the 10 focus areas of UDL from Katie Novack, classrooms will work to support all learners in the general education setting. Throughout the year, professional development sessions will focus on learning about, implementing, and reflecting upon the success of various UDL strategies. In addition, staff will be exposed to various components of the Zaretta Hammond's *Culturally Responsive Teaching and the Brain*, allowing for direct connection between UDL and CRT strategies to be made. Together, this will allow for all students, including those furthest from educational justice, multilingual learners, students eligible for special education services and students eligible for advanced learning services to be successful in the general education setting.

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

To further support all students, during Multiple Tiered System of Support (MTSS) Team meetings, data will be reviewed to identify student needs and appropriate tier 2 interventions. Examples of interventions may include, but not be limited to: Referral to community partners, such as Choose180 and MentorU, referral for academic interventions such as Saturday School, connection with the school social worker, referral to outside agencies for mental health supports, check and connect sessions with trusted adults in the building, etc. In addition, students served in Special Education and Multilingual Learners will be identified in collaboration with SPED and ML case managers during specific MTSS meetings.

## **Advanced Learning and Highly Capable Services:**

West Seattle High School supports the needs of all students, including those needing highly capable services. In grades 9 and 10, all students have access to honors credits that are embedded in Language Arts and Social Studies and Math. As students progress through their academic program, students can choose to engage in Advanced Placement (AP) classes and College in the High School, dual credit programs. All students have access to sign up for any of our AP or College in the High School courses.

## **Expanded Learning opportunities for students through afterschool or summer programs:**

Student will have access to various opportunities for enrichment and growth through the many clubs and activities offered at WSHS. Clubs span the spectrum of student interests and include offerings such as theater, art, sports, journalism, and identity-based clubs. All of these offerings contribute directly to students' sense of identity, connection to the community and overall sense of belonging.

## **Homework Policy:**

The WSHS homework guidelines revolve around the fact that not all students have the resources, space, ability to engage in meaningful schoolwork at home, outside of school hours. As a result,

there is an expectation that any homework is for practice and review, not for learning new content. In addition, any grading associated with homework is a minimal percentage of a student's overall grade. In addition, we are practicing the district grading practices including the following retake guidelines.

Retake Guidelines: SPS educators will allow retakes and assignment revisions to the maximum extent possible.

- Summative assessments or summative projects are available for retakes.
- Students must complete some type of reflection or additional learning prior to being eligible for retake. This will vary between subject areas. Examples may include completing notes, test corrections, review with teacher, etc.
- Retakes will cover the same content matter/ standards as the original assessment.
- Retake grades supersede original grades without penalty.
- Retakes will be completed within two weeks (10 school days) of returning original grades, with possible adjustments communicated beforehand. Note: Students may experience emergencies which preclude them from meeting this retake deadline and communicating with you beforehand. Please consult with an administrator if this occurs in your classroom.

A single retake opportunity is allowed for summative assignments. For students dissatisfied with retake results, a meeting with the teacher is recommended to collaboratively devise a support plan.

IEP/504 plans take precedence over the retake policy and timelines, in accordance with each student's specific plan.

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## **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:**

Increase attendance of multilingual families and families of color at family engagement nights (curriculum night, multicultural night, etc.) from 0 to 5 families of color in attendance.

#### **One-year Goal:**

Increase from zero family members on WSHS Racial Equity Team to at least one family member on the team.

### **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:**

This will allow us to lean into our student racial equity team and our families of color network to hear a variety of diverse voices in our decision making along.

## **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:**

We recognize the transformative power of professional learning in fostering educator development concerning the pivotal role of parents in improving teacher-family communication and opportunities for meaningful dialogue and understanding. This initiative is instrumental in enhancing two-way communication among various stakeholders, including:

- Teachers and Parents of Diverse Backgrounds: Our professional learning programs will emphasize the importance of building bridges between teachers and parents from diverse cultural and linguistic backgrounds. Through training, educators can gain valuable insights into effective communication strategies that bridge cultural gaps and promote mutual understanding.
- Teachers and Parents of Students in Danger of Failing: We are dedicated to improving communication between teachers and parents, particularly when students are facing academic challenges. We will continue to work on equipping teachers with the skills to make positive phone calls home, initiate contact with families regarding incidents, and partner with parents when students are at risk of failing classes. This proactive approach is essential for identifying and addressing potential issues promptly.

Additionally, we've implemented the use of tools like Talking Points, which have proven highly effective in facilitating two-way communication, especially in reaching multilingual families. By using such technology, along with language services, we can ensure that communication is accessible and inclusive for all parents.

### **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:**

- Use of Talking Points as a tool for communicating with families directly from the teacher and other school staff. This includes translation for Multi-Lingual families.
  - Create at least 1 Family nights for families of color (Latinx night, Black/ African American night, Asian night, etc) where hopes and dreams from students/ parents/ guardians/ staff/ alumni can be shared. RET, staff, and student groups will collaborate on these events.
  - Weekly communication with families via "What's Up Westside" newsletter. This is a translated communication home to all families highlighting upcoming events, news, how to get involved, etc.
  - Direct invitations to families to attend school events including curriculum nights, PTSA education events, etc.
  - Involving parents in our building decision making committees, including Building Leadership Team and our Racial Equity Team
  - Hosting parent education events in partnership with the PTSA.
  - Partnering with community-based organizations like Choose180 and Big Brothers Big Sisters of King County to build relationships with the community and engage our students with community members.
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## 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:

Being intentional in involving diverse voices in our decision making and hiring.

### 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 Charter: Developed a staff charter to identify how we will engage and operate as the staff at WSHS. Including how to move through conflict, if it is to arise.
- TLC: Teacher Leader Cadre supporting the induction and welcoming of new staff, ongoing professional learning in our early dismissal days and supporting teachers in development and reflection on goals.
- RET: Racial Equity Team provides guidance and support for all staff in our racial equity work. This includes providing safe spaces for all staff, including staff of color to engage in conversations and community building. We are also finishing up a series of racial healing circles as a staff and building affinity groups.
- PLC: Departmental collaboration on early dismissal days. Increasing opportunities for inter-departmental collaboration and team building.

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

Hiring Teams: Including a diversity of staff on our hiring teams

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

Promote changes in leadership roles to help encourage and give experiences to staff from diverse backgrounds.

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## 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:** Combined

**Funding Source:** Baseline Allocations/LAP

**Amount:** \$144,000

**How will funds improve student learning?** Combined funds will support in-house tutoring and staffing for Saturday schools, enhancing academic support for students.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** Equity Dollars

**Amount:** \$68,000

**How will funds improve student learning?** Equity Dollars will be used to support lower class sizes and provide study skills resources in general education, contributing to improved learning outcomes.