



2025-26 Annual CSIP Chief Sealth International High School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

2025-26 School Information and Leadership Team Members

School Name: Chief Sealth International High School

Principal: Hope Perry

Instructional Vision: If we implement high-leverage practices, analyze student data, and collaborate to create a rigorous curriculum, then we will increase opportunities for Students of Color Furthest from Educational Justice to use critical thinking and attend all classes.

Members of the Building Leadership Team: Amber Allison, Katie Batts, Alexis Camacho, Tammy Field, Basma Ghoneim, Arus Haji, Ruben Molina-Sanchez, Sarah Salvador, Alana Temple.

[2023-26 CSIP Chief Sealth](#)

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 1,187

Special Education Percentage: 17.4%

Multilingual Learning Percentage: 21.5%

Highly Capable Percentage: 5%

Free and Reduced Lunch Percentage: 52.5%

Washington School Improvement Framework Status: Foundational

[Chief Sealth OSPI School Report](#)

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- Special Education Eligibility/Disproportionality Data
- Special Education Placement Data (LRE)
- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- Smarter Balanced Assessment ELA
- Curriculum-Embedded Assessments Math
- Student Grade Reports
- Walkthrough/Observational Data
- Course Enrollment
- Graduation Credit Tracking in Atlas
- Graduation Pathways Tracking in Atlas
- School-based Student Surveys
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- Healthy Youth Survey
- SPS Climate Survey (staff or students)
- Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)
- Professional Development Attendance and Exit Tickets
- School-based Family/Community Survey
- Family Participation/Attendance (e.g., Events, Team Membership)
- Resource Allocation Data
- Meeting Agendas and Minutes (e.g., Grade-level, Content Area, MTSS, RET, BLT, etc.)

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

Chief Sealth employs an IB for All model which enrolls nearly all 11th graders in IB Math and IB English. The school is working towards making IB Science and IB History accessible to ALL. As a result, IB across the school enrollment is 17% Black, 14% Asian, 24% Latino, 1% Pacific Islander, and 1% Native American. Year over year enrollment of Black students in IB courses increased 1%, and enrollment of Hispanic students in IB courses increased 3%. Additionally, the year-over-year overall percentage of students passing IB exams increased from 38% to 43%. Lastly, the raw number of students taking at least one IB exam had a year-over-year increase from 181 students to 299 students.

The number of disciplinary suspensions for African American male students decreased from 34 in 2023-24 to 31 in 2024-25, a decrease of 8.8% per the Atlas reporting center. The number of exclusionary days from school related to those suspensions decreased from 379 days in 2023-24 to 92 days in 2024-25, a decrease of 75.7% according to the Atlas reporting center. For the current school year, 2025-26, there has been one African American male suspension for a total of two exclusionary days.

The percentage of 10th graders meeting standard on the Math SBA math increased from 18.0% in Spring 2024 to 22.1% in Spring 2025, resulting in an increase of 4.1% according to the Atlas reporting center.

The percentage of 10th graders meeting standard on the ELA SBA increased from 45.5% in Spring 2024 to 53.5% in Spring 2025, resulting in an increase of 8.0% according to the Atlas reporting center.

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

Although Chief Sealth made gains in SBA math scores, we continue to need to prioritize and strengthen this component in our school. Data points supporting this show, even with our gains, Chief Sealth has a 17.9 negative differential from the Seattle School District in math scores and a -14.6% negative differential to the district in ELA scores.

For the 2024-25 school year the percentage of 9th grade students passing all current courses and earning no more than One D. based on results from the Atlas reporting center based on grades entered in PowerTeacher Pro was 65.0%

Disproportionalities: What disproportionalities exist among student groups?

Attendance continues to be a top need for improvement at Chief Sealth. For the current 2025-26, through October 9, 2025, the daily attendance rate for the school is 84.2% (15.8% absence rate) which includes 950 meeting absences and 313 tardies according to the Atlas reporting center. A narrowed focus shows that of the 950 absences 317 (33.3%) have been by Hispanic students who have a school population percentage of 25.6% and 231 (24.3%) have been by Black students who have a school population listed at 22.6%, and according to Atlas reporting center. Absence rates are disproportional to the racial breakdown of the school.

A disproportionality occurred in the 2024-25 school year as the percentage of all 9th grade students passing all current courses and earning no more than One D was 65.0%, but African American males had a percentage rate of 40.0% in this category according to the Atlas reporting center.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

Obligations to the family and students being caretakers, the need to earn income and socioeconomic status, transportation constraints, and the need to rely on public transportation are all root causes of disproportionalities as it relates to attendance.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Hiring and retaining staff members focusing on academic and attendance intervention for students of color.

Staff member titles dedicated to supporting this initiative at Chief Sealth are: Youth Services Assistants, Student and Family Advocates, Academic Intervention Specialists, a Student Re-Entry Specialist, School Social Worker, Student Interventionist/MTSS Coordinator, a Prevention and Intervention Specialist, a College and Career Coordinator, and a Communities of Rooted Brilliance (CRB) | RISE Behavioral Health Coordinator.

The introduction of community-based organizations (CBO's) focused on African American males. These include Mentoring Urban Students & Teens, Choose 180, and the YMCA. The CBO Utopia focusing on BIPOC LGBTQ identified students.

Interconnected Needs: How are needs related to each other or influencing each other?

There is a strong support system. Students are referred to different classes, services and CBO for support with Social-Emotional learning and academics.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

- Address attendance disproportionality through SPS staffing interventions focused on Hispanic students and African American males.
- Continued reduction of discipline incidents and exclusionary days of African American males.
- Increase of SBAC scores by providing professional development to Chief Sealth instructional staff focusing on professional learning communities (PLCs).
- Providing staff with dedicated time to collaborate in PLCs to generate common language regarding syllabus development, assessments, and teaching strategies in Language Arts and Math.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

Chief Sealth is a 1:1 school as it provides each student with a laptop computer SPS installed software and a charging cord without cost. If a laptop computer is lost or stolen another computer will be provided without cost if a police report number is provided to the IT department.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

Chief Sealth has two Ed Tech stipend positions supporting all staff with technology software programs and training while providing family communication in multiple mediums and language interpretation.

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

Measures and Targets

2023-26 Goal:

The percentage of 9th grade students who earn at least 6 credits and promote successfully to 10th grade will increase from 83% [2022-23] to 85% (We changed because our 10th grade students are at 59%) [2025-26] as measured by Atlas Reporting Center.

2025-26 Goal:

Percentage of students SOCFEJ passing all their classes with a C- or better will increase from 40.8% (end of Q4 2025) to 50% (end of Q4 2026) as measured by Atlas Reporting Center (ABC Indicator).

Percentage of African American male discipline rate will decrease from 7.4% [24-25] to 7.2% [25-26] as measured by Atlas Reporting Center (Progress Monitoring Dashboard).

Action Plan

Evidence-based Practice 1:

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Implementation Activity:

Address attendance disproportionality through SPS staffing interventions focused on Hispanic students and African American males. Continued reduction of discipline incidents and exclusionary days of African American males.

Student Outcome Data Measures:

- Unified Insights
- Atlas ABC Indicator to identify SoCFFEJ passing their classes with a C- or higher

Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- Quarterly
- Beginning of Year
- End of Year

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- School-based Survey (staff or students); Professional Development Attendance and Exit Tickets
- Care Coordination Plans

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- All members of the MTSS team
- Administrators
- Counselors
- Case Managers
- Social Workers
- Department Chairs
- Other Staff

Additional context about your school's implementation of chosen evidence-based practice:

Our support team is crucial to the success of our CSIP goal around student success. This includes two social workers, academic reentry specialist, case managers, and other positions. Funding for such positions is crucial.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 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 2026 leading to an overall increase access to pathway graduation pathway requirements as measured by Atlas Reporting Center.

2025-26 Goal:

The percentage of 10th grade students on-track will increase from a baseline of 62.3% to a target goal of 64.33% by Spring 2026.

2025-26 School-based Goal:

From 24/25 to 2025-2026 the percentage of incoming seniors (SOCFFEJ) on track in math and science credits will increase from 66.96% in math and 51.88% in science to 75% in math and 70% in science as measured by Atlas Reporting Center (CCR dashboard). This goal has shifted to better align with the mission and vision of Chief Sealth International School.

Percentage of SOCFFEJ entering their senior year having already met a graduation pathway will increase from 56.3% to 60% as measured by Atlas Reporting Center (CCR dashboards). This goal has shifted to better align with the mission and vision of Chief Sealth International School.

Action Plan

Evidence-based Practice 1:

Graduation & Course Data Tracking: Staff regularly review credit-earning, pathway completion, advanced coursework access, and other college and career readiness data (e.g., in Atlas).

Implementation Activity:

Provide staff with dedicated time to collaborate in PLCs to generate common language regarding syllabus development, assessments, and teaching strategies in Language Arts and Math.

All members of the Sealth staff are responsible for reflecting on their course data while support staff, administrators, and IB coordinators, and counselors may dive deeper into the data analysis and action plans.

Student Outcome Data Measures:

- Student Grades Reports
- Graduation Credit Tracking in Atlas
- Graduation Pathways Tracking in Atlas
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year
- Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)
- Course enrollment data

Timeframe for Reviewing Process Data Measures:

- Weekly
- Monthly
- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- All Staff
- Administrators
- IB Coordinators
- Counselors

Highly Capable Services

Advanced Course Work: All students have access to advanced courses. Options include AP, IB, and dual enrollment at local colleges.

Homework Policy

To be determined.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 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.

2025-26 Goal:

Chief Sealth will engage families and communities at least within a semester in high impact events such as conferences, language specific resource family nights, multicultural nights, opportunities to provide feedback to the BLT or other. Action Plan

Evidence-based Practice 1:

Collaborating with Community: Develop and strengthen relationships with government and non-government agencies, community groups, businesses, and other educational providers to enhance learning opportunities and outcomes for students and families. Receiving feedback from community stakeholders about Chief Sealth's operations.

Implementation Activity:

Social Workers, case managers, reentry specialists, administrators, support staff, and classroom educators will collaborate to implement the evidence-based practice. Subgroups of the MTSS team will dive deeper into measurements and adjustments of the practice.

Student Outcome Data Measures:

Chief Sealth will collect data around student's families that have been reached beyond two-way communication.

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- Volunteer Count

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Social Workers
 - Case Managers
 - Reentry Specialist
 - Administrators
 - Support Staff
 - Classroom Educators
 - Subgroups of MTSS Team
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2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

Intent and Purpose: Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards that includes differentiation and enrichment.

Activities Implemented to Meet Intent and Purpose: The intent and purpose of Basic Education dollars includes but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

Program Fund: Multilingual Learners (Title III)

Intent and Purpose: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: \$1,144,381

Activities Implemented to Meet Intent and Purpose:

- Fund 7.0 ML Teachers
- Fund translation and interpretation supplies
- State test stipend
- Textual materials

Program Fund: Learning Assistance Program (LAP)

Intent and Purpose: The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements

Dollar Amount: \$156,507

Activities Implemented to Meet Intent and Purpose:

- Students are taking IB ESS as their final science credit
- Students who struggled with past science classes will have support to meet this graduation standard
- Students also will receive support for passing their 9th and 10th grade Science classes

Program Fund: High Poverty LAP

Intent and Purpose: The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements

Dollar Amount: \$344,938

Activities Implemented to Meet Intent and Purpose:

- Fund Math teachers at 0.7 FTE
- Fund World Language teacher at 0.1 FTE
- Fund 0.2 Multilingual FTE
- All educators teach classes that are mandatory to graduate and attend post-secondary education.
- Fund Study Jam-afterschool tutoring

Program Fund: Levy Funds

Intent and Purpose: Local levy revenue may be combined in schoolwide programs.

Dollar Amount: \$609,703

Activities Implemented to Meet Intent and Purpose:

- Fund CTE teacher at 1.0 FTE
- Fund Reentry/Community and College and Career specialists at 4.0 FTE

Program Fund: Qatar Foundation

Intent and Purpose: Qatar Foundation

Dollar Amount: TBD

Activities Implemented to Meet Intent and Purpose: Fund World Language teacher at 0.2 FTE

Program Fund: Levy

Dollar Amount: \$104,968

Activities Implemented to Meet Intent and Purpose: Fund Restorative Coordinator 1.0 FTE