



2025-26 Annual CSIP Nathan Hale 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: Nathan Hale High School

Principal: Jolene Grimes

Instructional Vision: If the principal and admin team improve school systems, implement schoolwide communication vehicles, build staff capacity through professional development, enhance data collection to shift to a data culture within the school, then teachers will be able to improve their tier 1/tier 2 interventions and support for all students in their classrooms using best instructional practices, positive spaces for learning and culturally responsive teaching to ensure all students, especially those furthest from educational justice become honorable, skillful, thinking, global students ready for post-secondary success beyond Nathan Hale.

Members of the Building Leadership Team:

Brian Coon, Dana West, Rebecca Padilla, Taylor Bosworth, Jolene Grimes, Leland Swarts, Kristine Witt, Zarita Hester, Bailey Maynard, Adam Weybright, Joel Jacobson, Maria Guterrez, Kelly Creech, Darby Haskins, Mike Renes, David Heald, Stefanie Arneson, Student and parent representatives.

[2023-26 CSIP Nathan Hale](#)

OSPI School Report Card Information (2025-26 School Year)

Student Enrollment: 987

Special Education Percentage: 19%

Multilingual Learning Percentage: 14.2%

Highly Capable Percentage: 7.3%

Free and Reduced Lunch Percentage: 39.4%

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:

- Smarter Balanced Assessment ELA
- Course Enrollment
- Graduation Credit Tracking in Atlas
- Graduation Pathways Tracking in Atlas
- Healthy Youth Survey
- SPS Climate Survey (staff or students)

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.)?

Course Enrollment:

- 9th – 226
- 10th – 206
- 11th – 254
- 12th – 302

Graduation Tracking in Atlas:

- 11TH/12TH – 61.5% MET; 38.3% NOT MET (Total)

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

- Positive and welcoming relationships
- Positive two-way communication with families
- Mentorship and resources from a trust adult

Disproportionalities: What disproportionalities exist among student groups?

- 64% All students are on track to graduate; 36% All students are off-track to graduate.
- 52.10% of SOCFEJ on-track; 74.07% Not SOCFEJ on-track
- 10th – 83.98% (75% SocFFEJ; 91.82% Not SocFFEJ)
- 11th – 86.22% (76.64% SocFFEJ; 93.20 Not SocFFEJ)
- 12th – 90% (87.12% SocFFEJ; 92.6 % Not SocFFEJ)

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

Student knowledge and understanding of high school efficacy to successfully select courses, succeed in courses to ensure the core graduation requirements are being met with mastery.

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

- Student voice in the high school registration process resulting in updating and changing course option sheets
- Staff support during the registration process.

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

Implementation of SmartPass System in Mentorship to allow students the opportunity to receive academic support by way of student or staff initiation.

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

- Teacher provides small groups and 1:1 support to staff directly.
 - All staff PD for Atlas, Magic School, SmartPass etc.
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Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Goal:

By the 2025-26 school year, students of color furthest from educational justice will report an increase in neutral and positive responses by 5% in each of the Safe and Welcoming subcategories in the Student Climate Survey ("Belonging and Relationships" responses will increase to 86%, "Equity/Anti-racism" responses will increase to 89%, and "Positive Behavior and Safety" responses will increase to 80%).

2025-26 Goal:

By the 2025-26 school year, students of color furthest from educational justice will report an increase of 5% in the "Positive Behavior and Safety" category of the Student Climate Survey, averaging 80%.

Action Plan

Evidence-based Practice 1:

Student Engagement (Addressing Absenteeism): 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:

Through Race and Equity work and Professional Development, staff are looking at "Leaving Unexcused" (LU) and D/Es.

Process Data Measures:

Professional Development Attendance and Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- PLC
- Department Teams
- Grade-level Team
- Content Area Specialist Teams

Additional context about the implementation of the selected evidence-based practice and/or implementation activity.

Staff will receive up to 60 hours of Clock Hours to engage in school improvement activities.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The Percentage of Black boys and teens who graduate having completed at least one advanced course will increase from 54% in June 2019 to 62% in June 2026.

2025-26 Goal:

The percentage of 10th-grade Black boys and teens on track will increase from a baseline of 33.3% to a target goal of 35.3% by Spring 2026.

2025-26 Goal:

By the 2025-26 school year, to demonstrate belonging to an advanced academic community, grow students' academic mindset, and demonstrate readiness for advanced course completion, 100% of AAM9 students enrolled in the 9th-grade instructional group will be participating in and supported in meeting honors-level expectations.

Action Plan

Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS Curriculum-Embedded Assessments and other common assessments to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

Implementation Activity:

All PLC identified the stage of their PLC and staff are looking at CEA data in their PLCs.

Process Data Measures:

- Walkthrough/Observational Data
- Professional Development Exit Tickets
- Lesson Exit Tickets
- Teacher collected data in Unified Insights

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- Curriculum-Embedded Assessments (CEAs)
- Student Grades Reports
- Graduation Credit Tracking in Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Admin
- PLCs
- PD Team
- RET

Additional context about the implementation of the selected evidence-based practice and/or implementation activity.

Staff are looking at CEA data in their PLCs.

Highly Capable Services

- Advanced Course Work: All students have access to advanced courses. Options include AP, IB, and dual enrollment at local colleges.
- Inclusion for all, across all grade levels.

Expanded Learning

- Seattle Skill Center – District Programming
- Seattle Skill Center Nathan Hale – Multimedia Broadcasting and Digital Music Production
- SPS Summer School and Credit Retrieval
- Meadowbrook Teen Center Summer Enrichment Programming
- City of Seattle, Seattle Youth Employment Program
- Parks and Recreation Internships and Partnerships
- Seattle Public Libraries Tutoring
- Career Connected Learning, credit coordination
- 8th to 9th grade girls' mentorship, transition support
- Emerging after-school on-campus tutoring and academic support Bridges ESY
- 6th Period Credit Retrieval Class
- AIS Supports 1-6 Period by content area teachers
- Daily Mentorship support

Homework Policy

The Nathan Hale homework policy is individualized and agreed upon by academic departments and communicated with families via the course syllabus. The quantity of homework will be aligned with Board Policy 2422 and be an amount necessary to reinforce learning, promote achievement, grow students' academic mindset, and prepare students for advanced course completion.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

By the 2025-26 school year, to increase communication with families furthest from school engagement and educational justice, including multilingual families, we will increase opportunities for 2-way communication by 100%, using a variety of district-based platforms.

2025-26 Goal:

By the 2025-26 school year, we will encourage implementation of Talking Points as a culturally responsive tool for family engagement, increasing schoolwide implementation by 100% yearly.

Action Plan

Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Implementation Activity:

Staff is using TalkingPoints and being intentional about communicating out to families at end of quarter and end of semester check points.

Process Data Measures:

Listening Sessions

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

All Teachers

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. The intent and purpose of Basic Education dollars include, 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.

Fund Program: 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: \$621,473

Activities Implemented to Meet Intent and Purpose: Co-teaching model to support students who qualify for multilingual learner services

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: Provide services only to students who have not met, or are at risk of not meeting, state or local graduation requirements.

Dollar Amount: \$156,507

Activities Implemented to Meet Intent and Purpose: Instructional supports for students who qualify for LAP-funded interventions

Fund Program: Nathan Hale Foundation

Intent and Purpose: Provide discretionary funding to support student engagement and enrichment.

Dollar Amount: Not specified

Activities Implemented to Meet Intent and Purpose:

- Principal discretionary support
- Student-led projects