



2025-26 Annual CSIP West Seattle 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: West Seattle High School

Principal: Briance Vance

Instructional Vision: By providing a framework of what we want students to know and be able to do as graduates, our profile, we will have a framework and context for going deeper into UDL with a lens on racial equity and inclusive practices. This will help us work as a collective to ensure fidelity to high leverage Tier 1 strategies to create more inclusive classrooms, meet our strategic plan goals and hit targets connected to our Profile of a Graduate.

Members of the Building Leadership Team: Brian Vance, Megan Claus, Nancy Carroll, Ron Knight, Sara Larson, Vera Weikel, Stephanie Rosen, Amy Vattoune, Matthew Hoffman, Susan Goplin

[2023-26 CSIP West Seattle HS](#)

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

Student Enrollment: 1,486

Special Education Percentage: 14.5%

Multilingual Learning Percentage: 3.2%

Highly Capable Percentage: 18.1%

Free and Reduced Lunch Percentage: 18.5%

Washington School Improvement Framework Status: Foundational

[West Seattle High 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:

- Smarter Balanced Assessment ELA
- Smarter Balanced Assessment Math
- Student Grade Reports
- School Attendance Dashboard on Atlas
- 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.)?

- Positive data regarding student sense of safety at school
- Strong data on percentage of student taking at least 1 advanced course
- High graduation rates

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

- Continued gaps between racial and ethnic groups
- Attendance rates continue to be issue for some students

Disproportionalities: What disproportionalities exist among student groups?

Disproportionalities in areas of academic achievement:

- SBA Math
- SBA ELA
- 9th grade on-track

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

- Need for increased scaffolding/differentiation
- Inconsistent use of school-wide Tier 1 strategies

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

- Alignment of Tier 1 practices
- Alignment of grading practices
- SEL supports

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

Use of our MTSS/SIT process to identify and intervene with students who are getting off track.

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

Use of AI tools to support student learning (differentiation, data analysis, use as study tool).

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?

Regular professional development and staff sharing strategies with each other.

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

Measures and Targets

2023-26 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.

2025-26 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 74% to 90% by June 2026.

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:

Our MTSS/SIT meet weekly to review student data (attendance, grade, discipline) to identify students needing additional supports through Tier 2 or 3 interventions. Our Instructional Council

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Care Coordination Plans
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

School Attendance Dashboard on Atlas

Unified Insights

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

MTSS/SIT

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 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.

2025-26 Goal:

The percentage of 10th grade students on-track will increase from a baseline of 62.1% to a target goal of 64.1% by Spring 2026.

Action Plan

Evidence-based Practice 1:

High Quality Tier 1 Instruction: Educators will implement adopted instructional resources and high-quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

Implementation Activity:

During Early Dismissal, we will be learning UDL strategies as highlighted through our Instructional Council priorities. Learning will be a combination of direct instruction and engagement through Peer Led sessions.

Process Data Measures:

- School-based Survey (staff or students)
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

Student Grades Reports

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Professional Development Team
- Building Leadership Team

Highly Capable Services

Cluster Group Model: Highly Capable identified students are integrated with peers using a cluster group model in order to support appropriate differentiated instruction. The cluster group model in ELA and Math includes tiered assignments, flexible grouping, and complexity of learning options.

Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice based learning to support learner access to grade level and above grade level learning.

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

Expanded Learning

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.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 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.

2025-26 Goal:

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

Action Plan

Evidence-based Practice 1:

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

Implementation Activity:

We are conducting Student Led Conferences through our advisory classes for all students.

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey

Timeframe for Reviewing Process Data Measures:

Middle of Year

Student Outcome Data Measures:

Student feedback on process

Timeframe for Reviewing Student Outcome Data Measures:

Middle of Year

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

- Advisors
- Administration

2025-26 Budget Allocations to Support Continuous Improvement

The following 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.

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: \$164,248

Activities Implemented to Meet Intent and Purpose:

- Instructional support to students who qualify for multilingual services.
- Translation and interpretation services.

Fund Program: 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: \$93,904

Activities Implemented to Meet Intent and Purpose:

- Used to support FTE focused on students taking courses to bring them back on track.
- Academic Support, Bridge to Math.

Fund Program: Other Funding Source

Intent and Purpose: PTSA Grant

Dollar Amount: \$15,000

Activities Implemented to Meet Intent and Purpose: PTSA donation to the school to support credit retrieval programs and our Saturday School program.