2025-26 Annual CSIP
Seattle World 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: Seattle World School

Principal: Jeff Clark

Instructional Vision Theory of Action: If we successfully implement the five high leverage practices outlined in our Instructional Vision (Language Acquisition, OWL, MTSS, Working Scholars Program, and Family Involvement), the academic growth of our students will increase to meet our goals.

Members of the Building Leadership Team: Elizabeth Lujano (Teacher), Kyung Chung (Teacher), Tereso Rodriguez (House Administrator), Abdifatah Haji (Bilingual Assistant), Pratibha Unni (Teacher), and Jeff Clark, Principal

[2023-26 CSIP Seattle World School](#)

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

Student Enrollment: 218

Special Education Percentage: 1.8%

Multilingual Learning Percentage: 94%

Highly Capable Percentage: 0.0%

Free and Reduced Lunch Percentage: 90.8%

Washington School Improvement Framework Status: Tier 2 Targeted 3+

[Seattle World School OSPI 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:

- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- Smarter Balanced Assessment ELA
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Walkthrough/Observational Data
- Course Enrollment
- Graduation Credit Tracking in Atlas
- Graduation Pathways Tracking in Atlas
- Expanded Learning Data (Afterschool or Summer Programming)
- School-based Student Surveys
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- Student Mobility Data
- 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)
- WIDA

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.)?

Very positive climate surveys from students. MTSS system self-assessment progress. Improved graduation rate. Literacy achievement growth measured by SIPPS and IRA, Growth in CTE participation. Launch of Working Scholars Program with 23 students currently being served.

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

- Need to further develop our Working Scholars Program for students who need to work for basic needs during the school day.
- Need to increase daily attendance rate.
- Need to increase enrollment by adjusting SPS enrollment systems to center multilingual families.

Disproportionalities: What disproportionalities exist among student groups?

Students who need to work for basic needs during the traditional school day are not attaining the needed credits for graduation in comparison to their non-working peers.

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

Need to work to cover basic needs for independent students. Housing instability.

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

1. Language acquisition best practices in every class
2. Organic World Language and expanded CTE classes
3. Enhanced MTSS implementation
4. Launch of our Working Scholars Program
5. Authentic parent/guardian involvement

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

Need for options to work and attend school coupled with the need for language acquisition.   Need for instructional best practices coupled with trauma-informed practices and high level MTSS implementation.

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

- Working Scholars Program launch
- Instructional best practices, including use of data for instructional planning with differentiation
- MTSS improvement

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

Use of Schoology, Canva, Co-Pilot, and Talking Points to enhance access to curricular materials and access to AI as a planning and learning 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?

Multi-part AI PD series. Use of communication systems. Organization of school systems in SharePoint. Support provided in all-staff and departmental PD and individualized coaching.

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

Measures and Targets

2023-26 Goal:

By spring 2026, fully implement a comprehensive and effective MTSS intervention plan and system in education that ensures all educators can identify students by their name and strength to provide appropriate support to meet their needs, resulting in a reduction of tier 2 and 3 referrals (reduction of out of school suspensions by 15%) and improved student engagement, as evident by all student climate and culture data being greater than 95% favorable. We will empower teachers to align on and implement Tier 1 support across classrooms.

2025-26 Goal:

By June of 2026, we will deepen our implementation of our comprehensive MTSS system by continuing with and refining all levels implemented last year and adding focus areas on strengthening the intentionality of CBO involvement and further evolving our MTSS team system/practices.

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:

We will deepen our implementation of our comprehensive MTSS system by continuing with and refining all levels implemented last year and adding focus areas on strengthening the intentionality of CBO involvement and further evolving our MTSS team system/practices.

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- School-based Survey (staff or students)
- Student Attendance Agreement Plan
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Weekly

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

- Attendance Team
- MTSS Team

Evidence-based Practice 2:

Working Scholars Program

Implementation Activity:

Launch of our Working Scholars Program. For students who need to work and attend school, we have started an individualized and flexible school option based on their future aspirations, credit needs, and work schedule.

Process Data Measures:

- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- School-based Survey (staff or students)
- Student Attendance Agreement Plan
- Care Coordination Plans

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Grades and Credits Earned

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Working Scholars Team
- Principal

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

By June of 2026, SWS will be a model of instruction for secondary newcomer students in the Seattle Public Schools. We will have highly differentiated pathways of learning that offer and support students to be college and career ready in the 11th and 12th grade, as well as support students with limited or interrupted formal education (SLIFE) students with their transition to a high school setting.

By June of 2026, over 95% of rising 11th graders (after 10th grade year) will be on-track with completing all their graduation credits based on time in the country. If they enter into the country without the needed credits, there will be accelerated options over the summer and through additional dual credit options (i.e. financial algebra) that are offered as elective credit or supplemental graduation credits.

By June 2026, we will have two years of Healthcare, computer science, and business CTE. There will be over 50% of 12th graders enrolled in advanced courses: AP computer science or running start classes. 100% of 11th graders will be enrolled in a CTE graduation pathway. 100% of seniors will be enrolled in at least one skills center, running start, or advanced placement class.

2025-26 Goal:

Students will increase their English language proficiency as measured by the WIDA in reading to 90% growth, writing to 85% growth, listening to 85% growth and speaking to 80% growth in one year.

2025-30 Strategic Plan Implementation: Readiness for Life Ready Progress Monitoring: As school staff transitions from monitoring the progress of the former Graduation and Advance Course Completion Goal to the new Graduation and High School and Beyond Plan Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

Staff need to center the lived experiences, college and career aspirations, and academic needs of each student. Staff need to adapt materials to include language acquisition best practices and cultural relevancy for our students.

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:

Deepen implementation of Language Acquisition best practices in every lesson.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

Weekly

Student Outcome Data Measures:

- Curriculum-Embedded Assessments (CEAs)
- Student Grades Reports
- Smarter Balanced Assessment (SBA)
- WIDA
- Classroom-based assessments

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Building Leadership Team
- Principal

Evidence-based Practice 2:

High School & Beyond Planning: All students, at each grade level, will have regular opportunities to engage with their High School & Beyond Plan and district developed.

Implementation Activity:

Continuation of Organic World Language classes to accelerate English language acquisition through engaging and student-centered pedagogy.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)
- Classroom-based Assessments
- WIDA

Timeframe for Reviewing Process Data Measures:

Weekly

Student Outcome Data Measures:

- Student Grades Reports
- Smarter Balanced Assessment (SBA)
- Classroom-based Assessments
- WIDA

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Organic World Language Teachers

- Principal

Highly Capable Services

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.

- Independent Study Projects: Students pursue self-directed learning based on interests.

- Critical and Creative Thinking Frameworks: Educators integrate structured thinking routines across subjects to support depth and complexity in learning.

- 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.

- Social Emotional Learning: SEL programming is tailored to supporting the needs of Highly Capable Learners. Learning may include developing emotional intelligence, ethical decision-making, and post-secondary readiness as well as strategies for navigating peers, goal setting and balancing academic rigor with well being

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

Expanded Learning

To expand learning opportunities for our students, Seattle Word School offers tutoring before school and after school. In collaboration with our community-based organization partner, Kandelia, will offer after school programs including extra opportunities to learn English and explore career options, and a 5-week academic summer school.

Homework Policy

Our homework policy is differentiated by grade level and individual student need.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

By Spring 2026, we will be on track to have a conference with every Seattle World School family through at least one of three ways: Home Visit; conference with student, parent/guardian, and staff; or Open House attendance. This will be done with the parent/guardian of every student enrolled prior to April of 2026.

2025-26 Goal:

By Spring 2026, we will be on track to have a conference with every Seattle World School family through at least one of three ways: Home Visit; conference with student, parent/guardian, and staff; or Open House attendance. This will be done with the parent/guardian of every student enrolled prior to April of 2026.

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. Completing one or more of the conference options for every student and parent/guardian.

Implementation Activity:

Frequent use of TalkingPoints and Linguistica for two-way communication. Home Visits to develop strong and positive relationships. Systematic planning of conferences.

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions
- 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:

- Family Engagement Action Team
- MTSS Team
- Building Leadership Team

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

I**ntent 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: Title 1

Intent and Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.

Dollar Amount: $174,610

Activities Implemented to Meet Intent and Purpose: Funding allocated to provide additional literacy and math support, family involvement, and staff professional development.

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: $959,607

Activities Implemented to Meet Intent and Purpose:

- Funding allocated to provide a learning model centered on the English language acquisition needs of each student.
- Goal is for each student to graduate fully bilingual or multilingual and ready for college and career.

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: $75,980

Activities Implemented to Meet Intent and Purpose: LAP services provided to identified students in alignment with LAP policies to enhance learning.

Fund Program: 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: $60,350

Activities Implemented to Meet Intent and Purpose: High Poverty LAP services provided to identified students in alignment with High Poverty LAP policies to enhance learning.

Fund Program: OSSI Grant

Intent and Purpose: OSPI grant awarded to support the school's implementation of the CSIP and continuous improvement efforts.

Dollar Amount: $77,500

Activities Implemented to Meet Intent and Purpose: Funding allocated to expand tutoring for students during the school year and during extended learning times.