

Seattle Excellence Continuous School Improvement Plan (CSIP)

Interagency Academy

Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

Introduction

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 by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

Seattle Public Schools Foundational Beliefs for Supporting Student Learning

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.



As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **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.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

School Profile

Interagency Academy is network of small, alternative high school campuses spread out across Seattle designed to support students who need a different school experience than comprehensive schools offer. We partner with community-based organizations and agencies to provide unique learning environments with targeted interventions. We are committed to working with every student, regardless of their past, and we believe that every student can grow and succeed if given the right support and encouragement. Interagency is committed to becoming an anti-racist school rooted in restorative practices.

Priorities and Measurable Goals

High School Focus Goal: 9th Grade On-Track

Priority Goal:

For the 2020-21 school year, at least 30% of 9th grade students of color (with 6 or less credits) furthest from educational justice will accumulate sufficient credits (6+ or more) to be on-track to graduate in 4 years.

Safe and Welcoming Environment Goal

Priority Goal:

By Spring 2021, attendance rates for all students will increase from 62% in September 2020 to 75%, indicating effectiveness of safe and welcoming systems, routines and practices.

Supplementary Goal:

For the 2020-2021 school year, at least 60% of 12th grade students of color furthest from educational justice will accumulate sufficient credits to be on track to graduate in 6 or less years. Specifically, per the Washington State Report Card: 60% of class of 2017, 50% of the class of 2018, and 40% of the class of 2019, ___ for class of 2020, and at least 30% for class of 2021. Data for 2020 is not available at this time.

High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

Interagency staff strive to meet students and families where they are on their journey towards graduation. This means that our interventions are often individualized. We believe that anti-racist practices are the cornerstone of this work. Focused MTSS structures and systems include:

1. Attendance and school engagement
2. Family engagement
3. Academic intervention and support

Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

At Interagency, we are committed to ensuring that all students are supported, with clear focus on students furthest from educational justice. We ensure the supports and interventions are culturally responsive with a targeted focus on African American young men. We use attendance and academic data to monitor progress. We are committed to building MTSS structures and systems that will focus on the differentiated needs of our student population with a special focus on students who receive Special Education and English Language Learners.

Our school community includes many active community partners, including the City of Seattle, YouthCare, King County, Delridge Neighborhood Development Association, WAPI, FareStart, BikeWorks, Sawhorse Revolution, ArtsCorp, Kaiser Permanente, Legal Council for Youth and Children, UPower and many more. Our partners share the belief that we must meet our students where they are, and they provide expertise that help us serve our students.

Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

Interagency is committed to culturally responsive teaching rooted in restorative practices. Interagency staff work towards understanding and implementing the ethnic studies framework across content and praxis. Staff engage in professional development that foster the skills needed to implement instructional practices that culturally sustain our scholars. We do this by engaging in professional development offered by practitioners dedicated to anti-racist instructional practices. All staff know and use high-leverage instructional strategies and supports for their proven efficacy with African-American young men. Various teams (Instructional Council, Family Engagement Team, Advisors, Levy Team, and Racial Equity Team) and supporting structures collaborate and make data-based decisions that ensure equitable outcomes for all students.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

Attendance is a strong indicator of student success. Interagency is committed to identifying and removing equity gaps that prevent students from engaging with school. Through a shared commitment to ethnic studies, anti-racist, culturally responsive and sustaining practices we create a safe and welcoming classroom and campus environment for all students, with a focus on African American young men. Students at Interagency facilitate the co-creation of their learning experience with skilled educators. Interagency staff use culturally responsive teaching and family engagement practices and strategies to strengthen relationships and build community between all stakeholders. We determine our effectiveness by collecting data, analyzing and making decisions that lead to successful outcomes. Our advisory program uses social-emotional curriculum and restorative practices to build strong community and support student achievement. Advisors know each student well, closely track student academic progress and communicate with families weekly.

Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Family and Community Goals

Priority Goal:

By June 2021, family engagement surveys will be administered, increasing from 0 surveys in the 2019-2020 school year to 3 surveys in school year 2020-2021, to create a baseline and indicate effective culturally responsive family engagement.

Plans for Family Engagement

Engaging families as partners, experts, and resources is essential to student learning and success. Interagency send weekly communication to families and stakeholders. Interagency advisors communicate weekly with their advisees and their families. Interagency staff engage in professional development to learn the cultural norms of students and their families. The effectiveness of staff learning will be experienced by students and families through positive interactions, professionalism, and care. We will create welcoming environments by honoring all families' cultural identity to strengthen student engagement and achievement. We will administer family surveys throughout the year eliciting families' perspectives on engagement with them.

2020 – 2021 COVID-19 CSIP Addendum

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The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

Required Practices:

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.



7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.
8. **Recommended School Specific Strategy as outlined in the Playbook:**
Through our advisory program advisors reach out to students and their family for two-way communication each week. These communications cover wellness and academics. Staff know how to make appropriate referrals to a wide variety of resources.)

Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

Required Practices:

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
4. **Recommended School Specific Strategy as outlined in the Playbook:**
Interagency staff are effectively implementing welcoming routines, engaging practices and optimistic closings in each synchronous class.

Curriculum, Instruction, and Assessment:

Required Practices:

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.

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6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
 - A systemic plan to track and monitor learner experience data
 - (e.g. *determine level of engagement to inform supportive practices.*)
 - Collection and review of meaningful and purposeful data
 - (e.g. aligns to SPS assessment plan for 2020-21 school year.)
 - Adult collaboration between educators and families
 - (e.g. review of data in collaborative PLCs)
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
 - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
 - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
 - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
9. **Recommended School Specific Strategy as outlined in the Playbook:**
Interagency educators incorporate the essential practices of culturally responsive and sustaining teaching. As a school we are committed to becoming an increasingly anti-racist organization that is focused on the healing centered practices of ethnic studies and restorative justice.