



SEATTLE
PUBLIC
SCHOOLS

Continuous School Improvement Plan (CSIP)

Ballard High School
2016 - 2018

Principal
Keven Wynkoop

School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District’s plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school’s goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

BLT approved this CSIP June 14, 2017.

Mission and Vision

Mission	Vision
<p>Ballard High School is an inclusive, supportive community that cultivates a tradition of excellence for all students. ~ adopted May 2008</p>	<ul style="list-style-type: none"> • All students will develop positive relationships with adults and students at Ballard High School through academic, extracurricular and social opportunities. • All students will receive support – academic, social cultural – in order to take on the challenges they will face, including college, career and other endeavors. • All students and families will join with Ballard High School to engage as partners in supporting and strengthening the school and greater community. • All students will develop individual strengths, achieve academic excellence and be recognized for their successes.

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

Based on the analysis of data at Ballard High School (BHS), our students' learning concerns ranged from overall academic performance and school climate for all students to the gap in student achievement and opportunity between students of color and Caucasian students. BHS students score high above the district average in the state assessments of English Language Arts (ELA), math and science, but our African-American students met the district average. BHS has made great efforts to focus instruction on Common Core State Standards (CCSS) and other standards, but many students, especially minorities, are not successfully meeting these standards.

These concerns are based from state testing data, student climate survey results, discipline proportionality rate, grade and attendance reports.

The specific student learning problem BHS will address in this cycle of inquiry will be closing the opportunity gap between African-American males and other students of color and Caucasian students. Currently, students of color make up 42% of the total Ds and Es earned, are absent more frequently, are 1.5 times more likely to be suspended (2.8 times more likely for African-American students), score lower on assessments.

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- Careful constructed testing schedule. Students assigned by content teacher. Teacher set expectation for testing.
- Teachers sent lists of students testing for the day to encourage reluctant students
- Met with parents refusing to have students tested to review benefits of taking the test.
- Calls to students and families to encourage them to take if not a required graduation requirement and they did not test. Primarily Running Start, Special Education and students with chronic attendance issues.

We will use research-based strategies that help targeted students.

BHS has instituted successful researched-based programs to support the struggling students such as GAINS, Proyecto-Saber and Link Crew.

- Students in general: A 20-minute Daily Academic Management Time (DAM Time) was built in to our daily schedule at the end of the school day. This is our commitment to build positive relationships between students and teachers, in addition to providing necessary study and organizational skills needed to succeed in high school. Our most successful program, Link Crew, is a national high school program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. The Link Crew high school transition program provides the structure for freshmen to receive support and guidance from juniors and seniors who have been through the challenges that high school poses and understand that the transition to a larger school can sometimes be overwhelming.
- ELL: extension classes are offered to provide external support for ELL students who need additional assistance in their mainstream classes. In addition to this, our Proyecto Saber program supports 9th through 12th graders by building relationships and exploring their cultural heritage through a variety of subjects. Our Cultural Heritage program helps students perform at or above grade-level in all their classes, meet exit criteria and achieve graduation requirements.
- Advanced Learners: we offer a wide variety of advanced placement classes for students from AP Chemistry to AP Photography. Furthermore, students can take challenging University of Washington classes at Ballard through a program we offer, called UW in the High School.

- **Special Education:** Ballard prides itself on inclusion and has been the flagship school for Unified Sports in Seattle. We have three Unified Basketball and soccer teams; inclusion track, cross-country and swim; and fund our Unified coaches' stipend through ASB. We have an active ASB club called Project Unify and we have a Link Crew Leader(s) and designated inclusion group for our incoming ninth grade students with disabilities. In addition to these inclusion activities, Special Education teachers, case managers and instructional assistants use DAM Time to check in with students on their caseload and provide minutes served.
- **Gap Closing Group:** Our graduation assistance program called GAINS helps struggling students get back on track to graduate through several interventions that are targeted at attendance, grades, behavior and include a high level of parent communication.

Our school offers professional development that is high quality and ongoing.

Our professional development (PD) plan is student focused, staff directed and aligned with the CSIP focus areas and goals. PD time is used to address CSIP goals, race and equity awareness, evaluation process, CCSS and school safety.

At BHS, we use the Professional Learning Communities (PLC) model where teachers are organized into small groups of teachers based on grade level instruction, subject area or areas of concern. All teachers belong to a PLC group at Ballard and spend time during early dismissal days to work on their PLC goals. This time is used to analyze student data, strengthen instructional practice, personalize teaching and improve student success.

By using data to bring areas of improvement to staff's attention and allowing staff time to collaborate and strategize on similar issues through PLCs, staff meetings and subcommittees, our professional development improves instruction. Teachers are shown tools to use in their classroom and professional practice from administration, career ladder teachers, leadership groups, specialists, personal testimonies and student data. Aligning our professional development with our CSIP and PLC goals, our staff is united on these common focus areas to improve student learning, teacher instruction and school climate with the hopes of improving student achievement and closing the opportunity gap.

Our school will increase parent/family engagement.

Key results from the parent survey found that:

- **Area of strength:** 77% (up 11% from the previous year) of parents feel this school is preparing my child well for the future. This correlates with our CSIP goals 1 and 2.
- **Area of strength:** 81% (up 8% from the previous year) feel there is at least one adult at Ballard they can talk to if they have a concern. This relates to CSIP goal #4
- **Area of improvement:** 64% (down 3% from the previous year) of parents feel the school does a good job sharing information about my child's academic progress. This relates to CSIP goals 1, 2 and 3.
- **Area of improvement:** 63% of parents feel Ballard has a welcoming and culturally-responsive school climate. This is 4% below the Northwest Region and Seattle Public School as a whole. This relates to CSIP goal #4.

Homework policy: Ballard High School's Homework Policy is that teachers are encouraged to consider the educational value of assigning homework and the potential consequences of it before deciding on the amount of homework assigned. Teachers are able to make the final decision as to the amount and nature of homework that is assigned

Our staff is involved in decision-making.

Staff is involved in our decision-making matrix implemented through our Building Leadership Team (B.L.T.). At Ballard, we have two main leadership teams that represent key stakeholders in our school community: Instructional Council (I.C.) and BLT. From these two teams, standing committees were made that had members from each leadership team on them: CSIP, Budget, Professional Development and Race and Equity. These committees meet regularly to create solutions, provide trainings and present important topics/issues to the leadership teams. The committees report to the teams for approval, input and if needed a vote.

Teacher and staff representatives, students, parents, and community stakeholders participate in our BLT, while department chairs from each department meet to form IC. Both of these groups have decision-making authority in numerous areas of school leadership. All of our meetings are open to any and all staff who wish to attend. IC and BLT chairs send out an email to all staff requesting any agenda items they wish to address, prior to the meeting. Each leadership team meets at least once per month, and report the information covered to the necessary subgroups. For example, IC reports back to their departments while CSIP reports back to BLT and IC.

Our CSIP was developed through a series of meetings that were open to everyone. The IC, BLT and the CSIP committee were the three main committees that were involved in the CSIP development. Each committee represents key stakeholders in our school community. In addition to these committees, we have an active student body that also participated in providing input for our CSIP

We will assist our students to meet standard.

At Ballard High School, we identify students who are not achieving the state standards throughout the school year by using the results from each testing window on the SBA English Language Arts (ELA) and EOC Math and Biology.

We have extensive plans to help students who do not meet the state standards. Our Academic Intervention Specialist and our counselors meet with these students and their families to make sure they are informed of the requirements and know what they need to do in order to meet standard the next time. We make sure these students have numerous opportunities to prepare for and retake the exams their junior year. We also look at alternative methods of passing such as the COE class and the SAT and ACT exams. Biology and Math teachers offer after school study sessions before the winter and spring EOC exams to help students prepare. Students also get extra academic support to prepare for the retakes from our Proyecto-Saber program and our Academic Intervention Specialist. At each grade level, ELA and math teachers work on SBA ELA and math standards throughout the year so that our students are prepared. We monitor our students who have not yet met standard on one or more of the state exams so we can offer the COE class in ELA, MA or Biology as an additional pathway to standard as needed their senior year.

Retain high quality, highly effective, and highly qualified staff.

At Ballard, we support teachers and their employment and retention at our school through a variety of ways, from providing staff T-shirts to keeping as many dollars in FTE as possible. We purposely have chosen to not have an office supply room so we can put that money into retaining teachers' FTE. The administration staff works diligently to provide functions outside the school day to bring staff together and to show its appreciation for what they do with holiday breakfasts and (already used from to) staff socials. In addition to socials, staff is compensated for extra time and given opportunities to be awarded educational grants from our parent and alumni groups. Our PTSA works hard to provide a staff

appreciation surprise once a month while most meetings are welcomed with thoughtful food, drinks and words of encouragement.

All of our staff are highly qualified and are utilized in the best way possible. Our teachers average about 13 years teaching with 76% earning a master's degree or higher.

All our highly qualified teachers who have sixth period offer additional support in DAM time. The majority of these teachers also offer 1-1 tutoring after school on a daily basis.

How do we support the transitions of new students and families into our school?

At BHS, we support all incoming ninth grade students with a transition program called Link Crew. Link Crew, is a national high school program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. The Link Crew high school transition program provides the structure for freshmen to receive support and guidance from juniors and seniors who have been through the challenges that high school poses and understand that the transition to a larger school can sometimes be overwhelming.

We have several opportunities for our local middle schools to be part of our community that help ease the transition between middle school and high school: band nights, choral showcases, 8th grade choices night and school tours.

We have strong partnerships with our local middle and elementary schools based on communication and relationships between staff and administration. For example, both Special Education and English Language Learners programs host riser meetings while counselors connect with eighth graders in the spring for registration. Additionally, administration, counselors and security all work together to provide the best and safest environment for all of our students.

How do we support students identified as highly capable?

We at BHS, offer a wide variety of advanced placement classes for students from AP Chemistry to AP Photography. Furthermore, students can take challenging University of Washington classes at Ballard through a program we offer, called UW in the High School.

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	44,020	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	10,299,241	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	111,272	Funding to support MTSS supports at all schools.
2017-2018	Specific Use	Transitional Bilingual	113,014	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	2,496,037	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:																																				
<p>Students of color make up a quarter of our student population yet 41% of the Ds and Es are earned by this small student population.</p>	<p>The percentage of all students who receive Ds and Es will be matched to the school demographics with the intention of reducing racial disproportionality</p> <p>All D, E grades by number of students: Demographics versus Achievement</p> <table border="0"> <tr> <td>75%</td> <td>Caucasian</td> <td>286/430</td> </tr> <tr> <td>67%</td> <td></td> <td></td> </tr> <tr> <td>2.76%</td> <td>Af. American</td> <td>22/430</td> </tr> <tr> <td>5%</td> <td></td> <td></td> </tr> <tr> <td>0.93%</td> <td>American Ind.</td> <td>9/430</td> </tr> <tr> <td>2%</td> <td></td> <td></td> </tr> <tr> <td>9.5%</td> <td>Hispanic</td> <td>171/430</td> </tr> <tr> <td>17%</td> <td></td> <td></td> </tr> <tr> <td>5.6%</td> <td>Multiracial</td> <td>26/430</td> </tr> <tr> <td>6%</td> <td></td> <td></td> </tr> <tr> <td>6.2%</td> <td>Asian</td> <td>15/430</td> </tr> <tr> <td>3%</td> <td></td> <td></td> </tr> </table> <p>What student achievement indicators will you monitor over the year to inform your progress toward meeting your student achievement goals (ex. formative assessments, screeners, observation data, survey data)?</p> <ul style="list-style-type: none"> • 5-week grade checks, quarterly reports, semester grades • Departments will adopt a common strategy for students who are in danger of failing to have a realistic strategy to make up enough points to be able to pass. This could remove deadlines for late work, flexibility for making up assessments or a variety of other strategies 	75%	Caucasian	286/430	67%			2.76%	Af. American	22/430	5%			0.93%	American Ind.	9/430	2%			9.5%	Hispanic	171/430	17%			5.6%	Multiracial	26/430	6%			6.2%	Asian	15/430	3%			<p>The people responsible for this goal are academic intervention specialist, counselors, administration and staff.</p>	<p>June 2018</p>
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Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Transitioning from middle school to high school has proven to be very hard for freshman. Ninth graders who don't earn five credits nor a 2.0 GPA by June are off track for graduation.</p> <p>Students will improve their chances of academic success in high school by passing all their classes during their ninth grade year</p>	<p>By the end of the school year, 90% of our ninth graders will earn 5.5 credits or more with a 2.0 GPA.</p> <p>What student achievement indicators will you monitor over the year to inform your progress toward meeting your student achievement goals (ex. formative assessments, screeners, observation data, survey data)?</p> <ul style="list-style-type: none"> • 5-week grade checks, quarterly reports, semester grades, Ds and Es report • Departments will adopt a common strategy for students who are in danger of failing to have a realistic strategy to make up enough points to be able to pass. This could remove deadlines for late work, flexibility for making up assessments or a variety of other strategies 	<p>The people responsible for this goal are 9th grade teachers, counselors, academic intervention specialist and administration.</p>	<p>June 2018</p>

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>There is a significant gap in attendance rate between students of color and Caucasian students, particularly among our African-American and American Indian students. As attendance is fundamental to student success and a symptom of student feeling connected towards school, we will increase the attendance rate among African-American and American Indian students.</p>	<p>The percentage of African-American and American Indian students that have less than an 80% attendance rate will decrease from a combined percentage of 25 to 15.</p> <p>Quarter 3 attendance with 80% or less Af. American 11/50 22% Am Indian 6/17 35% Combined = 25%</p> <p>What student achievement indicators will you monitor over the year to inform your progress toward meeting your student achievement goals (ex. formative assessments, screeners, observation data, survey data)?</p> <ul style="list-style-type: none"> Quarterly attendance reports 	<p>The people responsible for this are staff, counselors and administration.</p>	<p>June 2018</p>

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>From the results of our student climate survey, the majority of our students felt a disconnect to their teachers. Students who feel connected to Ballard will be more successful in their high school academic career.</p> <p>A significant part of increasing this sense of belonging to Ballard is from the personal connection and relationship students have with teachers and staff.</p>	<p>For all students, we will increase the number of students who feel their teachers take time to get to know them from 44% to 60%.</p> <p>What student achievement indicators will you monitor over the year to inform your progress toward meeting your student achievement goals (ex. formative assessments, screeners, observation data, survey data)?</p> <ul style="list-style-type: none"> • Three climate surveys that will be given throughout the year. 	<p>The people responsible for this are staff, counselors and administration.</p>	<p>June 2018</p>