



Continuous School Improvement Plan (CSIP)

Chief Sealth International High School
2016 - 2018

Principal
Aida Fraser-Hammer

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.

This CSIP was reviewed and approved by the Building Leadership Team (BLT) of Chief Sealth International High School on November 22, 2016.

Mission and Vision

Mission	Vision
Chief Sealth International High School fosters global awareness and academic success through a challenging and engaging curriculum in a safe and supportive environment.	The entire Chief Sealth community actively learns, facilitates growth, collaborates, and thinks creatively and critically with one another.

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.

The Chief Sealth staff met during the fall of 2016 in meetings of the Building Leadership Team, (Cross) Department Professional Learning Communities (PLC) and grade level teams to analyze data from End of Course Assessments (EOC), Smarter Balanced Assessments (SBA) and common classroom-based assessments. We then developed data-based goals for student growth in all major academic areas.

Based on the analysis of data, we were able to determine that in June, 2016:

- The graduation rate for students who are English Language Learners (ELL) was 56% compared to the rate for Whites - 84.9%, Asians – 79.7%, Blacks – 76.9% and Latinos – 72.2%
- The graduation rate for students receiving Special Education services was 61%, slightly higher than the graduation rate across the district - 58.1%.
- The graduation rate for our Native American students was 37.5%.
- Latino, Native American, English Language Learners and Black/African American students fail math, language Arts and Science classes at higher rates than their White and Asian counterparts.

- Students from all demographic groups have high truancy/absentee rates - 25+% which negatively impacts consistent academic growth.

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

- Teachers will talk to students about the importance of taking the test and how it benefits them.
- Principal will communicate with parents via the weekly newsletter about the importance of taking the test and the benefits to their children.
- Attendance will be required for all students, the school's bell schedule will not be adjusted.
- Teachers will escort their students or watch them as they walk to the testing site.
- Registrar will attempt to purge our roster of the students who have moved or have been absent 20 days or more.
- Students take practice tests in the classroom in preparation for the test. cv

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

Teachers meet regularly in Professional Learning Communities to analyze student data (Smarter Balanced Assessments, End-of-Course Assessments, and student produce classwork), to create common assessments, to research instructional strategies and to make intentional instructional decisions aimed at increasing student achievement.

To address academic needs of ALL students, each teacher sets goals at the beginning of each school year centered on research-based strategies to better meet the needs of our students.

Teachers at CSIHS provide opportunities for students to receive additional math, reading and writing instruction and support both within and outside of the school day through the Mentorship period, afterschool homework help, Saturday Math/Spanish help, and University tutors who work in selected math and language arts classes.

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

Professional Development Plan for 2017-2018

Goals:

To continue to meet the needs of our diverse student population and specifically our students who are English Language Learners, our Black and Latino students, and our Native American Students who traditionally do not meet standard at the same level as their White and Asian peers, we will continue to learn and practice aspects of differentiation. We will focus on these areas:

- English language development
- Race and Equity
- Special Education
- Multi-tier system of support (MTSS)
- Trauma-informed practice

Desired Outcomes:

- Our students will gain an authentic sense of belonging to the school.
- Daily attendance will increase
- Failure rates in core classes will decrease
- Retention and graduation rates will increase

Our school will increase parent/family engagement.

CSIHS invites parents, students and community members to get involved in the school through participation in the Parent Teacher Student Association (PTSA) which meets quarterly, and the Principal's Advisory Committee (PAC) which meets each semester. A parent representative sits on the Building Leadership Team. These groups address concerns and issues involving the school performance, school climate, instruction and learning.

We also offer opportunities for our parents to provide input to us and to participate in functions at the school such as Open House, Multicultural Night, Career and College Fairs, and more. We also partner with our feeder school, Denny International Middle School to sponsor cultural informational gatherings focused on addressing the needs of the specific culture.

CSIHS has a Family Engagement Action Team which meets periodically to address ways to increase parent involvement.

In order to increase parent and community involvement and awareness, CSIHS tries to share information about the school on a regular basis. The principal makes a Robocall to all homes on a weekly basis, informing parents/guardians about upcoming events and important information. CSIHS also publishes a monthly newsletter which contains articles from staff about student or class projects, activities and events. These newsletters are made available to the community via our website and via emails to parents/guardians. The daily student announcements are also made available on the website for parents/guardians and the community to access. Staff members also sends articles about student achievement and recognition to the widely-read West Seattle Blog for publishing. Many community members respond positively to these articles which generates numerous donations and support.

Our staff is involved in decision-making.

The CSIHS Building Leadership Team (BLT) is charged with the responsibility to ensure that staff is involved in the decision making process in areas that directly affect students and staff. Teachers and parents are represented on our (BLT). This group has decision-making authority in numerous areas of school leadership including professional development, budget and this document (the Continuous School Improvement Plan). Members of the BLT also give voice at the meetings to issues and input raised to them from the staff at large. The BLT meets twice per month, and the representatives report back to their grade level or department, to staff and to the PTSA.

The Instructional Council (IC) is another group that has decision-making authority. It is made up of the department leaders, librarian, program coordinators counselors and administrators. The meetings are held monthly. This group makes appropriate policy decisions around the instructional practices in the school. They also provide feedback to the BLT around decisions involving the curricular departments.

The administration also meets with the department leaders monthly at the Department Leaders Meeting. At these meetings, the department leaders give input and help inform decisions made at the administrative level.

We will assist our students to meet standard.

Each year, we analyze the data from the previous year to determine baseline levels to be used for setting goals on the CSIP. This year, teachers were encouraged to use student work to help determine

baseline data. Consistently, the data identified that the following groups of students do not meet standard at the same level as their White and Asian classmates:

- English Language Learners (ELLs),
- Special Education (SpEd) Students,
- Black/African American Students,
- Hispanics and low-income Students.

To address the needs of the ELL students, we have created sheltered math, science and social studies classes. In our sheltered ELL classrooms, we practice the use of Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD) strategies which have been proven successful in increasing achievement levels within this targeted group.

The teachers in core classes are being introduced to strategies that can be used in any classroom to differentiate the instruction to address the needs of the struggling students, SpEd students, ELL students and highly capable advanced learners.

We offer classes that have been approved by the Office of the Superintendent of Public Instruction (OSPI) such as Collection of Evidence in Math, Science and Language Arts which provides an alternative pathway for students to prove proficiency on state-mandated assessments.

The Homework Policy at Chief Sealth International High School is framed on the belief that homework is meant to enhance the classroom experience and compliment the academic goals. Homework for our students is an extension of the coursework that happens within each class. Teachers assign homework that fits the goals of the course. Homework is given as extended practice, introduction of new skills, extending learning, or enrichment. More advanced classes may require more homework and legally mandated accommodations are also applicable to homework assignments.

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

Most teachers at CSIHS have been with the school more than 5 years. Although morale among staff has declined, staff maintain a strong focus on students. Efforts are being made to provide support for burn-out and to address the needs of teachers to be part of a community of professionals.

To accomplish this for new teachers, administration conducts a new teacher orientation to familiarize new teachers with the school's norms, expectations, policies and procedures. A team of experienced CSIHS teachers known as Career Ladder Teachers also act as mentors and a resource to new staff members as well as to others who seek them out. Occasionally, some teacher leaders and department leaders also act in this capacity. These individuals help their colleagues to improve their ability to teach by helping them to implement strategies proven most effective in maximizing student engagement and building positive relationships while maintaining a safe, supportive environment for all students.

The school also provides opportunities for professional development at the building and district level. These activities help staff feel supported as they continue to grow in their craft and maximize their skill base in order to best serve students. In addition, the administrators use the teacher evaluation tool (Danielson Model of Professional Growth Plans) to coach and strengthen ALL teachers in their craft.

During the 2016-2017 school year, there are 69 highly qualified teachers at CSIHS and 11 highly qualified Instructional Assistants. Of the 69 teachers, 11 are Nationally Board Certified and 6 are in the process of pursuing National Board Certification. Attrition rate for teachers for the 2015– 2016 school year was

less than 12% compared to 2016 – 2017 at 15% . All teachers participate in professional development in best practices through the district and school.

We are currently in the beginning stages of implementing a Multi-Tiered System of Supports (MTSS) for all students. There are 3 tiers of support offered to students at CSIHS.

Tier 1 supports are services, interventions and opportunities that are available to all students and involve all staff members. These tier 1 supports for academics include:

- Homework Help
- Saturday Math
- Student clubs
- Mentorship
- Tutorials
- Differentiated instruction
- Preferential seating
- Modifications/accommodations on assignments and assessments
- Restorative Program – Make-it-Right Referrals
- Detention
- Counseling
- Parent-teacher meeting
- Alternatives to suspension

CSIHS hopes to expand our tier 1 supports to include more restorative justice options. We want to allow our students to take ownership of their mistakes, to learn from it and to “make it right” with the person their action may have damaged. We have started training our staff in the use of community circles to address relationship repairing.

Tier 2 supports are made available to students who need more intensive services and actions above and beyond those offered at tier 1. These services can be provided by counselors, social worker, nurse, teachers, administrators, or other partner agencies such as Communities in Schools, Teen Health Center, Seattle Youth Violence Prevention, Asian Counseling Recourse Services, El Centro de la Raza, Cowlitz Indian Tribe and Washington Asian Pacific Islander Association. Tier 2 supports include:

- Companion classes in Language Arts or Math
- Small group instruction
- Alternatives to suspension
- Truancy referrals
- Behavior contracts
- Chill passes
- Check in – Check out with staff
- Mental health services
- Daily academic progress form
- Peer tutoring
- Instruction in social/coping/relational skills
- Individual or group counseling
- Drug/alcohol counseling

Tier 3 is the most intense level of support and is only provided to students with extremely high needs. At Tier 3, the goal is remediation of existing academic, social, or emotional problems and prevention of more severe problems. Students who do not respond to Tier 1 and Tier 2 support are candidates for Tier 3 interventions. The list of tier 3 interventions includes those in tier 2 as well as others that are done on a case-by-case basis based on the needs of the student.

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

Each spring, we host a welcoming event for incoming 8th grade students who will be attending our school the following fall. We invite their families to come in and get information about our school. They also have the opportunity to tour the school and to meet our staff and student leaders. We also offer an orientation on the day before the start of school in the fall for all incoming 9th graders. This event is organized and conducted by current 11th and 12th grade volunteer students who mentor and provide support and guidance to the 9th graders. These students are members of the Link Crew which is a high school transition program that welcomes freshmen and makes them feel comfortable. These Link Crew members act as mentors to the 9th graders and they meet with their mentees throughout their first year. They also host multiple events for 9th graders throughout the year.

CSIHS offers tours to 10th – 12th grade students who are new to the school at the beginning of the school year. For students who enter during the school year, Teachers Assistants who work in the counseling office, give tours to these students. There are currently no systems in place to connect new 10th – 12th graders to the school. This is an identified deficiency that we will address during the 17– 18 school year.

How do we support students identified as highly capable?

The teachers in core classes are being introduced to strategies that can be used in any classroom to differentiate the instruction to address the needs of the struggling students, SpEd students, ELL students and highly capable advanced learners.

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)	110,050	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	5,810,658	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	112,550	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	369,446	Funding to support MTSS supports at all schools.
2017-2018	Specific Use	Transitional Bilingual	339,089	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	2,809,534	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 Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Historically about 20% of students at Chief Sealth International High School are absent from school more than 18 days throughout the year.	By May 2018, attendance rates will increase by 10% from an overall average attendance rate of 82% to 90%.	All Staff	May 2018

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>The on-time (within 4 years) graduation rate of students who are English Language Learners is lower than their English proficient counterparts.</p>	<p>By June 2018, 60% of CSIHS students who receive ELL services will earn credit for all classes attempted and will meet proficiency level on the all Smarter Balanced Assessments (SBA) or similar options for demonstrating proficiency.</p> <p>Rationale: At the end of the '15 –'16 school year, 17 of the 43 (40%) CSIHS seniors who were classified as seniors did not meet the minimum proficiency levels in Language Arts and/or Math on the state mandated tests or on alternative methods such as the Scholastic Aptitude Test (SAT), the American College Testing (ACT) Test or the OSPI-approved Collection of Evidence (COE).</p>	<p>ELL Department, Counselors & Core Teachers</p>	<p>June 2018</p>
<p>Less than 15% of students with individualized education plans (IEPs) pass the state-mandated math assessment at their equivalent grade level.</p>	<p>Goal: By May 2018, 25% of the CSIHS students with IEPs will meet proficiency level on the Math Smarter Balanced Assessment (SBA) at the 11th grade level.</p>	<p>Math and Special Education Teachers</p>	<p>September 2018</p>
<p>Black and Latino students at CSIHS receive a disproportional amount of discipline referrals.</p>	<p>By June 2018, all staff members at CSIHS will be trained in the use of anti-racist strategies to deescalate situations and reduce confrontations.</p> <p>By June 2018, discipline referrals for Black and Latino students will reflect the demographic makeup of CSIHS.</p>	<p>Race & Equity Team and All CSIHS Staff</p>	<p>June 2018</p>

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Historically about 20% of students at Chief Sealth International High School are absent from school more than 18 days throughout the year.	By May 2018, attendance rates will increase by 5% from an overall average attendance rate of 82% to 90%. Administration, with the help of all CSIHS staff, will provide incentives to students for improved attendance. Administration will track and follow up on truancies and solicit the help of community-based organizations to address barriers to attendance.	Administration with the help of the staff	May 2018
55% of CSIHS students who responded on the 2015 fall climate survey stated that they do not know what their grades mean nor exactly what they did to earn the grades they received. They also do not know how individual teachers access their learning throughout the period.	By June 2018, all departments in CSIHS will: <ul style="list-style-type: none"> • finalize an agreed-upon standard for the frequency of entering student assignments and updating student grades in the gradebook. • develop common grading practices and assignment/category definitions. • implement specific strategies for metacognition and checking for understanding which will be used in each classroom. • communicate and explain their grading practices via their syllabi, Schoology pages and in class discussion. 	Department Leaders	June 2018

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Black and Latino students at CSIHS receive a disproportional amount of discipline referrals.	By June 2018, all staff members at CSIHS will be trained in the use of anti-racist strategies to deescalate situations and reduce confrontations. By June 2018, discipline referrals for Black and Latino students will reflect the demographic makeup of CSIHS.	Race & Equity Team and All CSIHS Staff	June 2018 June 2018