



Continuous School Improvement Plan (CSIP)

Chief Sealth International High School

2016 - 2018

Principal – Aida Fraser-Hammer



School Overview

Introduction

Chief Sealth International High School is a comprehensive high school that offers a wide array of opportunities for students who value learning in a dynamic, multi-cultural environment. It is an exceptional place that celebrates innovation and individuality. As a center of international educational excellence, we provide students opportunities to study the world both in the classroom and beyond. Our academic and arts offerings, our career preparation, and our athletic programs focus on educating global citizens and as an international school within the Seattle Public School system we prepare students, in partnership with families and community, for global citizenship in an increasingly interdependent world.

Chief Sealth International High School has been recognized as one of the few Seattle Public Schools that remains a “community” school. Most of the students live close to the school, many of the alumni live near the school, and many of the students are children of Sealth alumni. We are committed to rally our neighbors in West Seattle around the positive activities at our school and for our students to reciprocate that pride and enhance our community. To meet state and district goals, teachers meet regularly in Professional Learning

Communities to analyze student data, create common assessments, research instructional strategies and to make intentional instructional decisions aimed at increasing student achievement.

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.

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

<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>In meetings of the Building Leadership Team (BLT), the Professional Learning Communities (PLC) and the grade level teams, we analyzed data from the End of Course Assessments (EOC), Smarter Balanced Assessments (SBA) and some classroom-based assessments. We then developed data-based goals for student growth in all major academic areas.</p> <p>Based on the analysis of data, we have identified that</p> <ul style="list-style-type: none"> • Math students who are receiving English proficiency and/or Special Education services do not pass classes in core content areas at similar rates as their English proficient and General Education counterparts. • Latino and Black/African American students have a higher probability of failing math, language Arts and Science classes than their White and Asian counterparts. • Students from all demographic groups have high truancy and/or absentee rates which negatively impacts consistent academic growth.
<p>We will use research-based strategies that help targeted students.</p>	<p>To meet state and district goals, teachers meet regularly in Professional Learning Communities to analyze student data and student work, create common assessments, research instructional strategies and to make intentional instructional decisions aimed at increasing student achievement. We are committed to implementing research-based strategies into practice to better meet the needs of our students.</p> <p>To address academic needs of ALL students, each teacher sets goals at the beginning of each year that would reflect professional growth. We also provide opportunities for students to receive additional math, reading and writing instruction and support both within and outside of the school day.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>The staff at Chief Sealth International High School participate in high quality, ongoing professional development several days throughout the school year. This professional development is focused on areas of growth as identified by our analysis of data. The staff also participates in professional development activities offered at the district and state level. Most of these offerings are in the areas of special education, differentiation and race and equity. We also have access to instructional/content coaches who provide coaching in refining our instructional skills and in implementing strategies to enhance our curricular materials.</p> <p>In addition, each teacher is a member of a professional learning community where student work is analyzed with an emphasis on developing strategies based on best practices to address problems of teacher practice and student learning.</p>

<p>Our school will increase parent/family engagement.</p>	<p>Chief Sealth International High School invites parents, students and community members to get involved in the school through participation in the Parent Teacher Student Association (PTSA) which meets monthly, and the Principal’s Advisory Committee (PAC) which meets quarterly.</p> <p>Both groups address concerns and issues involving the school performance, school climate, instruction and learning. 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. 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.</p> <p>Chief Sealth International High School has a Family Engagement Action Team which meets periodically to address ways to increase parent involvement.</p>
<p>Our staff is involved in decision-making.</p>	<p>The Chief Sealth International High School 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 the BLT. This group has decision-making authority in numerous areas of school leadership including professional development, budget and the CSIP. 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.</p> <p>The Instructional Council (IC) is another group that has decision-making authority. It is made up of the department leaders. 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.</p> <p>The administration also meets with the department leaders monthly. At these meetings, the Department Leaders give input and help inform decisions made at the administrative level.</p>
<p>We will assist our students to meet standard.</p>	<p>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:</p> <ul style="list-style-type: none"> • English Language Learners (ELLs), • Special Education (SpEd), • Black/African American, • Hispanics and low-income students. <p>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</p>

	<p>Language Acquisition Design (GLAD) strategies which have been proven successful in increasing achievement levels within this targeted group.</p> <p>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 advanced learners.</p> <p>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.</p> <p>We offer support classes with a strong emphasis on the culture, heritage and traditions of our Hispanic and Native American students. Proyecto Saber (Project Knowledge) provides academic and social/emotional support to students whose primary or first language is not English (predominantly Spanish speakers but speakers of Amharic, Arabic, Oromo and Tigrinya are also served). Šəqačib (Raising Hands) offers similar supports for Native American and other students with Indigenous heritages.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>Most teachers at Chief Sealth International High School have been with the school more than 5 years, some have been here for 10, 15 even 20 years. Although moral among staff has declined over the last 3 years, 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.</p> <p>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 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.</p> <p>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.</p> <p>For the 2016-2017 school year, there are 69 highly qualified teachers at Chief Sealth International High School 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 the 2015 – 2016 school</p>

	<p>year was less than 12%. All teachers participate in professional development in best practices through the district and school.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>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.</p> <p>Chief Sealth International High School 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 16 – 17 school year.</p>
<p>Our system of support assures our highly qualified staff are there to support students.</p>	<p>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 Chief Sealth International High School.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 • Schoology (Web-based communication tool) • The Source (Web-based grade reporting and communication system)

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.

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

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Specific Use Funds	Transitional Bilingual	3.2 Full Time Equivalent (FTE) Staffing	<p>Provides certificated teachers for sheltered classes (Language Arts, Math, Science and Social Studies) for English Language Learners (ELL).</p> <p>Provides bilingual Instructional Assistants (IAs) to assist teachers of ELL in core classes by working directly with ELL students, offering language interpretation, tutoring services, outreach to parents and monitoring of student progress.</p>
2016-2017	Combined Funds	Self Help	\$10,000	Provides professional development and extended day/week opportunities for teachers to acquire and/or refine best practices in teaching and learning to address and improve student achievement.
2016-2017	Combined Funds	Self Help	\$3,000	Provides funds to support the Link Crew which is a transition to high school program that helps incoming 9 th graders feel comfortable as they start their high school career at Chief Sealth International High School.
2016-2017	Combined Funds	Free & Reduced Lunch	\$20,000	Provides math tutors to work with students during class and after school to address and improve targeted skills to increase probability that students will be successful in their classes
2016-2017	Combined Funds	Learning Assistance Program (LAP)	1.2 FTE	<p>Provide funding for teacher salaries so certificated teachers can provide remedial/intervention services – Companion Math and Language Arts classes – to students identified based on test scores and academic need as demonstrated by classroom performance.</p> <p>Provides credit retrieval opportunities to juniors and seniors to attain on-time graduation status.</p>
2016-2017	Specific Use Funds	International Baccalaureate	\$50,000	Provides tutors for International Baccalaureate (IB) juniors and seniors and pre-IB freshmen and sophomores to ensure that all students can achieve common core standards.

				Also provides specific professional development for teachers to improve classroom instruction.
2016 -2017	Grant	Creative Advantage	\$5,000	Provides uniforms, instruments and teaching artists to support the development of the Chief Sealth International High School Mariachi Program. This program is a key resource for the and instills great pride to the students and the Hispanic community. Chief Sealth International High School alumni participate in the growth of current student.
2016 - 2017	Specific Use Funds	Superintendent's ELL	2.0 FTE	Provides personnel (1 teacher and 1 instructional assistant) for the Proyecto Saber Program which provides academic, emotional and social support in a culturally rich environment for students of Hispanic and other immigrant backgrounds
2016 - 2017	Federal Funds	Title VII Program, Huchoosedah	2.0 FTE	Provides personnel (1 teacher and 1 instructional assistant) for the Šəqačib - Native American Education program which provides academic, emotional and social support in a culturally rich environment for students with Native American or other Indigenous cultural heritage.

Building Based Goals

We have chosen to focus on the following area(s) over the 2016-17 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 5% each year for 2 years, from an overall average attendance rate of 82% to 90%. Administration, with the help of all Chief Sealth International High School 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

Cluster of Teachers/ Grade Level 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:
English language Learners do not graduate within 4 years at the same rate as their English proficient counterparts do.	At the end of the '15 –'16 school year, 17 of the 43 (40%) Chief Sealth International High School seniors who were classified 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). 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.	ELL Department, Counselors & Core Teachers	June 2018
Only 14.6% of the CSIHS students with individualized education plans (IEPs) currently pass the state-mandated on-grade level math assessment.	By May 2018, 25% of the Chief Sealth International High School students with Individual Education Plans (IEPs) will meet proficiency level on all Smarter Balanced Assessments (SBA)	Math and Special Education Teachers	September 2018
Black and Latino students at CSIHS receive a disproportional amount of discipline referrals.	By June 2018, all staff members at Chief Sealth International High School will be trained in the use of anti-racist strategies to deescalate situations and reduce confrontations. By June 2018, discipline referrals for Black and	Race & Equity Team and All Staff	June 2018

	Latino students will reflect the demographic makeup of Chief Sealth International High School.		June 2018
Many Chief Sealth International High School students cannot identify the "claim" and supporting evidence within texts that they read.	By May 2017, given a text to read, all students will be able to identify the "claim" and the supporting evidence. Teachers in all language arts and social studies classes will provide opportunities for students to read, analyze, and compare texts and formulate claims supported by evidence.	Language Arts and Social Studies Teachers	June 2017

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:
55% of Chief Sealth International High School students who responded to 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.	<p>By June 2018, all departments in Chief Sealth International High School will:</p> <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