



## 2024-25 CSIP Review and Updates

### Alan T. Sugiyama High School

#### Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to "include a continuous improvement process for monitoring, adjusting, and updating the plan."

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

#### School Data and Building Leadership Team Members

**School Name:** Alan T. Sugiyama High School

**Principal:** Renee Willette

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** BLT = Principal, Welander-Perez, Fahselt, Maake, and Patterson. CBO's = Boys and Girls Club (YouthForce), YMCA (Y-Scholars), KEXP Radio, GZ Radio, Seattle Rep, Central District Forum of Arts and Ideas (Langston Hughes), Pacific Northwest Ballet, Converge, Seattle Theatre Group (Theatre's: Paramount, Moore, Neptune), Kreative Collective, The Residency, WITS, ArtsEd Solutions, SE Network, Community Passageways and DADS.

[2023-26 CSIP ATS](#)

[Alan T. Sugiyama High School Report](#)

[Alan T. Sugiyama High School Climate Survey](#)

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#### Summary of Risks and Desired Outcomes

**Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.**

Our priority practices include:

- Culturally responsive instructional strategies such as experiential learning (Field trips, narratives, conducting experiments, simulations, games, storytelling, focused imaging, field observations, role-plays, synectics, model-building, and surveys); interactive instruction (debates, role plays, panels, brainstorming sessions, peer partner learning, discussions, laboratory groups, think-pair-share, cooperative learning, jigsaw, problem-solving, structured controversies, tutorial groups, interviewing, conferencing); and independent study (essays, computer assisted instruction (APEX), journals, learning logs, reports, learning activity packages, correspondence lessons,

learning contracts, homework, research projects, assigned questions, learning centers (Supports goal of 70% of students earning 1.5 credits per quarter).

- Monthly MTSS meetings use data to identify and support students facing attendance and academic success barriers. Strategic supports include contact home, attendance assessments, conferencing, goal setting, attendance plans, connections to therapist, SEL mentors and circles with progress monitoring to reduce absenteeism.
- Offering Horticulture and Media Arts/Video Production CTE pathways including an array of internships with CBO partners where students gain valuable experiences, team-building skills, project planning, professional etiquette, goal setting, and many other transferable and applicable skills.
- Partnering with community partners Community Passageways and SE network for SEL support via circles and mentoring.
- Engaging with families via monthly communication to support 80%+ attendance and academic achievement as defined by earning 1.5+ on-track credits per quarter.

### **What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?**

These implementation strategies are all research based and so the primary risk is lack of fidelity to their consistent implementation. Implementation failures could include lack of clearly defined roles and responsibilities, failure to meet monthly implementation and family communication goals, or due to budget cuts, the inability to hire culturally responsive and representative staff as mentors and SEL supports. The populations that will be most vulnerable are our absentee students and our students earning less than 1.5 credits per quarter. Demographic groups at risk of not meeting the 80% attendance rate include students with IEPs, LatinX students, and multiracial students. These are the same groups most at risk of not meeting the 1.5 credits per quarter as well. Lack of attendance is the number one risk.

### **What are short-term and long-term desired outcomes for student, family, and staff groups?**

Our desired short-term outcomes for students are that they feel welcome and are seen and respected for who they are in all their identities and that via student voice and choice and our culturally responsive instructional strategies, that students are engaged and successful in their classes. In the long-term, student outcomes include that they are supported in course and career goal setting so they have a clear high school and beyond plan that can bring them joy and earn a living wage. Family short-term outcomes are that they are called at the start of school and feel welcome in our building and that staff respond to their inquiries in a timely manner. In the long-term, our goals are to have families partner in the success of their scholar by accessing the source, participating in conferences and family nights and by providing feedback to the BLT for school improvement. As for staff, in the short run, continuing to implement our three instructional strategies within the framework of universal design for learning or UDL, obtaining two-way iterative student feedback, and altering instruction based on formative assessment. In the long run, staff shall continue to expand their instructional repertoire of engagement strategies and understand cultural competencies and student learning preferences to undo systemic racism embedded in our schools and to reduce disproportionalities. Taken together, all stakeholders learn and grow together to support the hopes and dreams of our scholars.

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## **Comprehensive Needs Assessment Summary**

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the

CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

## **Student Groups**

### **Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:**

As many students who transfer to Sugiyama are credit deficient, tracking student grades on a quarterly basis is critical for credit acceleration. When students attend school, they are often successful. The demographic groups such as LatinX and multiracial students have both the lowest attendance rates and credit attainment levels. Barriers faced by these groups include being parents of sick children, being pregnant, needing to provide sibling care, lack of safe transportation, socio-emotional distress, mental health, disliking school, housing insecurity, lack of staff who speak the students' home language and phone and video game use that impacts sleep.

### **Summary of student strengths supported by data:**

Students' strengths include that they are vocal; try new things; support and encourage each other; collaborate; are welcoming, LGBTQ friendly, creative, and resilient; show independence and are willing to take academic risks. These strengths are evident in classrooms as reported by staff and in Sugiyama's Spring 2024 student survey with 98% positive response to belonging and relationships, 100% positive response to equity and anti-racism, 94% positive response to identity and culturally responsive teaching, and 100% positive response for inclusionary practices (all well above district averages).

### **Identify and prioritize student needs supported by data:**

Students who attend are academically successful. Our primary need is removing barriers so that absentee students attend. Although on average 9<sup>th</sup> graders attend 80%+, 10-12<sup>th</sup> graders attend less than 60% on average.

### **Summary of possible root causes of the priority student need:**

As mentioned above, barriers faced by these groups include being parents of sick children, being pregnant, needing to provide sibling care, having to travel great distances to attend school, lack of safe transportation, socio-emotional distress, mental health, housing insecurity, lack of staff who speak the students' home language, disliking school and phone and video game use that impacts sleep.

## **School Staff**

### **Summary of the data illuminating that staff are improving their culturally responsive professional practices:**

Although certificated staff (30% BIPOC) do not reflect the race and ethnicities of our students, all staff and our Community Based Organizations in the building (63% BIPOC) do reflect our students. With 23% LatinX students, we are in need of more Spanish speaking supports. Additionally, evidence of positive culturally responsive practices include Sugiyama's Spring 2024 student survey which boasts 98% positive response to belonging and relationships, 100% positive response to equity and anti-racism, 94% positive response to identity and culturally responsive teaching, and 100% positive response for inclusionary practices (all well above district averages).

### **Summary of data proving professional learning is effective in supporting student outcomes:**

Professional development for the past 2 years has focused on culturally responsive instructional strategies. These include experiential learning (Field trips, narratives, conducting experiments, simulations, games, storytelling, focused imaging, field observations, role-plays, synectics, model-building, and surveys); interactive instruction (debates, role plays, panels, brainstorming sessions,

peer partner learning, discussions, laboratory groups, think-pair-share, cooperative learning, jigsaw, problem-solving, structured controversies, tutorial groups, interviewing, conferencing); and independent study (essays, computer assisted instruction (APEX), journals, learning logs, reports, learning activity packages, correspondence lessons, learning contracts, homework, research projects, assigned questions, learning centers to support the goal of 70% of students earning 1.5 credits per quarter. Although the students survey which is primarily students with high attendance, shows high positive responses (see above), less than 70% of students in 10<sup>th</sup> -12<sup>th</sup> grade earned on track credits

**Professional learning that needs to be strengthen or is no longer being implemented due to minimal impact on student outcomes:**

Since Sugiyama met the Belonging and Relationship Goal with 98% positive rate on the Spring 2024 Student Survey, our focus will turn to increasing attendance via Universally Designed (UDL) culturally responsive teaching practices and strong MTSS systems. Moreover, Sugiyama's Student Advisory Council specifically asked for more interactive practices such as debates, student led discussions, collaborative projects, learning stations, and increased student voice and choice. They also requested stronger schoolwide systems (MTSS) of clear student expectations, supports and consequences as well as a clear plan for attendance supports and progress monitoring using positive reinforcement or incentives.

## **Support Systems**

**Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:**

During the 23-24 school year, Sugiyama hosted several family curriculum nights, maintained an up-to-date website, and sent out family newsletter. Teachers used TalkingPoints to update families about events, student successes, students' grades, and attendance. TalkingPoints is a two-way App that translates messages into home languages and comes into phones like a text. Families can then text back in their home language and it is translated into English. Via TalkingPoints the BLT was able to learn what families wanted to prioritize during budget season and any changes they wanted to see in 2024-2025.

**Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:**

Sugiyama signed a Personal Service Contract with CBO SENetwork in March to provide mentoring and wrap around supports. Since that time, 14 students have received individualized SE Network resources. They have supported students in the juvenile justice system, have attended wrap around support meetings, and have provided resources such as NCAA fees, snacks, and lunch. Next year, supports will be strengthened since they will continue the work over the summer and into next year so that longer-term relationships can be forged. Additionally, they will be included in monthly MTSS review systems, and we'll use data to encourage students to sign up for a mentor as soon as absenteeism or academic barriers emerge.

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

### **Measures and Targets**

**2023-26 Three-year Goal:**

By the 2023-2026 school year, based on the 2022-23 Spring Student Survey results, ATS Stakeholders will ensure the school environment is safe and supportive for all students (Asian, Black, Hispanic, Pacific Islander, White) by addressing non-academic factors which will increase student survey scores in the area of Belonging and Relationships from 87% to 96% by Spring 2026.

## **2024-25 One-Year Goal:**

Based on the 2024-25 Student Survey results, Sugiyama stakeholders will ensure the school environment is safe and supportive for all students (Indigenous, Asian, Black, Hispanic, Pacific Islander, Multi-racial, White and LGBTQ+) by addressing non-academic factors which will maintain student survey scores in the area of Belonging and Relationships above 96% and based on 2024-2025 attendance data, will increase student attendance rate from 62% to 70%.

## **Action Plan**

### **2024-25 Evidence-based Practice 1:**

ATS's MTSS will provide social-emotional supports to ATS families and students, with support from SPS attendance systems, advisory lessons, and SE Network mentors.

#### **Student Outcome Data Measures:**

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Graduation Pathways Tracking in Atlas

#### **Timeframe for Reviewing Student Outcome Data Measures:**

- Beginning of Year
- End of Year
- Monthly

#### **Process Data Measures:**

- Individual student attendance
- Grade trackers

#### **Timeframe for Reviewing Process Data Measures:**

- Weekly

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

- MTSS Team
- Student Advisors

#### **Additional context about your school's implementation of chosen evidence-based practice:**

Our focus will be increasing attendance aligning with the district's attendance interventions (assessment, agreement, family meeting, 504 supports, truancy process) and via advisory lessons and circles.

### **2024-25 Evidence-based Practice 2:**

Student Engagement: MTSS Teams in school buildings will address student absenteeism and then determine needed supports.

#### **Student Outcome Data Measures:**

- SPS Climate Survey (students)
- School Attendance Dashboard on Atlas
- Graduation Pathways Tracking in Atlas

#### **Timeframe for Reviewing Student Outcome Data Measures:**

- End of Year
- Monthly

#### **Process Data Measures:**

- Student Internship Summary
- MTSS Notes

**Timeframe for Reviewing Process Data Measures:**

- Monthly

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

- MTSS Team
- Student Advisors

**Additional context about your school's implementation of chosen evidence-based practice:**

Sugiyama's Student Advisory Council specifically asked for more interactive instructional practices such as debates, student led discussions, collaborative projects, learning stations, and increased student voice and choice.

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## Priority Area: Classroom Instruction and Academic Success

### Measures and Targets

**2023-26 Three-year Goal:**

ATS will implement cognitively engaging instruction and incorporate the life experiences and culture of our students (culturally responsive instructional strategies/practices), resulting in 70% or more of the students enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter.

- Note: 1.75 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter (.25 credit per class).

**2024-25 One-Year Goal:**

ATS will implement universally designed, cognitively engaging instruction and will incorporate the life experiences and culture of our students (culturally responsive instructional strategies/practices), resulting in 70% or more of the students enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter.

- Note: 1.75 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter (.25 credit per class).

### Action Plan

**2024-25 Evidence-based Practice 1:**

High Quality Tier Instruction: Educators will implement adopted instructional resources and inclusionary practices that serve all students, including students with IEPs, multilingual learners, and advanced learners using formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals. Specifically using Universally designed (UDL), culturally responsive experiential, interactive and independent teaching strategies assessed via the Novak UDL Look fors and Danielson Framework.

**Student Outcome Data Measures:**

- Graduation Credit Tracking in Atlas
- Graduation Pathways Tracking in Atlas
- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas

**Timeframe for Reviewing Student Outcome Data Measures:**

- Monthly
- Quarterly

**Process Data Measures:**

- Lesson Plans
- Course Enrollment Data
- Student Internships/Work-based Learning Data Chart
- Post Secondary Enrollment Data Chart

**Timeframe for Reviewing Process Data Measures:**

- Monthly
- Quarterly

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

All staff through our MTSS model, CBOs notes and feedback, student advisory council.

**Additional context about your school's implementation of chosen evidence-based practice:**

Professional development on UDL and on culturally responsive experiential, interactive and independent lesson strategies. PD on district alignment of assessments, data analysis of the various formative assessments focusing on writing using the common Sugiyama rubric.

**Advanced Learning and Highly Capable Services:**

ATS has systematically dismantled the systemic inequities that have existed in many of our SPS schools. ATS has implemented strategies to disrupt these inequities for our students furthest from educational justice. Our CSIP actions steps include action steps to be inclusive of students seeking advanced learning opportunities.

- Staff will provide opportunities for students, through credit acceleration, through online platforms (Apex & Red Comet), course offerings at neighboring programs, Certificate of Biliteracy, and Internships to earn additional credits toward on-time graduation.
- Remixing Education: Experiential, Independent and Interactive instructional models are implemented to challenge highly capable students.
- Each student is required to identify a graduation pathway.
- Internships and Work Based Learning provide college level experiences challenging students who are above and below grade level and those students who are seeking advanced learning opportunities.
- Students participate in Y-Scholar programs as stated in action steps.
- Culture Tech Legacy – STEM and CTE courses challenge students seeking advanced learning opportunities.

**Expanded Learning:**

- Tours in spring will be scheduled where students will share portfolio work. Goal is to have students take ownership of these portfolios.
- ATS 11<sup>th</sup> and 12<sup>th</sup> grade students will participate in Historically Black College and University Tours each spring – students will compile a portfolio for use during these tours.
- ATS Yearly Grad Stat Report of Student Post-Secondary enrollment (Data Point)
- Internships/Work-Based Learning: ATS currently partners with multiple organizations who provide Internships/Work-Based Learning experiences.
- Artists mentor students on off-campus internships (work-based learning activities)

## Homework Policy:

Schools shall have individual school-based homework policies that are communicated to students and families and posted in a visible location. School policies should include the school's policy on grading late work and on expectations for how much time families should expect a student to spend on homework. To ensure consistency across schools, school-based homework policies will be reviewed each fall as part of the school's Continuous School Improvement Plan (CSIP).

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## Priority Area: Family and Community Engagement

### Measures and Targets

#### 2023-26 Three-year Goal:

ATS South Lake will focus on engaging the parent/families of our 9-12 students to increase on-track for graduation, resulting in 80% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter.

- Note: 1.75 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter (.25 credit per class).

#### 2024-25 One-Year Goal:

Sugiyama will focus on engaging the parents, families, and community partners of our 9-12 students to increase on-track graduation, resulting in 70% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter.

- Note: 1.75 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter (.25 credit per class).

## Action Plan

#### 2024-25 Evidence-based Practice 1:

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

#### Student Outcome Data Measures:

- Student Outcome Data Measures:
- Student Attendance
- Discipline/Suspensions
- Graduation Credit Tracking in Atlas
- Graduation Pathways Tracking in Atlas
- SPS Climate Survey (staff or students)

#### Timeframe for Reviewing Student Outcome Data Measures:

- Monthly
- Quarterly

#### Process Data Measures:

- Course Enrollment Data
- Student Internships/Work-based Learning Data Chart
- Post Secondary Enrollment Data Chart

#### Timeframe for Reviewing Process Data Measures:

- Monthly



- Quarterly

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

All staff through our MTSS model, CBOs notes and feedback, student advisory council.

**Additional context about your school's implementation of chosen evidence-based practice:**

Resources that will be used to implement this evidence-based practice include Purple Day PD, Green Day MTSS Racial lens PD, and Advisory class for prep and invitations.

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## 2024-25 Budget Allocations to Support Continuous Improvement

The following table describes how the school allocates funds to support and improve student learning.

### Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade-level-specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$802,201
- **Activities Implemented to Meet Intent and Purpose:**
  - Instructional supports
  - Graduation
  - Supplies
  - Red Comet credit acceleration

### Title 1

- **Intent and Purpose:** To provide all children significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.
- **Dollar Amount:** \$27,405
- **Activities Implemented to Meet Intent and Purpose:**
  - Community Partner Personal service contracts for Circles
  - Mentors
  - College and Career support
  - CTE pathway Internship support

### Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds are designed to support the district language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$69
- **Activities Implemented to Meet Intent and Purpose:**
  - Translation
  - Interpretation
  - Bilingual textual materials

### Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$30,392
- **Activities Implemented to Meet Intent and Purpose:** Teacher to teach Algebra Lab and/or an online class for credit recovery

### High Poverty LAP

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$9,950
- **Activities Implemented to Meet Intent and Purpose:**
  - APEX credit recovery program
  - Extra hours for care management
  - CBO Mentors

### OSSI Grant

- **Intent and Purpose:** To support the implementation of district and school improvement planning and must be focused on positive impacts on student learning, as well as supporting the goals of basic education under RCW 28A.150.210, specifically in areas driving identification for improvement.
- **Dollar Amount:** \$55,000
- **Activities Implemented to Meet Intent and Purpose:**
  - OSPI program consultants
  - Community partners for mentors and college prep
  - WITS
  - Arts CTE Pathways