



2024-25 CSIP Review and Updates Ballard 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: Ballard High School

Principal: Abigail Hunt

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Kira Franz-Knight, David Furman, Dan Valdez, Annaick Sturgeon, Sophiana Banholzer, Jeff Hanson, Jana Pitman, and Karen Morse.

[2023-26 CSIP Ballard](#)

[Ballard High School Report](#)

[Ballard High School Climate Survey](#)

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.

- Partner with social worker and other interventionists to support students and teachers.
- Restructuring LINK crew to support incoming 9th graders.
- Shift to preventive discipline and restorative practices and procedures to keep students in the classroom, and providing whole child supports to students through care coordination, school-based health clinics, and mental health supports.
- Expand College in the High School programs.
- Counselor 1:1 meetings and course scheduling with SOCFEJ
- Budgeting and comprehensive course scheduling priorities in support of grad pathways
- Yearly review of credits to ensure students, especially SOCFEJ are on track for graduation.
- Support ongoing events for the whole community, specifically engaging families of color (affinity spaces, speakers, performances, films, etc.)
- Representation of families of color on building committees: Actively recruit families of color to serve as members on committees where building-level decisions are made.

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?

Risk of staff feeling unprepared or overburdened by the implementation of the priority practices outlined in the 2023-2026 CSIP. Counseling, social worker, and other intervention staff taking on increased workload with the continued implementation of the 2023-2026 CSIP.

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

Greater engagement for SOCFEJ in activities to increase student sense of belonging and relationships. Increased student access to advanced coursework. Increased two-way communication between staff and families.

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:

Fall 2022 Climate Data-

Belonging and Relationships- SOCFEJ 79% vs non-SOCFFEJ 83% favorable responses

Spring 2023 Climate Data-

Belonging and Relationships- SOCFEJ 75% vs non-SOCFFEJ 81% favorable responses

Fall 2023 Climate Data-

Belonging and Relationships: SOCFEJ- 81% vs. non-SOCFFEJ- 83% favorable responses

Spring 2024 Climate Data-

Belonging and Relationships: SOCFEJ- 76% vs non-SOCFFEJ- 82% favorable responses

Positive shift in the likelihood of SOCFEJ being disciplined at BHS. Reduction in overall discipline rate (22-23: 2.6%; 23-24: 1.7%)

Negative shift in the likelihood of Black students being disciplined at BHS.

2023-24 school year: 92% of 9th grade SOCFEJ are on track for graduation. 88% of 10th grade SOCFEJ are on track.

Summary of student strengths supported by data:

SOCFFEJ feel a greater sense of belonging and relationships at BHS, as indicated by student climate survey data.

9th grade SOCFEJ are on track for graduation based on credit accumulation.

Identify and prioritize student needs supported by data:

- Proportional discipline across all race and ethnic categories.

- Shift to preventive discipline and restorative practices and procedures to keep students in the classroom, and providing whole child supports to students through care coordination, school-based health clinics, and mental health supports.
- 10th graders on track for graduation (Goal- 90%; actual- 88%)

Summary of possible root causes of the priority student need:

- The 10th grade cohort of 2023-24 has a greater number of disciplinary actions and lower attendance than 9th graders.
- COVID
- Attendance: In the 2023-2024 school year, 9th graders had higher attendance rates than their 10th grade peers.
- Due to the disruptions of COVID and other extenuating circumstances, students in 10th grade had a lesser sense of belonging and relationship at BHS.

School Staff

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

- 92% of 9th grade SOCFFEJ are on track for graduation.
- Positive increases in a sense of belonging and relationships for SOCFFEJ, as evident by climate survey data.
- Positive shift in the likelihood of SOCFFEJ being disciplined at BHS in the 2023-2024 school year.

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

Student climate survey responses from the 2022-23 to the 2023-24 school year indicate SOCFFEJ feel a greater sense of belonging and relationships at BHS. In fall of the 2022-23 school year, SOCFFEJ scored 79% favorable responses in the Belonging and Relationships category, then 81% in fall of the 2023-24 school year. In respective spring surveys, SOCFFEJ scored 75% and 76% favorable responses. SOCFFEJ responses across fall and spring surveys indicate a greater sense of belonging, which can be attributed to the efforts of BHS educators to improve their culturally responsive and anti-racist teaching practices to foster a classroom that respects and values all cultures.

BHS continues its commitment to addressing the disproportionality in disciplinary measures for students. In the 2023-24 school year, Black students were 7.6 more likely to receive a disciplinary response compared to 6.8 more likely in 2022-23. Likelihood for disciplinary responses for SOCFFEJ decreased in the 2023-24 school year but remain disproportionate.

Professional learning that needs to be strengthen:

- Restorative practices that include classroom teachers
- Analyzing racial inequities in discipline and access to services
- Quarterly grade tracking across departments and classes
- Teaching teams collaboration to incorporate UDL practices in the design of classroom-based assessments.
- Support BHS staff in communication and connection with families of color to improve student learning (curriculum night, back to school night, etc.) to increase participation.
- More intentional inclusion and highlighting of the parent/guardian DEI group in community events.

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:

Ballard High School held a series of events aimed at increasing family and community engagement (Restorative Justice for Oakland Youth, multicultural festival, multicultural assembly, Latino night of celebration).

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:

Teen Health Center and school social worker provide interventions and supports for students with mental health, substance abuse, social, emotional, and behavior needs. The BHS social worker FTE will increase from .5 to 1.0 in the 2024-2025 school year, which will increase availability of supports to students.

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

Measures and Targets

2023-26 Three-year Goal:

By the end of the 2025-2026 school year, Ballard High School will see a four-point percentage increase of favorable responses in the Belonging and Relationships category of the Student Climate Survey results for SOCFEJ.

2024-25 One-Year Goal:

By Spring 2025, missed instruction as a result of disciplinary action will be proportional across all race and ethnic categories.

Action Plan

2024-25 Evidence-based Practice 1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- End of Year
- Beginning of Year
- Quarterly

Process Data Measures:

- School-based Survey (staff or students)
- Professional Development Attendance and Exit Tickets

Timeframe for Reviewing Process Data Measures:

- Monthly
- Beginning of Year
- Middle of Year
- End of Year

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

- MTSS

- Racial Equity Team
 - Building Leadership Team
 - Administrative team
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Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

By the end of the 2025-2026 school year, Ballard High School will increase equitable access to advanced courses and college/career readiness, as evident by a 7% increase in 12th grade SOCFEJ graduating on-time and passing at least one advanced course. (Baseline: 75%)

2024-25 One-Year Goal:

By the end of the 2024-25 school year, 90% of 9th and 10th grade SOCFEJ will be on track for graduation based on credit accumulation.

Action Plan

2024-25 Evidence-based Practice 1:

Graduation & Course Data Tracking: Staff regularly review credit-earning, pathway completion, advanced coursework access, and other college and career readiness data (e.g., in Atlas).

Student Outcome Data Measures:

- Student Grades Reports
- Graduation Credit Tracking in Atlas
- Graduation Pathways Tracking in Atlas

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

- Teacher collected data in Unified Insights
- School-based Survey (staff or students)
- Teacher Observational Data
- Course enrollment data

Timeframe for Reviewing Process Data Measures:

- Monthly
- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

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

- Counseling Team
- Social Worker
- Graduation Success Coordinators

- MTSS Team
- Administrative Team

Advanced Learning and Highly Capable Services:

At Ballard High School, all students continue to have access to courses with instruction at an advanced level. These opportunities include AP courses; Honors courses; College in the High School; Running Start; Science, Technology, Engineering, Math (STEM). Students are also encouraged to access additional enrichment opportunities within and beyond the school setting such as clubs and competitions.

Expanded Learning:

Summer school for BHS students who have been granted an incomplete.

Homework Policy:

Ballard high school staff are committed to:

- Grading students based on academics, not participation, attendance, or behavior.
- Providing effective progress monitoring through updated grades and Source information at least every other week for all students.

Grading Requirements:

Per SPS policy, we will continue to utilize an A-E scale. However, SPS leadership will require the following 3 grading practices that promote equity and our long-term effort to move towards a competency-based grading system. For information related to a specific course, please refer to that teacher's course syllabus.

1. Communication: SPS educators will provide biweekly check-ins with students and families for students at risk of earning an Incomplete, No Credit, or a failing grade.
2. Redemption: SPS educators will allow retakes and assignment revisions to the extent possible.

Minimum Grades: SPS educators will not give any grades lower than 50% on any assignment or assessment even for a missed assignment.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By spring of 2026, through partnership with PTSA and DEI sub-committee, Ballard High School will improve its family and community engagement through co-sponsorship and support of ongoing series of events for families, particularly families of color, intended to foster stronger connections between BHS staff and the Ballard community. We will measure progress through attendance taken at engagement events.

2024-25 One-Year Goal:

By spring of 2025, Ballard High School will increase engagement with families of color through two-way communication, as measured by staff participation in communication with families.

Action Plan

2024-25 Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Student Outcome Data Measures:

- Discipline/Suspensions
- Student Grade Reports
- Student Attendance

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

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

- MTSS
- Racial Equity Team
- Administrative Team

2024-25 Budget Allocations to Support Continuous Improvement

The following 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:** \$11,993,001
- **Activities Implemented to Meet Intent and Purpose:**
 - Library Materials
 - Supplies
 - Textual Materials
 - Content area and elective course instruction
 - Office support
 - Administration support
 - Counselor support

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount: \$127,037**
- **Activities Implemented to Meet Intent and Purpose:**
 - Instructional support to students who qualify for multilingual services.
 - Translation and interpretation services.

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: \$151,959**
- **Activities Implemented to Meet Intent and Purpose:**
 - Provides transition services and interventions to support students transitioning into high school with the completion of required math credits.
 - Provides social worker supports and Tier 2 and Tier 3 interventions for students.

Other Funding Sources

- **Intent and Purpose:**
 - To fund training and release time for staff members to support student LINK Crew leaders who cultivate a safe and welcoming school environment for 9th-grade students and provide leadership opportunities for LINK Crew leaders.
 - To fund two graduation success coordinators to support students in earning credit towards graduation by providing academic and social-emotional interventions and supports.
- **Dollar Amount:**
 - \$10,000
 - \$193,128
- **Activities Implemented to Meet Intent and Purpose:**
 - LINK leader trainings, student orientation, quarterly student engagement activities.
 - GAINS staff engage in individualized check-ins with students, communicate with families, monitor student progress, and collaborate with educators and fellow support staff.