



2024-25 CSIP Review and Updates Chief Sealth International High School

School Data and Building Leadership Team Members

School Name: Chief Sealth International High School

Principal: Hope Perry

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Ray Garcia Morales, Gabriela Sanchez, Maha Giundi, Luke Azinger, Angelia Thornton, Maria Lopez, Arus Haji, Kenari Breshem, and Lisa Bartel.

[2023-26 CSIP Chief Sealth](#)

[Chief Sealth International School Report](#)

[Chief Sealth International 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.

The priority practices identified in the 2023 – 2026 CSIP that were implemented during the 2023-24 school year were learning walks and professional development (PD) to create joyful, safe, anti-racist learning environments. Instructional Counsel members and various other staff joined the admin team in weekly learning walks to observe practices implemented from our whole staff PD. Whole staff PD were focused on Universal Design for Learning (UDL), grading for equity and differentiation.

1 year Goal from CSIP: Percentage of students FFEJ (disproportionately represented on the D/E list) passing all their classes will increase from 16% (end of 3rd quarter 2023) to 20% (end of the 3rd quarter 2024) as measured by Atlas Reporting Center. Percentage of African American male discipline rate will decrease from 10.9% [22-23] to 7.26% [23- 24] as measured by Atlas Reporting Center.

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?

SPS budget cuts affect students' access to Student Support for Tier 2 and Special Education. Because of budget cuts, less support is available for students who are a part of MTSS and Special Education. Students and families affected by these cuts are Students of Color Furthest from Educational Justice.

What are short-term and long-term desired outcomes for students, families, and staff groups?

Students:

Our short-term goal is to continue to offer tutoring support to any student who needs or desires to receive additional instruction. A tutorial focus has been put in place at the building to help to

reduce student stress and increase their academic comprehension. Study jams and tutoring sessions were provided to all our students and are available on multiple days after school and on occasional weekends.

Our long-term goals are to increase math SBA scores, increase students meeting graduation requirements and increase the number of students eligible for advanced course work.

Families:

In Connection with our three- and one-year goals, Chief Sealth students, families, staff, and admin (committee) will project manage, co-plan, coordinate and implement multi-event Heritage Day programs that amplify the voices of leaders and stewards in our community, and their connection to the Chief Sealth community. Short term Chief Sealth will engage families and communities at least quarterly in high impact events such as conferences, language specific resource family nights, multicultural nights, opportunities to provide feedback to the BLT or other. Long term 80% of families will respond favorably when polled.

Staff Groups:

Staff will continue to receive PD on how to use formative assessments to modify instruction and use a variety of satellite and street data to develop interventions that will increase student achievement; learning walks, PLCs, and students support services will continue to focus on using quantitative and qualitative data to inform teaching decisions and identify caseloads and supports; co-teaching partnerships will collaborate to use assessment based decisions in their teaching practice.

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:

Chief Sealth employs an IB for All model which enrolls nearly all 11th graders in IB History and IB English.

IB Science and IB Math provided that the classroom represents the least restrictive environment for the student. As a result, IB across the school enrollment is 28% Black, 13% Asian, 24% Latino, and 2% Pacific Islander.

Progress occurred towards achieving the goal of having the percentage of 9th grade students who earn at least 6 credits and are promoted successfully to 10th grade of increasing from 83% [2022-23] to 90% [2025-26] as measured by Atlas Reporting Center has occurred. The data shows for the 2023-24 school year 84.6% of 9th grade students earned at least 6 credits and were successfully promoted to 10th grade. The data shows an increase of 1.6%.

The percentage of 10th graders meeting standard on the Math SBA math will increase from 20.2% [Spring 2023] to 24.9% in Spring 2024. The resulting data in the Atlas Report Center shows a percentage of math standards met in Spring 2024 at 21.6%, an increase of 1.4%, but short of the

goal of 24.9%. Math comprehension continues to be a concern, and this is reflected in testing scores.

The goal for African American male discipline percentage rate was to decrease from 10.9% [22-23] to 7.26% [23- 24] as measured by Atlas Reporting Center. The data results calculated for the 23-24 school year show a discipline percentage rate of 8.7%, which is a decrease of 2.2%, but short of the targeted goal.

Key Takeaways and Disproportionality: SoCFFEJ, who make up the majority of the students who completed a Spring assessment, had a 20.5% success rate on the math state assessment, a 24.1% success rate on the state science assessment, and 46.5% success on the state reading/ELA assessment. Non SoCFFEJ had a 16% higher success rate in math, 18.5% higher success rate in science, and a 20.1% higher success rate in English. Only by prioritizing our SoCFFEJ, whom the system was not built for, can we improve our success as a school.

CBO Collected Data: Geeking Out Kids of Color (GOKIC) provided additional social justice driven computer science curriculum on Tuesdays and Thursdays after school. Students served during a single session surpassed forty students. We continue to partner with NeighborCare who support us by providing our students with essential needs such as mental health services and other crucial medical services.

Summary of student strengths supported by data:

Increased Math and Reading SBA scores, student attendance, lowering disciplinary percentage rate for African American Males.

Identify and prioritize student needs supported by data:

Although Chief Sealth made gains in SBA math scores for three years in a row, we continue to need to prioritize and strengthen this component in our school. Although Math SBA scores have been increasing year-to-year to 12.6% to 16.4% to 21.6%, scores are still well below the district average of 45.3%.

Summary of possible root causes of the priority student need:

Student attendance increased by 1% for the 2023-24 school year from the prior year, but this is still below the district average. Math builds upon itself, so when students miss a day of school there will be negative effects to their learning. Students who attended at least 90% of the time for the 2023-24 school year was 70.1% as measured by ATLAS reporting center.

School Staff

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

Chief Sealth International staff are committed to inclusive teaching practices. Inclusive practices highly emphasize culturally responsive methodologies. During the 2022-2023 school year, our staff piloted a co-teaching model that combined SPED teachers with general education content teachers. In the 2023-2024 school year, our staff expanded these efforts to also include combining multilingual (ML) teachers with general education content teachers.

In addition to these co-taught classes, Chief Sealth International also offers blended learning classes, which are core classes taught by ML teachers that combine general education students with ML students. All these practices combined demonstrate inclusive practices for students utilizing the least restrictive environments.

With respect to anti-racist pedagogies, the Spring 2024 Teacher and Staff survey shows positive ratings in the following areas:

- Culturally responsive & anti-racist work environment – 76% (28% increase from the previous year)

- Belonging & Relationships – 74% (18% increase from the previous year)
- Leadership opportunities and support – 64% (11% increase from the previous year)

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

There were improvements in both attendance and state assessment data.

- 10th grade state testing results improved in both ELA and math. In the 2022-2023 school year, 49.5% passed the ELA standard, which improved to 56% the following spring in June 2024.
- In the 2022-2023 school year, 16.4% passed the math standard, which improved to 22% the following spring in June 2024.
- Year-to-date attendance data increased from 78% in the 2022-2023 school year to 79.5% in the 2023-2024 school year.

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

Collecting student feedback on teacher practices needs to be strengthened. The UDL practice of collaboration and community must include student voice in their education and students need to also work in community. Our Spring 24' data shows that only 50% of the students who completed the survey believe the math they learn is relevant to their life. This was a 5% decrease from the Spring 23' data. All learning is both social and emotional.

Research shows that brain networks supporting emotion, learning, and memory are fundamentally intertwined. It is neurologically impossible to think deeply about or remember information without an emotional connection. Brain development is also socially contextualized – we learn through, with, and from our relationships with others. Many learners improve sustained effort and persistence when they have options to collaborate with peers. Collaborating with diverse peers is also a critical life skill.

A staff survey of 68 responses showed that over two-thirds of staff do not regularly collect feedback from students about teacher content, delivery, style of teaching, etc. But most felt that feedback should be collected more regularly.

- “I tried at least quarterly to collect feedback.”
- “Collecting feedback helps give students a voice in their learning.”
- “Gives the students more investment and ownership of their learning.”

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:

Administrators, teachers, and staff members continuously contact families through at least three different platforms including phone calls, emails, text messages, newsletters Talking Points, home visits, etc. for any updates within the school or individual classrooms. Families are encouraged to meet with administrators, teachers, and staff members in person to talk about students' progress, tutoring opportunities; mental health support; etc. Multi-cultural; Open House and Town Halls are opportunities for families to understand the functions of the school and connect with the community on different issues including academics, family support, and safety.

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:

Seattle Public Schools, Sam Cristol, and CSIHS administrators collaborated with UTOPIA. UTOPIA supports students who identify as LGBTQIA+ through Ho'omau Peer Support Group during lunches and after school; 1:1 care work and MANA Youth Council. UTOPIA encourages students to seek community and participate in activities and workshops that will help empower them to Ho'omau.

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

Measures and Targets

2023-26 Three-year Goal:

The percentage of 9th grade students who earn at least 6 credits and promote successfully to 10th grade will increase from 83% [2022-23] to 90% [2025-26] as measured by Atlas Reporting Center.

2024-25 One-Year Goal:

Percentage of students SOCFEJ passing all their classes with a C- or better will increase from 37.8% (end of Q3 2024) to 50% (end of Q3 2025) as measured by Atlas Reporting Center (ABC Indicator).

Percentage of African American male discipline rate will decrease from 8.7% [23-24] to 7.26% [24-25] as measured by Atlas Reporting Center (Progress Monitoring Dashboard).

Action Plan

2024-25 Evidence-based Practice 1:

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Student Outcome Data Measures:

- Unified Insights
- Atlas ABC Indicator to identify SoCFEJ passing their classes with a C- or higher

Timeframe for Reviewing Student Outcome Data Measures:

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

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- School-based Survey (staff or students); Professional Development Attendance and Exit Tickets
- Care Coordination Plans

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:

- All members of the MTSS team
- Administrators
- Counselors
- Case Managers
- Social Workers
- Department Chairs

- Other Staff

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

Our support team is crucial to the success of our CSIP goal around student success. This includes two social workers, academic reentry specialist, case managers, and other positions. Funding for such positions is crucial.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

Percentage of 10th graders meeting standard on the Math SBA will math increase from 20.2 percent [Spring 2023] to 24.9 percent in Spring 2024 leading to an overall increase access to pathway graduation pathway requirements as measured by Atlas Reporting Center.

2024-25 One-Year Goal:

From 23/24 to 2024-2025 the percentage of incoming juniors (SOCFFEJ) on track in math and science credits will increase from 72.22% in math and 74.24% in science to 75% in math and 77% in science as measured by Atlas Reporting Center (CCR dashboard). This goal has shifted to better align with the mission and vision of Chief Sealth International School.

The Percentage of SOCFFEJ entering their senior year having already met a graduation pathway will increase from 51.64% to 60% as measured by Atlas Reporting Center (CCR dashboards). This goal has shifted to better align with the mission and vision of Chief Sealth International School.

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
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

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

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)
- Course enrollment data

Timeframe for Reviewing Process Data Measures:

- Weekly

- 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:

- All Staff
- Administrators
- IB Coordinators
- Counselors

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

All members of the Sealth staff are responsible for reflecting on their course data while support staff, administrators, and IB coordinators, and counselors may dive deeper into the data analysis and action plans.

Advance Learning and Highly Capable Services:

Students are provided advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) differentiated instruction is provided by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement and acceleration in depth and complexity to grade level curriculum, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Curriculum supports in content areas are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

It is important to note, there is not separate staffing or different curriculum designated only for advanced learning in the neighborhood school services. Differentiation is provided through Tier 1 and Tier 2 extensions and learning opportunities. The differentiation is provided for a student that demonstrates ongoing mastery of grade level common core standards and readiness to extend their learning/thinking in depth and complexity within grade level content.

Homework Policy: In Progress

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

Chief Sealth will continue to create opportunities for students to share learning with the school/community/peers by including students in learning walks, in professional development (e.g., student survey data, student panel), in cultural heritage events*, and as active BLT representatives.

2024-25 One-Year Goal:

Chief Sealth will engage families and communities at least quarterly in high impact events such as conferences, language specific resource family nights, multicultural nights, opportunities to provide feedback to the BLT. This goal has shifted to better align with the mission and vision of Chief Sealth International School.

Action Plan

2024-25 Evidence-based Practice 1:

Collaborating with Community: Develop and strengthen relationships with government and non-government agencies, community groups, businesses, and other educational providers to enhance learning opportunities and outcomes for students and families.

Student Outcome Data Measures:

Chief Sealth will collect data around student's families that have been reached beyond two way communication.

Timeframe for Reviewing Student Outcome Data Measures:

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

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- Volunteer Count

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:

- Social Workers
- Case Managers
- Reentry Specialist
- Administrators
- Support Staff
- Classroom Educators
- Subgroups of MTSS Team

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

Social Workers, case managers, reentry specialist, administrators, support staff and classroom educators will collaborate to implement the evidence based practice. Subgroups of the MTSS team will dive deeper into measurements and adjustments of the practice.

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:** \$7,764,107
- **Activities Implemented:** Content area courses, elective courses, graduation, student supplies, credit acceleration, building leadership stipends, and library materials.

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:** \$957,537
- **Activities Implemented:**
 - \$952,776 used to hire 6 FTE bilingual teachers
 - \$2,691 allocated for translation and interpretation services
 - \$2,070 allocated for 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:** \$60,784
- **Activities Implemented:** Fund 0.4 FTE Science Teacher

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:** \$385,708
- **Activities Implemented:**
 - Fund Math teachers at 0.7 FTE
 - Provide mental health support with Social Workers (1.5 FTE)
 - Provide academic support through a School Counselor (0.4 FTE)

Levy Funds

- **Intent and Purpose:** Local levy revenue is combined in schoolwide programs; Re-entry, CTE, College and Career, HS Counseling, and IB programs.
- **Dollar Amount:** \$563,561
- **Activities Implemented:**

- Fund College and Career SFA (1.0 FTE)
- Re-Entry Specialist (1.0)
- CTE Career Connections (1.0)
- IB Science (0.8)
- IB WL Spanish (0.4)
- HS Counselor (0.2) for academic support

Other Funding Sources

- **Intent and Purpose:** Increase educational equity among the student population and provide mental health and promote restorative practices.
- **Dollar Amount:** \$736,971
- **Activities Implemented:**
 - Mental Health Dollars: Counseling Secretary (0.6) and Counselor (0.3)
 - Discretionary and Equity Dollars: Chinese Teacher (0.6), Art Teacher (1.0), and Science Teacher
 - Levy Performance Dollars: Arabic Teacher ML (0.2), Science Teacher (0.4)
 - DEEL: Restorative Practices staff member (1.0 FTE)