2024-25 CSIP Review and Updates
Nathan Hale 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: Nathan Hale High School

Principal: Jolene Grimes

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Leland Swarts, Kristina Volkman, Hizkias Fisaha, Caitlin Scott, Jordana Hoyt, Tiffany Robinson, Kayla Ellis, Matt Davis, Kelly Creech, Joel Jacobson, Kris Typolt, Teresita Tobon, the Nathan Hale Racial Equity Team, and the Nathan Hale Senate (BLT) including family and student representatives.

[2023-26 CSIP Nathan Hale](#)

[Nathan Hale School Report](#)

[Nathan Hale High School Climate Survey](#)

Summary of Risks and Desired Outcomes

During the 2023-24 school year, priority practices as identified in the 2023-26 CSIP included

- staff will devote PD time to discussing and implementing practices that create joyful, safe, and anti-racist environments
- discussing and implementing practices that build students' academic mindset including academic stamina and self-confidence
- grading for equity, collaborative curriculum building, and professional learning communities
- focus on how to define and implement an inclusive honors model, and how to enroll more students in advanced courses
- collaboration with our MTSS, SRT, IEP, and SEL teams to discuss access opportunities

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?

Risks associated with the continued implementation of the 2023-26 CSIP include implementation of priority practices with and without fidelity, aligned and misaligned supports as a part of MTSS and SST processes, alignment and misalignment of PD and strategic learning to the CSIP, and identification and misidentification of student groups in need of additional and tiered supports.

Students of color furthest from educational justice, their families, and staff of color are most vulnerable to these risks. Additionally, students experiencing frequent truancy are vulnerable to these risks.

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

Short-term and long-term desired outcomes for students, families, and staff include:

- ensuring that all students, including students of color furthest from educational justice, experience joyful, safe, and anti-racist environments
- ensuring that all students, including students furthest from educational justice, have access and support in completing advanced coursework and inclusive honors models
- all families, including families furthest from school engagements and educational justice, have access to 2-way communication with their student's educators and school
- promotion of racial equity through professional development and a CSIP designed and implemented by staff

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:

Data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist include:

- Climate Survey Data
- Attendance Reports
- Grade Reports
- MTSS and SRT Reports
- RET and NHS Reports
- Extracurricular, Club/Community, Sports, and Mentorship Participation

Our Spring 2024 Climate Survey data reveals that Nathan Hale High School students' average response was 74% positive in the sub-category of "Equity/Anti-racism", 66% positive in the sub-category of "Positive Behavior and Safety", and 82% positive in the sub-category of "Belonging and Relationships"; 84.4% 2023-24 year-to-date attendance rate (+.04% from 2022-23 year to date attendance rate). Additionally, our MTSS team continually reviews academic course completion, advanced course completion, and student on-track status.

Summary of student strengths supported by data:

All students have:

- capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations
- capacity and willingness to deal with increasing levels of abstraction and complexity beyond their grade level curriculum and standards; creative ability to make unusual connections among ideas and concepts
- ability to learn quickly in their area(s) of strength. 60.9% of Nathan Hale students have completed an advanced/dual-credit course (2022-23 OSPI report card) and 96.5% of seniors taking 12th grade English took and passed AP Literature and Composition 12.

Additionally, Climate Survey data reveals that Nathan Hale students' average response was 78% in the category "Student Voice and Leadership".

Identify and prioritize student needs supported by data:

- Opportunities and support for student advanced course completion and 9th grade support for honors classwork opportunities, including supports for 9th grade African American males.
- Support for students with chronic absenteeism including academic intervention for academic success.
- Ongoing improvement of Nathan Hale High School as a safe and welcoming environment for all students through mentorship and tier 2 support.

Summary of possible root causes of the priority student need:

- Need for additional academic intervention, opportunities for individualization, and tier 2 and 3 supports in advanced coursework.
- Need for additional academic success coordination, social work, and truancy intervention for students experiencing chronic absenteeism.
- Need for targeted academic and behavioral intervention through mentorship.

School Staff

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

- Climate Survey Data
- Attendance Reports
- Teacher-generated Professional Learning Plan

Our Spring 2024 Climate Survey data reveals that Nathan Hale High School students' average response was

- 67% positive in the sub-category of "College and Career Readiness"
- 72% positive in the sub-category of "Identity and Culturally Responsive Teaching"
- 82% positive in the sub-category of "Inclusionary Practices", and 80% in the sub-category "Pedagogical Effectiveness"
- 84.4% 2023-24 year-to-date attendance rate (+.04% from 2022-23 year to date attendance rate)

Nathan Hale High School's professional learning plan includes - Building Culture and Community Through Change, Grading for Equity, and Restorative Practices.

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

Nathan Hale High School professional development continues to focus on

- Universal Design for Learning,
- strengthening communication including two-way communication with families,
- development of targeted intervention strategies for students,
- project-based learning.

The professional development committee continually reviews strategies to identify areas of improvement and improve professional learning.

Professional learning being improved to align with the continuous school improvement plan includes

- increased support for two-way communication including technology support for the implementation of Talking Points
- classroom based and school-based intervention strategies including support team collaboration
- 9th grade support for advanced course completion

Support Systems

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

Data proving that sharing power and responsibility with families and developing two-way communication in centering families' voices at various levels includes: 280% increase in staff utilization of Talking Points including translation services from the 2023-24 school year.

- Professional development centered on utilization of translation services including two-way phone translation services.
- Professional development centered on utilization of in-building translation support.
- Collaborative intervention support for students and families experiencing truancy.
- Supports for communication with families with district aligned platforms.

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:

To support community engagement and for all families to see Nathan Hale High School as safe and welcoming for their whole families, we partner with FamilyWorks of Lake City to ensure students have access to necessities year-round. Family Works shares space on our campus to ensure that all families have access to food, clothing, healthcare, transportation, financial assistance, and wrap services.

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

Measures and Targets

2023-26 Three-year Goal:

By the 2025-26 school year, students of color furthest from educational justice will report an increase in neutral and positive responses by 5% in each of the Safe and Welcoming subcategories in the Student Climate Survey ("Belonging and Relationships" responses will increase to 86%, "Equity/Anti-racism" responses will increase to 89%, and "Positive Behavior and Safety" responses will increase to 80%).

2024-25 One-Year Goal:

By the 2024-25 school year, students of color furthest from educational justice will report an increase of 5% the "Equity/Anti-racism" category of the Student Climate Survey, averaging an 89%.

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:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Discipline/Suspensions
- Street Data--student input

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Weekly MTSS/Student Success Meetings

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
- Student Attendance Agreement Plan
- Health Room Log
- Care Coordination Plans
- Student Wrap Meetings

Timeframe for Reviewing Process Data Measures:

- Weekly
- Quarterly
- Monthly

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

MTSS/Student Success Team

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The Percentage of Black boys and teens who graduate having completed at least one advanced course will increase from 54% in June 2019 to 62% in June 2026.

2024-25 One-Year Goal:

By the 2024-25 school year, to demonstrate belonging to an advanced academic community, grow student's academic mindset, and demonstrate readiness for advanced course completion, 100% of students enrolled in the 9th grade instructional group will be participating in and supported in meeting honors level expectations.

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.

Student Outcome Data Measures:

- Curriculum-Embedded Assessments (CEAs)
- Student Grades Reports
- Graduation Credit Tracking in Atlas

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Weekly at MTSS/Student Success Meeting

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)
- Professional Development Exit Tickets
- Lesson Exit Tickets
- Course enrollment data

Timeframe for Reviewing Process Data Measures:

- Weekly
- Monthly
- Quarterly

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

- Administrative Team
- MTSS/Student Success Team

Advanced Learning and Highly Capable Services:

We believe that all students have

- the capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
- capacity and willingness to deal with increasing levels of abstraction and complexity beyond their grade level curriculum and standards;
- creative ability to make unusual connections among ideas and concepts; ability to learn quickly in their area(s) of strength;
- capacity for intense concentration and/or focus in their area of strength.

All 11th graders at are enrolled in a minimum of 2 College in the High School courses, Ethnic Studies and English 101, and the opportunity to enroll in additional CIHS and AP courses. All learners are supported through targeted differentiation, Universal Design for Learning (UDL), and continued implementation of grading for equity and advancing racial equity professional development. Highly capable services include:

- AP courses
- Honors courses
- College in the High School
- Running Start
- STEM CTE courses and clubs
- Students generated and led independent projects and clubs.

Expanded Learning:

- Seattle Skill Center – District Programming

- Seattle Skill Center Nathan Hale – Multimedia Broadcasting and Digital Music Production
- SPS Summer School and Credit Retrieval
- Meadowbrook Teen Center Summer Enrichment Programming
- City of Seattle, Seattle Youth Employment Program
- Parks and Recreation Internships and Partnerships
- Seattle Public Libraries Tutoring
- Career Connected Learning, credit coordination
- 8th to 9th grade girls' mentorship, transition support
- Emerging after-school on-campus tutoring and academic support Bridges ESY

Homework Policy:

The Nathan Hale homework policy is individualized and agreed upon by academic departments and communicated with families via the course syllabus. The quantity of homework will be aligned with Board Policy 2422 and be an amount necessary reinforce learning, promote achievement, grow students' academic mindset, and prepare students for advanced course completion.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By the 2025-26 school year, to increase communication with families furthest from school engagement and educational justice, including multilingual families, we will increase opportunities for 2-way communication by 100%, using a variety of district-based platforms.

2024-25 One-Year Goal:

By the 2024-25 school year, we will encourage implementation of Talking Points as a culturally responsive tool for family engagement, increasing schoolwide implementation by 100% yearly: currently there are a total of 23 teachers at school utilizing Talking Points to communicate with families and guardians.

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:

- Student Attendance
- Discipline/Suspensions
- Student Grade Reports
- On-track Graduation Meetings

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- End of Year
- Middle of Year

Process Data Measures:

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

- Engagement Event Exit Tickets
- School-based Family Survey

Timeframe for Reviewing Process Data Measures:

- Quarterly
- Middle of Year
- End of Year

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

- Administrative Team
- MTSS/Student Success 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:** $5,196,998

- **Activities Implemented to Meet Intent and Purpose:** General education offerings aligned to district and state graduation requirements, elective pathways, student choice, and the continuous school improvement plan.

Multilingual Learners (Title III)

- **Intent and Purpose:** To provide multilingual learners equitable access and support in math, history, and language acquisition.

- **Dollar Amount:** $446,837

- **Activities Implemented to Meet Intent and Purpose:**

  - 2.0 ML Support
  - ML Math
  - ML History

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:** Provide instructional supports to students who qualify for LAP funded interventions.

Other Funding Source

- **Intent and Purpose:** Nathan Hale Foundation

- **Dollar Amount:** $30,000

- **Activities Implemented to Meet Intent and Purpose:** 0.2 FTE allocated to the Radio to ensure continued access to the Radio and Digital Media CTE pathway.