



2024 C-SIP Review and Updates Rainier Beach High School

Purpose

The **C-SIP 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 (C-SIP).

C-SIPs 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: Rainier Beach High School

Principal: Annie Patu

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Tia Isabell - Co-chair, Tim Zern - Co-chair, Evan Tomchick, Sade Brown, Kevin Curtis, Bijan Jackson, Marguerite Abdullah, Aida Sarr, Angie Maxie, Kevin Truong, and Admin.

[2023-26 CSIP Rainier Beach](#)

[Rainier Beach High School Report](#)

[Rainier Beach High School Climate Survey](#)

Desired Outcomes

Students

- Short term goal: Help eliminate barriers to learning.
- Long term goal: Prepare scholars to access and complete post-secondary education that lead to their careers of interest.

Family

- Short term: Help families partner and engage with their child's education.
- Long term: Provide resource hub to families to support and grow generational health and wealth.

Staff

- Short term: Provide instructional support and coaching. Long Term: Recruit and retain skilled instructors who love our community.

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 C-SIP 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:

Based on Climate Survey Data from Spring 2024, 78% of students responded positively to the category of Positive Behavior & Safety. This is above the district average of 72%, however it is the lowest category for positive responses at Rainier Beach High School. If we can increase students feeling that expectations are clear, consistent, and fair we can eliminate potential barriers to learning.

In 2023-2024 school year 55% of Black students were enrolled in an IB literature class. Of the students enrolled 60% had a B or higher in the IB Literature class.

In the spring of 2024 85% of students responded positively to "my teacher has high expectations of me". 85% of students who qualify for Special Education responded favorably while 91% of students who do not receive Special Education services responded favorably. Additionally, 87% of students responded favorably to "I am provided with multiple options to share my voice and ideas during learning". We believe these are two important elements of monitoring how students are receiving and feeling about the instruction at Rainier Beach High school.

In 9th grade 73% of students who have attended at least 85% of the school year have a C or better in all classes. Whereas 50% of the 9th graders who have attended less than 85% of the year have a C or better. We know the importance of students attending classes in order to pass their courses. There is a direct correlation in the number of students who attend less than 60% of the year increasing with each grade level. We focus on early intervention in the 9th grade year to develop supports and positive school habits.

We know there is a decrease in the percent of students who attend at least 60% of the school year from 9th to 12th grade. This data helps us prioritize our support and communicate with families before 9th grade and early in the year.

Summary of student strengths supported by data:

Students feel safe and connected to caring adults. Students believe they can learn and succeed at RBHS.

Identify and prioritize student needs supported by data:

Safe and welcoming environment, culturally responsive instruction, access to rigorous instruction, access and opportunities to post high school options.

Summary of possible root causes of the priority student need:

Root causes of student success include their level of engagement with materials, buy-in to the school culture and coursework that is connected to real world applications. If students have a voice and leadership in school decisions ranging from discipline to curriculum to classroom environment to policies, they are more likely to see school as "worth their time/energy" rather than as an

oppositional structure or barrier to their success. Further, when teachers connect course standards to concept driven, inquiry based, local-global, differentiated, real world applications (IB Approaches to Teaching), then students see course work as worthwhile, again increasing engagement.

School Staff

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

Fall 2024 Staff Survey Data:

- In the spring of 2023 54% of staff responded favorably that "Most of my colleagues share my beliefs and values about what the mission of the district should be. In fall of 2024 100% of staff responded favorably.
- In spring of 2023 81% of staff responded positively that "I feel like a valued member of this department and school, my ideas contributions, and time are respected at work. In the fall of 2024 94% of staff responded favorably.
- In the spring of 2023 51% of staff responded favorably to "staff in this school are productively taking action to address issues of racial equity in the school". In the fall of 2024 97% of staff responded positively.
- There was a 22% increase in positive responses when staff were asked "I am satisfied with the level of decision-making input I have at this school". In the fall of 2024 91% of staff responded favorably.

This increase in staff feeling valued and aligned to the mission of the school and district is evidence of the shift in adult practices. In order to consistently implement culturally responsive instruction and create welcoming learning environments, we need staff to be aligned and consistent in their practices. The alignment in the belief that staff are addressing issues of racial equity shows the collective efficacy of our staff. We know we need this alignment in order to make systemic changes to best support our students.

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

The Professional Development Plan is centered on the IB Learner traits and focuses on high quality literacy practices through UDL. This includes an emphasis on student engagement strategies, vocabulary, student discourse, and providing relevant instruction for students. It also includes a consistent process where staff make commitments to supporting students in passing classes by providing interventions and differentiation strategies.

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

Measures and Targets

2023-26 Three-year Goal:

The percentage of students who respond to the question "behavior rules and expectations at this school are applied fairly to everyone" will increase from 74% in 2023 to 87% in 2026.

2024-25 One-Year Goal:

The percentage of students who respond to the question "behavior rules and expectations at this school are applied fairly to everyone" will increase from 79% 2024 to 84% in 2025.

Action Plan

2024-25 Evidence-based Practice 1:

Rainier Beach High School is committed to Restorative Practices that focus on authentic relationships, clear community expectations, and responses that build responsibility, humility, and genuine compassion and care for others.

Student Outcome Data Measures:

- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- Review attendance dashboard monthly
- Review twice a year

Process Data Measures:

Cell phone use warnings

Timeframe for Reviewing Process Data Measures:

- Review monthly

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

Grade-level Teams

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

Rainier Beach will focus on the use of social emotional support for all students to enable them to advocate for themselves and reach a common understanding and shared values with the school community. We view discipline as an opportunity to teach and model behaviors that promote growth and maturity. It is our desire to respond to conflict as a teachable moment for our scholars and not as a defining characteristic.

Implementation of consistent and proactive expectations to support student learning will be measured in a variety of ways. At Rainier Beach we are focused on eliminating barriers to student learning. We are focused on three initiatives to create supportive learning environments: no cell phones are used in class, closed campus, and a focus on attendance.

We consistently analyze the implementation of these expectations to inform our adult practices and the impact on students. At RBHS we monitor how many students receive warnings about their use of cell phones. This allows us to meet with students who receive more frequent warnings so we can create proactive plans.

Similarly, our attendance team meets together to review attendance data and attends our MTSS meeting. This allows staff to coordinate tiered supports through family meetings, home visits, and check-n-connects. Through this structure they are able to work with students and families to increase attendance in coordination with other school-based supports.

These expectations are implemented consistently across grade levels and communicated frequently with students through advisory and in conversations with staff.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2024-25 One-Year Goal:

The percent of Black Scholar 9th graders who earned 6 credits to be on track will increase from 73% in June 2023, 78% in June 2024, to 84% in June of 2025.

Our 10th graders who earned sufficient credits to be on track for will increase from 46% in June 2023, 56% in June 2024, to 60% in June of 2025.

Action Plan

2024-25 Evidence-based Practice 1:

High quality literacy practices through Universal Design for Learning (UDL) principals. This includes an emphasis on student engagement strategies, vocabulary, students' discourse, and providing relevant instruction for students.

Student Outcome Data Measures:

Graduation Credit Tracking in Atlas

Timeframe for Reviewing Student Outcome Data Measures:

At the end of each semester.

Process Data Measures:

Varied forms of assessments including verbal, written, artistic, and performative assessments across all subjects.

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- MTSS Team
- School counselors
- Grade level teams

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

Rainier Beach's mission of "IB for ALL" is to provide equitable access to Dual Credit IB courses and college and career readiness for all supports Guardrail three. By ensuring alignment of district wide vision, values, and anti-racism initiatives, Rainier Beach is automatically supported by folks in classrooms, the school building, and the central office. Further, the IB Approaches to Teaching and Learning support anti-racist pedagogies. We will continue to align the 9th - 10th grade curriculum with IB Middle Years (MYP) standards and rubrics and 11-12 with the IB Standards rubric will further support our IB for All initiative.

Advanced 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 by the child's general education classroom teacher and grade level team partners. The differentiation is provided for a child 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 collaboration with our Instructional Counsel (IC) with feedback from our interventionists who hear from families and students weekly, Rainier Beach implemented grading and retake policies.

The grading policy clearly distinguishes formative assessments in various standards so that students, families, and teachers can track performance on individual standards separate from each other and separate from behaviors such as attendance or time management. Formative assessment is used to determine the pacing of coursework and the need for differentiation and re-teaching.

Priority Area: Family and Community Engagement

Measures and Targets

2024-25 One-Year Goal: In Progress

Action Plan

2024-25 Evidence-based Practice 1:

Prioritize communication with families that focuses on attendance and coursework.

Student Outcome Data Measures:

Student Attendance Discipline/Suspensions

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

MTSS Team

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

We know the importance of supporting the whole child as students experience different contexts outside of school. It is foundational that all staff develop positive relationships with students. Our staff prioritize connecting with students and families to support academic success.

Throughout the year staff receive professional development on how to communicate with families in a strengths-based approach. We also offer different opportunities throughout the year, like student-led conferences, for students have a voice in their educational experience with staff and families.

Rainier Beach High School staff regularly collaborate with families to gather feedback and increase family voice. Families have multiple opportunities to provide feedback and voice through surveys, family meetings, and student led conferences.

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:** \$5,673,136
- **Activities Implemented:**
 - Provide curricular resources.
 - Career Technical Education (CTE) in Culinary and Computer Science.
 - IB Theory of Knowledge (TOK) courses and graduation support.
 - Student learning will improve through additional graduation pathway opportunities, career exploration, skills development, and college preparation.

Title 1

- **Intent and Purpose:** To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.
- **Dollar Amount:** \$483,682
- **Activities Implemented:**
 - Provide AIS co-teaching support in high-need core classrooms.
 - Offer additional tutoring in Math and Science.
 - Provide Summer Apex credit recovery.
 - Support multilingual students with services and resources.
 - Professional development for staff to support multilingual students and those furthest from educational justice.
 - Parent engagement opportunities to support student learning.
 - Establish an in-school support space for students needing restorative space to complete work.

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 academic achievement.
- **Dollar Amount:** \$957,560
- **Activities Implemented:**
 - Provide instructional support to multilingual students.
 - Offer translation, interpretation, and textual materials for multilingual learners.

Learning Assistance Program (LAP)

- **Intent and Purpose:** Use state LAP revenue to provide services to students at risk of not meeting graduation requirements.
- **Dollar Amount:** \$322,137
- **Activities Implemented:** Provide push-in instructional support, tutoring, and credit retrieval opportunities.

High Poverty LAP

- **Intent and Purpose:** Use state LAP revenue to provide services to students at risk of not meeting graduation requirements.
- **Dollar Amount:** \$203,000
- **Activities Implemented:**
 - Provide additional Math and English Language Arts support for multilingual students and those furthest from educational justice.
 - Offer credit recovery programming.
 - Develop attendance support services to address chronic absenteeism.
 - Provide supports for 9th grade students to transition to high school rigor.

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$672,750
- **Activities Implemented:**
 - Strengthen the RBHS Multi-Tiered Systems of Support (MTSS) for academic, socio-emotional, and behavioral needs.
 - Expand and develop the International Baccalaureate (IB) "IB is for All" program for college and career readiness, using IB Learner Traits as a framework.