



2024-25 CSIP Review and Updates Seattle World 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: Seattle World School

Principal: Jeff Clark

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Mike McNaul (Teacher), Svetlana Mamedova (Teacher), Tereso Rodriguez (House Administrator), Nhu Hien Nguyen, Bilingual Assistant/CTE Teacher, Laura Kyle, House Administrator, and Jeff Clark, Principal.

[2023-26 CSIP SWS](#)

[Seattle World School Report](#)

[Seattle World 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.

New MTSS system launched. Commitment to implementing best practices and acting on Anti-Racist school reform.

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?

Many of our students would benefit greatly from a new ALE option within our school. Currently, we are lacking funding to actualize this.

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

Continue to improve systems, launch of Organic World Language initiative, continue to strive for the regular implementation of best practices in pedagogy and assessment in all classes.

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:

- Very positive climate surveys from students.
- Attendance rate of greater than 90% among all students increased from 23% of students to 32% of students.

Summary of student strengths supported by data:

Very positive climate surveys from students. New MTSS system launched. Commitment to implementing best practices and acting on Anti-Racist school reform.

Summary of possible root causes of the priority student need:

Many students need to work to cover basic needs. This collides with their educational goals and our school schedule.

School Staff

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

- Experienced and highly qualified teaching team.
- Staff is commitment to implementing best practices and acting on Anti-Racist school reform.

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

Measures and Targets

2023-26 Three-year Goal:

By spring 2026, fully implement a comprehensive and effective MTSS intervention plan and system in education that ensures all educators can identify students by their name and strength to provide appropriate support to meet their needs, resulting in a reduction of tier 2 and 3 referrals (reduction of out of school suspensions by 15%) and improved student engagement, as evident by all student climate and culture data being greater than 95% favorable. We will empower teachers to align on and implement Tier 1 support across classrooms.

By Spring 2025, Monitor and adjust student-centered MTSS plan and process that promotes data-informed decision-making and collaboration and trust among interventionists, educators, and staff, resulting in improved student outcomes and reduced tier 2 and 3 referrals, as evident by an increase in student sense of belonging data by at least 7%.

2024-25 One-Year Goal:

By June of 2025, we will deepen our implementation of our comprehensive MTSS system by continuing with and refining all levels implemented last year and adding focus areas on strengthening the intentionality of CBO involvement and further evolving our MTSS team system/practices.

Action Plan

2024-25 Evidence-based Practice 1:

Refinement of Tier 1 team collaboration system and Tier 2/3 case management system launched last year.

Student Outcome Data Measures:

- School Attendance Dashboard on Atlas
- Behavior data
- Academic Data of students served

Timeframe for Reviewing Student Outcome Data Measures:

Monthly

Process Data Measures:

OSPI MTSS Self-Assessment

Timeframe for Reviewing Process Data Measures:

Student Support Meetings, once per month on separate mornings for each team. MTSS meetings every Monday.

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

- Tibebe Begashaw, SSM Facilitator
- Rodrigo Forster-Torres and Ted Rodriguez, MTSS Co-Facilitators
- Four Case Managers
- Jeff Clark, Principal

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

Resources that will be used to implement this evidence-based practice include Atlas, MTSS SharePoint system, Professional Development, and Weekly collaboration time.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

By June of 2026, SWS will be a model of instruction for secondary newcomer students in the Seattle Public Schools. We will have highly differentiated pathways of learning that offer and support students to be college and career ready in the 11th and 12th grade, as well as support students with limited or interrupted formal education (SLIFE) students with their transition to a high school setting.

By June of 2026, 100% of our seniors will complete at least one graduation portfolio defense complete with a summative written assessment and performance assessment (i.e. oral defense) by the time they graduate in a Humanities and STEM class.

By June of 2026, over 95% of rising 11th graders (after 10th grade year) will be on-track with completing all their graduation credits based on time in the country. If they enter into the country

without the needed credits, there will be accelerated options over the summer and through additional dual credit options (i.e. financial algebra) that are offered as elective credit or supplemental graduation credits.

By June 2026, we will have two years of Healthcare, computer science, and business CTE. There will be over 50% of 12th graders enrolled in advanced courses: AP computer science or running start classes. 100% of 11th graders will be enrolled in a CTE graduation pathway. 100% of seniors will be enrolled in at least one skills center, running start, or advanced placement class.

2024-25 One-Year Goal:

Students will increase their English language proficiency as measured by the WIDA in reading to 90% growth, writing to 85% growth, listening to 85% growth and speaking to 80% growth in one year.

Action Plan

2024-25 Evidence-based Practice 1:

Change to a 6-period schedule to provide an extra English language acquisition class based on methodology of Organic World Language (OWL) for all students.

Student Outcome Data Measures:

- WIDA
- MAP
- SBA
- School Attendance Dashboard on Atlas
- Behavior data
- SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of year
- Mid-year
- End of year

Process Data Measures:

- School-based Survey (OWL student surveys)
- School-based Survey (family)
- Grades

Timeframe for Reviewing Process Data Measures:

- Beginning of year
- Mid-year
- End of year

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

- All OWL Teachers
- Jeff Clark, Principal

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

Resources that will be used to implement this evidence-based practice include professional development, OWL curricular supports, and lead teachers providing lesson plan guidance and pedagogical modeling.

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.

Homework Policy:

In progress

Priority Area: Family and Community Engagement

Measures and Targets

2024-25 One-Year Goal:

By Spring 2025, all school teams (grade level, FEAT, PLCs, RET, BLT, IC, etc.) will have caregiver and student representatives to systematically incorporate both student and family voices and vision into planning and decision-making.

Action Plan

2024-25 Evidence-based Practice 1:

Authentic two-way partnerships with families and our community to create a culture of shared responsibility for student success.

Student Outcome Data Measures:

In Progress

Timeframe for Reviewing Student Outcome Data Measures:

In Progress

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

Family Engagement Action 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:** \$2,265,689
- **Activities Implemented to Meet Intent and Purpose:**
 - Teachers provide standards aligned instruction to all students.
 - School Counselor and Family Support Worker provide services to all students.

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:** \$174,610
- **Activities Implemented to Meet Intent and Purpose:**
 - Provide instructional supports to students who qualify for Title funded interventions.
 - Provide supports to improve services provided to students.

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:** \$1,035,587
- **Activities Implemented to Meet Intent and Purpose:** Instructional support to students who qualify for multilingual services as well as 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:** \$75,980
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for LAP funded interventions.

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:** \$60,350
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for LAP funded interventions.