2024-25 CSIP Review and Updates
West Seattle 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: West Seattle High School

Principal: Brian Vance

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Susan Goplin (parent), and Erica Nguyen, Brian Fitzgerald, Jessica Mathews, Vera Weikel, Amy Huber, and David Bergman (staff members).

[2023-26 CSIP West Seattle HS](#)

[West Seattle High School Report](#)

[West Seattle 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.

MTSS: Provided multiple tiers of services to help support students rather than apply direct disciplinary action, students will find that staff is there more to help them grow and develop as individuals rather than punish. This should result in positive outcomes and show increased gains in climate surveys.

UDL: Provided ongoing professional development around the use of Universal Design for Learning strategies, more students will be able to access and engage in the learning happening across all content areas and for all students.

SEL: Provided supports for students Social Emotional Learning, more students will be able to bring their full self into the classroom and be ready to learn and engage. Equitable Grading: Implemented equitable grading practices including opportunities for retakes and no zeros will allow for students to represent what they know and can do in relation to specific standards for their courses.

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?

Funding to support our programs and staffing. We are over-enrolled and understaffed, leading to larger class sizes and a challenge in providing support that each and every student deserves. In addition, with the reduction of our lunch time, the ability for teachers to set up office hours and students to meet in clubs is impacted, thus impacting student engagement and academic support.

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

Short-term and long-term actions to support positive outcomes include implementation of a new advisory system in hopes of providing opportunities for support and engagement. Our staff is engaging with the Novak groups as part of the UDL pilot and our care coordinator and social work are working to connect families, especially families who have not been engaged, including a parent support program called Parent2Parent.

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 collected from our school climate survey suggests that both student academic goal areas and learning environments are steady, improving in most areas and some decreases indicated in others. Student academic goasl focused on AAM graduating with completing at least one advanced course increased between 21-22 and 22-23 from 57% to 75%. We do not have the 23-24 data yet but anticipate a continued increase towards 100%.

Regarding learning environments, our school climate data shows percentages of positive impressions around Belonging, SEL and Inclusion with scores in the mid-80's and steady year after year.

There are some areas that have changed downward between 22-23 and 23-24. Those areas include equity/antiracism, down 6-points and Student voice and leadership down five points.

Summary of student strengths supported by data:

Student strengths from data on the academic side include a high percentage of students earning six credits in grade 9 at 99% and students graduating with at least 1 advanced course at 90%. In addition, the school climate numbers, overall, indicate a large majority of students with positive outcomes in most areas on school climate.

Identify and prioritize student needs supported by data:

Disaggregated data indicate a gap for AAM for ninth grade credit at 7% difference (99 v. 92) and a 15%-point difference for AAM on advanced coursework. (90 v. 75).

Summary of possible root causes of the priority student need:

Possible root causes are uneven implementation of tier one strategies across the school. A goal for this year is to focus on four tier one strategies and to implement with fidelity.

1. Positive greeting at the door.
2. Cell phone away policy
3. Connection and Reflection
4. Clear learning targets and success criteria.

School Staff

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

Through 23-24 school year, our professional development focused on implementing UDL strategies and understanding how those strategies support and align with strategies in Zaretta Hammond's work around Culturally Responsive Teaching. Exit tickets and ongoing assessment from our early dismissal day professional learning indicate positive movement towards understanding and implementing these strategies.

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

Our data on the big three high school measures would indicate positive outcomes for students based on our teachers' implementation of strategies learned in our professional development. This includes 99% of ninth grade students earning six credits, 92% graduation rate and 90% of students completing advanced course by graduation.

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

We need to continue to be consistent in our Tier 1 strategies, as outlined above, to support increased positive outcomes for students. We are partnering with the Novak Group this year as part of a UDL pilot which will support our continued growth in this area.

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:

This is major area of growth for us. Using communication tools like Talking Points, we are connecting with families. We send a regular weekly newsletter home that consistently has more than 1400 views. In addition, we have parents on our BLT and staff regularly attend PTSA meetings to hear feedback from families. A new Parent2Parent support groups is led by our social worker to provide a space for parents to learn from each other and we host a multi-cultural night in the spring to bring families together.

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:

We partner with 3 CBO's: Neighborcare, Choose180 and Big Brothers Big Sisters of King County (BBBSKC). Each provides a different focus of support. Neighborcare runs our Teen Health Clinic and Choose 180 runs a support group and provides individual case management for students of color needing support, and BBBSKC runs a program called Mentor U that connects students with adult mentors. Each of these partnerships are multi-year partnerships.

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

Measures and Targets

2023-26 Three-year Goal:

Increase percentage of students who responded favorably to "This school is a safe and welcoming place for people of all races and cultural backgrounds" from 77% to 90% by June 2026.

2024-25 One-Year Goal:

Increase percentage of students who responded favorably to "This school is a safe and welcoming place for people of all races and cultural backgrounds" from 74% to 84% by June 2025.

Action Plan

2024-25 Evidence-based Practice 1:

Tier 1 Practices: Positive Greetings at the door, Clearn learning targets and success criteria, connection and reflection activities each class

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Unified Insights
- Grade Data

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Building determine Schedule of MTSS Meetings
- Care Coordination Plans
- Professional Development Attendance and Exit Tickets

Timeframe for Reviewing Process Data Measures:

- Quarterly
- End of Year

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

- Administrative Team
- Instructional Council
- Building Leadership Team

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percentage of African American Males graduating on-time with the successful completion of at least one advanced course will increase from 57.1% as measured in the 21-22 school year to 100% by the 25-26 school year.

2024-25 One-Year Goal:

The percentage of African American Males graduating on-time with the successful completion of at least one advanced course will increase from 75% as measured in the 21-22 school year to 100% by the 23-24 school year.

Action Plan

2024-25 Evidence-based Practice 1:

CTE Pathways: All students will have access to high quality CTE pathways and work-based learning experiences.

Student Outcome Data Measures:

- Student Grades Reports
- Graduation Pathways Tracking in Atlas

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- End of Year

Process Data Measures:

- Course enrollment data
- Grade data

Timeframe for Reviewing Process Data Measures:

- Quarterly
- End of Year

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

- Administrative Team
- Instructional Council
- Building Leadership Team

Advanced Learning and Highly Capable Services:

West Seattle High School supports the needs of all students, including those needing highly capable services. In grades 9 and 10, all students have access to honors credits that are embedded in Language Arts and Social Studies and Math. As students progress through their academic program, students can choose to engage in Advanced Placement (AP) classes and College in the High School, dual credit programs. All students have access to sign up for any of our AP or College in the High School courses.

Expanded Learning:

Students will have access to various opportunities for enrichment and growth through the many clubs and activities offered at WSHS. Clubs span the spectrum of student interests and include offerings such as theater, art, sports, journalism, and identity-based clubs. All of these offerings contribute directly to students' sense of identity, connection to the community and overall sense of belonging.

Homework Policy:

The WSHS homework guidelines revolve around the fact that not all students have the resources, space, and ability to engage in meaningful schoolwork at home, outside of school hours. As a result, there is an expectation that any homework is for practice and review, not for learning new content. In addition, any grading associated with homework is a minimal percentage of a student's overall grade. In addition, we are practicing the district grading practices including the following retake guidelines.

Retake Guidelines: SPS educators will allow retakes and assignment revisions to the maximum extent possible.

- Summative assessments or summative projects are available for retakes.

- Students must complete some type of reflection or additional learning prior to being eligible for retake. This will vary between subject areas. Examples may include completing notes, test corrections, review with teacher, etc.

- Retakes will cover the same content matter/ standards as the original assessment.

- Retake grades supersede original grades without penalty.

- Retakes will be completed within two weeks (10 school days) of returning original grades, with possible adjustments communicated beforehand. Note: Students may experience emergencies which preclude them from meeting this retake deadline and communicating with you beforehand. Please consult with an administrator if this occurs in your classroom.

A single retake opportunity is allowed for summative assignments. For students dissatisfied with retake results, a meeting with the teacher is recommended to collaboratively devise a support plan.

IEP/504 plans take precedence over the retake policy and timelines, in accordance with each student's specific plan.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

Increase attendance of multilingual families and families of color at family engagement nights (curriculum night, multicultural night, etc.) from 0 to 5 families of color in attendance.

2024-25 One-Year Goal:

Increase from zero family members on WSHS Racial Equity Team to at least one family member on the team.

Action Plan

2024-25 Evidence-based Practice 1:

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

Student Outcome Data Measures:

Survey Data

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- End of Year

Process Data Measures:

- Engagement Event Exit Tickets
- School-based Family Survey

Timeframe for Reviewing Process Data Measures:

- Quarterly
- End of Year

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

Building Leadership 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:** $10,405,376

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

  o Classroom instruction provided by content area teachers.
  o Social worker/school counselor services
  o Credit recovery opportunities.
  o Office support
  o Administration 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:** $127,817

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

  o Instructional support to students who qualify for multilingual services.
  o 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:** $60,784

- **Activities Implemented to Meet Intent and Purpose:** Partially funds general education support class and case management for students who are off track.

Other Funding Source (PTSA mini grants)

- **Intent and Purpose:** To support special projects and initiatives.

- **Dollar Amount:** $10,000

- **Activities Implemented to Meet Intent and Purpose:** PTSA mini-grants for teachers and other staff to receive funding for class projects, club activities, or other student-facing supports or projects.