



2023-26 Continuous School Improvement Plan (C-SIP)

Alan T. Sugiyama High School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Alan T. Sugiyama High School

Principal: Dr. Joe Powell

Members of the Building Leadership Team and Parent/Guardian Partners: Dr. Powell, Welander-Perez, Chernicoff, Fahselt, and Tan

Community Partners (Community Based Organizations): Boys and Girls Club (Great Futures Prep), YMCA (Y-Scholars), KEXP Radio, GZ Radio, Seattle Rep, Central District Forum of Arts and Ideas (Langston Hughes), Pacific Northwest Ballet, Converge, Seattle Theatre Group (Theatre's: Paramount, Moore, Neptune), Kreative Collective, and The Residency



[Alan T. Sugiyama High School Report](#)

[Alan T. Sugiyama High School Climate Survey](#)

School Overview

Sugiyama offers a Personalized, Supportive Learning Experience: At Sugiyama HS, we offer a small school, family-like atmosphere. With a low teacher-student ratio of one teacher for every thirteen students, the Sugiyama staff crafts a personalized learning experience for each student. Each student's Social Emotional and Academic needs are known by teachers and support staff.

Sugiyama students are kept up to date with their credit and graduation needs by counselors and staff alike. In-school Community organizations provide Social Emotional and other wrap-around services, for students at Sugiyama.

Students at Sugiyama have opportunities for credit acceleration through individualized projects and online programs such as APEX and Red Comet. Staff at Sugiyama use MTSS Meetings and Atlas to ensure students are on track for graduation. At Sugiyama HS, students do not “slip through the cracks” and they feel fully supported in their high school experience.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

By the 2023-2026 school year, based on the 2022-23 Spring Student Survey results, ATS Stakeholders will ensure the school environment is safe and supportive for all students (Asian, Black, Hispanic, Pacific Islander, White) by addressing non-academic factors which will increase student survey scores in the area of Belonging and Relationships from 87% to 96% by Spring 2026.

One-year Goal:

2023-24 One-Year Learning Environment SMARTIE Goal: Based on the 2023-24 Spring Student Survey results, ATS Stakeholders will ensure the school environment is safe and supportive for all students (Asian, Black, Hispanic, Pacific Islander, White) by addressing non-academic factors which

will increase student survey scores in the area of Belonging and Relationships from 87% to 90% by Spring 2024.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

Evidence of alignment to student outcome focused governance:

Sugiyama offers a Personalized, Supportive Learning Experience which aligns with Guardrail 5: At Sugiyama HS, we offer a small school, family-like atmosphere. Sugiyama staff crafts a personalized learning experience for each student. Each student's Social Emotional and Academic needs are known by teachers and support staff. Personalized learning activities include the following: Goal setting to increase agency, MTSS ensures students are on-track for graduation, credit acceleration.

Vision: A Family that believes, inspires, and empowers voice and choice.

Artifacts or Evidence to support alignment of the school's vision with Guardrail 5:

- Arts and Entertainment Pathway
- Student Exit Interviews
- Student Internship Summary
- Spring Student Survey Results
- MTSS Notes
- Modified Graduation Checklist for all students
- Attendance Reports

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

ATS is Remixing How Students Navigate Education:

- Students who prefer a small, more personalized high school experience
- Students who are motivated to accelerate credit attainment
- Students who are interested in shaping pathway in music, arts, radio, entertainment, and multi-media
- Students who are committed to preparing themselves to access post-secondary possibilities
- Students who desire to engage in specialized curriculum to advance student athletes

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

Provide ATS Teacher Leaders led PLC Wednesday's focused on instructional models to increase student engagement. These instructional models/strategies include the following "Look-fors":

- Experiential Learning: Field trip, narrative, conducting experiment, simulation, games, storytelling, focused imaging, field observation, role-playing, synectics, model-building,
- surveys.
- Interactive Instruction Possible Methods: Debate, role playing, panels, brainstorming sessions, peer partner learning, discussions, laboratory groups, think-pair-share, cooperative

learning, jigsaw, problem-solving, structured controversy, tutorial groups, interviewing, conferencing.

- Independent Study: Essays, computer assisted instruction (APEX), journals, learning logs, reports, learning activity packages, correspondence lessons, learning contracts, homework, research projects, assigned questions, learning centers.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Special Education not only addresses academic areas but also social and emotional areas. Therefore, at ATS we strive to embody a “Beloved Community” where everyone's dignity, or inherent value and self-worth, is recognized. Special Education includes setting and achieving academic goals, social/behavior goals, and implementing an IEP Transition Plan.
- Multilingual Learner Services: We believe that with consistent and tailored language support, all ML students can achieve grade-level success in their mainstream courses.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

- ATS's MTSS will provide social-emotional supports to ATS families and students, specifically identifying and supporting students experiencing attendance difficulties.
- During the 2023/24 school year, students with attendance concerns, will be identified as a subgroup. Data will be collected and monitored to determine the impact of implemented strategies on daily student attendance.
- During the 2023-24 School year, Intervention Strategies will be implemented focusing on improving student attendance. These strategies include individual conferencing, barriers and supports for students, explores options for students.

Priority Area: Classroom Instruction and Academic Success— Graduation and Advanced Course Completion

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

School Three-year Goal:

ATS will implement cognitively engaging instruction and incorporate the life experiences and culture of our students (culturally responsive instructional strategies/practices), resulting in 70% or more of the students enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter. • Note: 1.75 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter. (.25 credit per class)

School One-year Goal:

ATS will implement cognitively engaging instruction and incorporate the life experiences and culture of our students (culturally responsive instructional strategies/practices), resulting in 70% or more of

the students enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter. • Note: 1.75 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter. (.25 credit per class)

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

Evidence, artifacts and data may include but is not limited to:

- Attendance
- On-Track Graduation Rate - Disaggregated
- Credits earned per Quarter Grades 9-12
- Student Enrollment Trend Data
- Student Internships/Work-based Learning Data Chart
- Seattle Public Schools Student and Staff Surveys
- ATS Grad Rate – Post Secondary Enrollment Data Chart
- Atlas Data System
- Panorama – student surveys

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

ATS has implemented Guiding Principles to ensure that the ATS Community (Stakeholders) is inclusive, collaborative, welcoming, safe, creates a culture of student voice and choice, and aligns to the vision of the school and Guardrail 3.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

Teacher Leader led PLCs, focus on instructional models to increase student engagement. These instructional models/strategies include the following “Look-fors”:

- Experiential Learning: Field trip, narrative, conducting experiment, simulation, games, storytelling, focused imaging, field observation, role-playing, synectics, model-building, surveys.
- Interactive Instruction Possible Methods: Debate, role playing, panels, brainstorming sessions, peer partner learning, discussions, laboratory groups, think-pair-share, cooperative learning, jigsaw, problem-solving, structured controversy, tutorial groups, interviewing, conferencing.
- Independent Study: Essays, computer assisted instruction (APEX), journals, learning logs, reports, learning activity packages, correspondence lessons, learning contracts, homework, research projects, assigned questions, learning centers.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

Provide ATS Teacher Leaders led PLC Wednesday's focused on instructional models to increase student engagement. These instructional models/strategies include the following "Look-fors":

- Experiential Learning: Field trip, narrative, conducting experiment, simulation, games, storytelling, focused imaging, field observation, role-playing, synectics, model-building, surveys.
- Interactive Instruction Possible Methods: Debate, role playing, panels, brainstorming sessions, peer partner learning, discussions, laboratory groups, think-pair-share, cooperative learning, jigsaw, problem-solving, structured controversy, tutorial groups, interviewing, conferencing.
- Independent Study: Essays, computer assisted instruction (APEX), journals, learning logs, reports, learning activity packages, correspondence lessons, learning contracts, homework, research projects, assigned questions, learning centers.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- MTSS Team continuously monitors student progress. The team meets as needed to discuss students of concern and develop a plan. (i.e., Interventions, Who is responsible for interventions, follow-up date to review progress)
- When Media Arts, Financial Algebra and Horticulture are coded with their respective prefixes, students who do not have any CTE credits, can receive cross credit courses into this area.
- MTSS Team has also established a Goal Setting process, used as a progress monitoring tool that allows staff frequent check-in opportunities as a means of empowering the students.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- MTSS Team will collect quarterly credits attained for each student in grades 9-12
- MTSS Team will prioritize seniors that are currently below the 24 credits graduation requirements.

Advanced Learning and Highly Capable Services:

ATS has systematically dismantled the systemic inequities that have existed in many of our SPS schools. ATS has implemented strategies to disrupt these inequities for our students furthest from educational justice. Our C-SIP actions steps include action steps to be inclusive of students seeking advanced learning opportunities.

- Data Sources analyzed include: Students eligible for highly capable services
- C-SIP includes action step: Staff will provide opportunities for students, through credit acceleration, through online platforms (Apex & Red Comet), course offerings at neighboring programs, Certificate of Biliteracy, and Internships to earn additional credits toward on-time graduation
- Remixing Education: Experiential, Independent and Interactive instructional models are implemented to challenge highly capable students
- Each student is required to identify a graduation pathway
- Internships and Work Based Learning provide college level experiences challenging students who are above and below grade level and those students who are seeking advanced learning opportunities
- Students participate in Y-Scholar programs as stated in action steps.
- Culture Tech Legacy – STEM and CTE courses challenge students seeking advanced learning opportunities

Expanded Learning opportunities for students through afterschool or summer programs:

- Tours in spring will be scheduled where students will share portfolio work. Goal is to have students take ownership of these portfolios.

- ATS 11th and 12th grade students will participate in Historically Black College and University Tours each spring – students will compile a portfolio for use during these tours
- ATS Yearly Grad Stat Report of Student Post-Secondary enrollment (Data Point)
- Internships/Work-Based Learning: ATS currently partners with multiple organizations who provide Internships/Work-Based Learning experiences
- Artists mentor students on off-campus internships (work-based learning activities)

Homework Policy:

Schools shall have individual school-based homework policies that are communicated to students and families and posted in a visible location. School policies should include the school's policy on grading late work and on expectations for how much time families should expect a student to spend on homework. To ensure consistency across schools, school-based homework policies will be reviewed each fall as part of the school's Continuous School Improvement Plan (C-SIP).

Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

School Three-year Goal:

During the 2023-2026 school years, ATS@ South Lake will focus on engaging the parent/families of our 9-12 students to increase on-track for graduation, resulting in 80% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter. • Note: 1.75 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter. (.25 credit per class)

School One-year Goal:

During the 2023-2024 school year, ATS@ South Lake will focus on engaging the parent/families of our 9-12 students to increase on-track for graduation, resulting in 70% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter. • Note: 1.75 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter. (.25 credit per class)

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

ATS has established an inclusive, collaborative, welcoming and safe culture for our families and community stakeholders.

Evidence, artifacts and data may include but is not limited to:

- Attendance
- On- Track Graduation Rate - Disaggregated
- Credits earned per Quarter Grades 9-12
- Student Enrollment Trend Data
- Student Internships/Work-based Learning Data Chart
- Seattle Public Schools Student and Staff Surveys
- ATS Grad Rate – Post Secondary Enrollment Data Chart
- Atlas Data System
- Panorama – student surveys

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

ATS staff will utilize PLC professional development opportunities to encourage parent/community communications, meetings, and activities. These include:

- FAFSA night workshop
- Parent conferences
- Curriculum nights
- ATS Webpage
- Open Houses
- District Surveys
- Social Media Platforms utilized for increased communications
- Newsletters
- Program brochures

By increasing ATS family and community communications listed above, system inequities have been mitigated. The increased communication has created a pipeline for our parents and community to stay connected and involved. A critical mass of families has been created and communication continues to be a key factor in mitigating systemic inequities at ATS.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

- The school counselor will be responsible for managing the Right Now Needs Funds to support students and families.
Examples: rent support, utility support, housing needs, district has established a basic needs fund for schools to access
 - FAFSA Workshops conducted at ATS to support families through this process – community and staff provide this service. In collaboration with Seattle Promise
 - Student and family event incentives will be given to increase student attendance and family attendance at events through iGrant funds.
 - Increase Social-Media Platforms to support, communicate and inform our community.
-

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

ATS has implemented Guiding Principles to ensure that the ATS Community (Stakeholders) is inclusive, collaborative, welcoming, safe, creates a culture of student voice and choice, and aligns to the vision of the school and Guardrail 3.

Evidence, artifacts and data may include but is not limited to:

- Attendance
- On- Track Graduation Rate - Disaggregated
- Credits earned per Quarter Grades 9-12
- Student Enrollment Trend Data
- Student Internships/Work-based Learning Data Chart
- Seattle Public Schools Student and Staff Surveys
- ATS Grad Rate – Post Secondary Enrollment Data Chart
- Atlas Data System
- Panorama – student surveys

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

ATS will continue focusing on the implementation of the instructional models listed above. ATS Staff will develop and implement formative and summative assessments to monitor student growth.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

BLT has determined ATS will continue our PD Plan for training and coaching aligned with teacher led PLCs for the school year.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

BLT members, TLC members, PLC teacher leaders, Tech lead for building

Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Equity Dollars

Amount: \$12,055

How will funds improve student learning? BLT determine use.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Discretionary Funds

Amount: \$72,211

How will funds improve student learning? BLT determine use.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: LAP

Amount: \$40,139

How will funds improve student learning? BLT determine use.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Title

Amount: \$5,721

How will funds improve student learning? BLT determine use.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: iGrant

Amount: \$55,000

How will funds improve student learning? BLT determine use.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Creative Arts Pathway

Amount: \$4,500

How will funds improve student learning? BLT determine use.