



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

Ballard 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: Ballard High School

Principal: Abby Hunt

Members of the Building Leadership Team and Parent/Guardian Partners: Sophiana Banholzer, Sonja Petersen, Jeff Hanson, David Furman, Kristi DeVadder, Karen Morse, and Melissa Anne Povey

Community Partners (Community Based Organizations): Ballard Food Bank, Swedish Teen Health Center, Ballard Foundation, and Ballard HS PTSA



[Ballard High School Report](#)

[Ballard High School Climate Survey](#)

School Overview

Ballard High School, founded in 1901, is a comprehensive, urban high school of about 1600 students with a strong sense of community pride. We serve a population of 26.7% students of color, 18% are

students of color furthest from educational justice. While there is some socio-economic diversity, less than 10% qualify for Free and Reduced Lunch. Multilingual Learners comprise 2.1% of our population, and 14% of students are receiving Special Education services.

Through offerings like Running Start, College in the High School, and Advanced Placement courses, Ballard provides pathways to prepare students' post-graduation plans based on their individual interests. 98% of graduating seniors in 2022 transitioned from Ballard High School to a 2-year or 4-year post-secondary educational setting.

Ballard High School is committed to racial equity and supporting students furthest from educational justice. BHS is working toward improving a sense of belonging for students of color furthest from educational justice. We will prioritize the needs of students of color furthest from educational justice with an approach of targeted universalism. We believe this approach will meet the belonging, joy, and safety needs of every student.

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 end of the 2025-2026 school year, Ballard High School will see a four-point percentage increase of favorable responses in the Belonging and Relationships category of the Student Climate Survey results for SOCFEJ.

One-year Goal:

By Spring 2024, missed instruction as a result of disciplinary action will be proportional across all race and ethnic categories.

Student Outcome Focused Governance

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

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Evidence of alignment to student outcome focused governance:

BHS will use periodic analysis of missed instruction/disciplinary reports to monitor exclusionary practices with specific focus on racial equity. BHS will utilize restorative practices to make classrooms a welcoming environment.

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:

- Partner with GAINs to support students and teachers
- Outreach programs for SOCFEJ in BHS activities (performing arts, athletics, student clubs, etc.)
- Restructuring LINK crew to support incoming 9th graders
- Building community in classrooms through relationship-building and culturally responsive curriculum
- Programs/curriculum to support building a culture of belonging
- Reduce out-of-school suspensions
- Shift to preventive discipline and restorative practices and procedures to keep students in the classroom, and providing whole child supports to students through care coordination, school-based health clinics, and mental health supports.
- Addition/restructuring of curriculum using UDL to engage students
- Reframing building language
- Tier 2 student groups:
 - Student groups to support reengagement (following H/H, exclusions, etc.)
 - Student affinity groups
 - Student SEL groups

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

- RET-led PD (e.g., differentiated PD, book groups)
- District Racial Equity SUPPORTS
- TRI Days
- Ethnic Studies PLC
- Inclusion/UDL
- Restorative practices that include classroom teachers
- Interrupting Disproportionate Practices

We work with our educators, administrators, and staff to disrupt racist systems and teach practices that support safe and welcoming school environments. We do this by:

- Analyzing racial inequities in discipline and access to services
- Shifting to preventive discipline and restorative practices and procedures
- Applying a racial equity lens to existing policies and practices

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:

Increase academic supports for Tier 1 instruction to promote a culture of caring and belief in Black Excellence and to help all 9th graders stay on track to graduating college and career ready.

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

Support the Tiers 2 and 3 supports for helping all 9th graders stay on track to graduating college and career ready.

- Provide Tier 2 and 3 interventions and supports (e.g., 504 academic and SEL support)
- Promote content area teachers' collaboration with counselors, special educators, and English Language Learning specialists
- Provide case management wrap around services

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:

By the end of the 2025-2026 school year, Ballard High School will increase equitable access to advanced courses and college/career readiness, as evident by a 7% increase in 12th grade SOCFEJ graduating on-time and passing at least one advanced course. (Baseline: 75%)

School One-year Goal:

By the end of the 2023-24 school year, 90% of 9th and 10th grade SOCFEJ will be on track for graduation based on credit accumulation.

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

- Quarterly grade tracking across departments and classes
- Yearly review of credits to ensure students, especially SOCFEJ are on track for graduation
- Teaching teams collaboration to incorporate UDL practices in the design of classroom-based assessments.

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:

BHS staff will strive to align adult practice with district and Ballard-wide vision, values, and anti-racism initiatives.

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:

- Expand College in the High School programs.
- Summer supports for students with "Incompletes."
- Partnership with GAINS
- Counselor 1:1 meetings and course scheduling with SOCFEJ
- Budgeting and comprehensive course scheduling priorities in support of grad pathways
- UDL/Inclusion PD

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

Incorporate professional development to shift educator mindset through training on identifying and interrupting their implicit bias as a root cause for the over-identification of African American boys and teens as disciplinary issues, as well as shifting educator mindset by offering social, emotional, and behavior focused professional development in support of minimizing lost classroom time for students.

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:

Increase academic supports for Tier 1 instruction to promote a culture of caring and belief in Black Excellence and to help all 9th graders stay on track to graduating college and career ready.

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

- Provide Tier 2 and 3 interventions and supports (e.g., 504 academic and SEL support)
- Promote content area teachers' collaboration with counselors, special educators, and English Language Learning specialists.
- Provide case management wrap around services.

Advanced Learning and Highly Capable Services:

At Ballard High School, all students continue to have access to courses with instruction at an advanced level. These opportunities include AP courses; Honors courses; College in the High School; Running Start; Science, Technology, Engineering, Math (STEM). Students are also encouraged to access additional enrichment opportunities within and beyond the school setting such as clubs and competitions.

Expanded Learning opportunities for students through afterschool or summer programs:

Summer school for BHS students granted an incomplete.

Homework Policy:

Ballard high school staff are committed to:

- Grading students based on academics, not participation, attendance, or behavior.

- Providing effective progress monitoring through updated grades and Source information at least every other week for all students.

Grading Requirements

Per SPS policy, we will continue to utilize an A-E scale. However, SPS leadership will require the following 3 grading practices that promote equity and our long-term effort to move towards a competency-based grading system. For information related to a specific course, please refer to that teacher's course syllabus.

1. Communication: SPS educators will provide **biweekly check-ins** with students and families for students at risk of earning an Incomplete, No Credit, or a failing grade.
2. Redemption: SPS educators will allow **retakes** and assignment revisions to the *extent possible*.

Minimum Grades: SPS educators will not give any grades lower than **50%** on any assignment or assessment even for a missed assignment.

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:

By spring of 2026, through partnership with PTSA and DEI sub-committee, Ballard High School will improve its family and community engagement through co-sponsorship and support of ongoing series of events for families, particularly families of color, intended to foster stronger connections between BHS staff and the Ballard community. We will measure progress through attendance taken at engagement events.

School One-year Goal:

By spring of 2024, Ballard High School will increase engagement with families of color through two-way communication, as measured by staff participation in communication with families.

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:

BHS will engage SOCFEJ and their families in advancing school initiatives.

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.

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:

- PD- Green days/family engagement during early-release Wednesday
- Support BHS staff in communication and connection with families of color to improve student learning (provide scripts, translation services, etc.)
- Support classroom teachers in making personalized phone calls to families of color prior to building events (curriculum night, back to school night, etc.) to increase participation
- Translation tools to engage with families in their home language
- Provide time during early release days for staff to connect with families of color
- Cohesive Schoology structure across departments and content

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:

- Support BHS staff in actively engaging and inviting families of color in community events
- Support ongoing events for the whole community, specifically engaging families of color (affinity spaces, speakers, performances, films, etc.)
- Representation of families of color on building committees: Actively recruit families of color to serve as members on committees where building-level decisions are made
- Input from families of color in BHS mission and vision
- Diversity Empowerment Council- quarterly in-person meetings
- Parent education programs (registration, school activities, support programs for students, etc.)

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:

BHS staff will strive to align adult practice with district and Ballard-wide vision, values, and anti-racism initiatives.

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:

Training for staff and teachers: we will provide training for teachers and staff around anti-racist teaching and practices-and how to foster a classroom environment that respects and values all cultures.

Other strategies include:

- Opportunities for cross-departmental collaboration and engagement
- Teacher Leader Cadre
- Teacher Induction
- Involvement on committees where building-wide decisions are made
- Ethnic studies training for staff

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

Accountability: Ballard HS has a core team of educators, staff, students, and families (Building Leadership Team) who will work together to ensure decisions around budget, professional development and student supports are made with a focus on racial equity.

Other strategies include:

- Racial Equity Team
- Families of color involvement on committees where building-wide decisions are made
- Ethnic Studies training for staff

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

Cultivating Equity Leaders: We will grow teacher leaders, specifically teachers of color, to help support coaching, mentoring, and professional development across the school and district.

Other strategies include:

- Teacher Leader Cadre
- Involvement on committees where building-wide decisions are made
- LINK Crew Coordinators
- Department Chairs
- Early adopters UDL training (Novak group) Trailblazers
- Club sponsors
- No Place for Hate

Budget Allocations to Support Continuous Improvement

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

Academic Year: 23-24

Funding Type: LAP

Funding Source: LAP

Amount: .6 FTE

How will funds improve student learning? Provides interventions to support student completion of required math credits. Provides access to graduation pathway options for students in need of this requirement.

Academic Year: 23-24

Funding Type: Non-staff allocation dollars

Funding Source: Non-staff allocation dollars

Amount: \$93,000

How will funds improve student learning? By funding a graduation success coordinator to support students in earning credit towards graduation by providing academic and social-emotional interventions and supports.

Academic Year: 23-24

Funding Type: Grant

Funding Source: BHS Foundation

Amount: \$10,000

How will funds improve student learning? By funding training and release time for staff members to support student LINK Crew leaders who cultivate a safe and welcoming school environment for 9th-grade students and leadership opportunities for LINK Crew leaders.