![Seattle Public Schools logo]

2023-26 Continuous School Improvement Plan (C-SIP)
Nathan Hale 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: Nathan Hale High School

Principal: Dr. William L. Jackson Ed.D.

Members of the Building Leadership Team and Parent/Guardian Partners: Leland Swarts, Kristina Volkman, Hizkias Fisaha, Caitlin Scott, Jordana Hoyt, Tiffany Robinson, Kayla Ellis, Matt Davis, Kelly Creech, Joel Jacobson, Kris Typolt, Teresita Tobon, Jessica Proctor, Makela Steward-Monroe, the Nathan Hale Racial Equity Team, and the Nathan Hale Senate (BLT) including family and student representatives.

Community Partners (Community Based Organizations): Nathan Hale Racial Equity Team and Nathan Hale Senate (BLT) including family and student representatives.

[Nathan Hale School Report](#)

[Nathan Hale High School Climate Survey](#)

School Overview

Nathan Hale High School is a diverse school enrolling 1100 students in NE Seattle. 38.5% of students are classified as low Income, 15.9% qualify for special education services, and 9.5% are Multi-lingual learners (MLL). Racially, 8.7% identify as Asian, .6% as Pacific Islander, 10.9% as Black, 17.1% as Latinx, .5% as Native American, 11.4% as multiracial, and 50.8% as White. Focus on 9th grade and 10th grade programming and transition are a highlight of our building wide supports.

We focus our ongoing professional development on project-based learning, culturally responsive teaching, and generating safe and joyful environments in order to support all students to develop 21st century skills and graduate ready for career and college. We are passionate about racial equity, as we advance anti-racist practices in our schoolwide curriculum. With our long-standing and proven commitment to educational equity and inclusion, all 9-12th grade core classes are de-tracked, with teachers using project-based learning and culturally responsive teaching to offer support and challenge accelerated learners while providing additional supports to our students receiving tier 3 and special education services.

Nathan Hale High School is the site of the first in-person Seattle Public Schools U.S. History Black Studies course in addition to implementing U.S. History Ethnic Studies coursework for all 11th grade students. We seek to continually expand culturally affirming coursework and practices that reflect our students' communities and neighborhoods. A highlight of our core curriculum and offerings is each freshman will be enrolled in honors courses, which structurally will prepare them for the rigorous courseload they will have through High School. This step further prepares all students for Junior year, as each Junior is enrolled in at minimum two College courses. During Junior year, each student is enrolled in College In The High School Ethnic Studies and College In The High School English 101. Students can elect to either take Algebra 2, or College In The High School Business Math. Nathan Hale High School has a strong Visual and Performing Arts program as well as a strong Career and Technical Education program where we offer graduation pathways for students in STEM fields.

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. *

Learning Environments Measures and Targets

Three-year Goal:

By the 2025-26 school year, students of color furthest from educational justice will report an increase in neutral and positive responses by 5% in each of the Safe and Welcoming subcategories in the Student Climate Survey ("Belonging and Relationships" responses will increase to 86%, "Equity/Anti-racism" responses will increase to 89%, and "Positive Behavior and Safety" responses will increase to 80%).

One-year Goal:

By the 2023-24 school year, students of color furthest from educational justice will report an increase of 5% the "Belonging and Relationships" category of the Student Climate Survey, averaging an 86%.

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.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

Survey data; mentorship participation; student participation in student-led activities; classroom attendance data; club, extracurricular, and sports participation; drop-in counseling office hours; professional development related to a safe, welcoming, and anti-racist environment; and to align Nathan Hale continuous school improvement plan, district, and state goals.

Evidence, artifacts, and data may include:

- Climate Survey Data
- Attendance Reports
- Grade Reports
- MTSS and SRT reports
- RET and NHS Reports
- Mentorship Participation
- Club and Community Participation
- Sports and Community Participation
- Extracurricular Participation
- Professional Development

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.

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

Culturally responsive strategies, processes, and procedures staff at Nathan Hale will implement to meet the three-year learning environments goal include: staff will devote PD time, including during our summer staff retreat, to discussing and implementing practices that create joyful, safe, and anti-racist environments; continued focus on land-based pedagogy, grading for equity, collaborative curriculum building, and professional learning communities; focus on how to define and implement an inclusive honors model, and how to enroll more students in advanced courses; collaboration with our MTSS, SRT, IEP, and SEL teams to discuss access opportunities. Staff will clarify the MTSS process so we can help connect students with needed academic or community supports.

Additionally, we will create a mentorship program that gives students necessary academic support and forges connected community and we will support students in promoting clubs, sports, and community participation.

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

The teacher generated professional learning plan at Nathan Hale for the 2023-24 school year that will support implementation of the culturally responsive strategies, processes, or procedures include: Building Culture and Community Through Change (implementation of mentorship, support, and technology policy including internal and external communication), Grading for Equity and Advancing Racial Equity (school alignment to CSIP, district, and state goals), and Joy in the Community. We will explore and advance concepts including: Co-teaching strategies and guidance and Universal Design for Learning (UDL).

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:

The components of Nathan Hale's multi-tiered system of support that reflect our inclusive practices include: equitable access and shared vision amongst the learning community (staff, students, specialists, and families), all students have access to horizontally and vertically aligned curriculum including advanced coursework with any necessary tier two and tier three supports, teaming structures (grade level, departmental, inter-departmental, inter-committee, staff inclusive, student aligned, family inclusive) to support sustained collaboration, assessment and reliable data informed practice and processes, and alignment to Nathan Hale's continuous school improvement plan.

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

The components of Nathan Hale's multi-tiered system of support that reflect our inclusive practices include: equitable access and shared vision amongst the learning community (staff, students, specialists, and families), all students have access to horizontally and vertically aligned curriculum including advanced coursework with any necessary tier two and tier three supports, teaming structures (grade level, departmental, inter-departmental, inter-committee, staff inclusive, student aligned, family inclusive) to support sustained collaboration, assessment and reliable data informed practice and processes, and alignment to Nathan Hale's continuous school improvement plan.

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

Three-year Goal:

The Percentage of Black boys and teens who graduate having completed at least one advanced course will increase from 54% in June 2019 to 62% in June 2024.

One-year Goal:

By the 2023-24 school year, to demonstrate belonging to an advanced academic community, grow student's academic mindset, and demonstrate readiness for advanced course completion, 100% of students enrolled in the 9th grade instructional group will be participating in and supported in meeting honors level expectations.

By the 2023-24 school year, to demonstrate belonging to an advanced academic community, grow student's academic mindset, and demonstrate readiness for advanced course completion, 100% of AAM9 students enrolled in the 9th grade instructional group will be participating in and supported in meeting honors level expectations.

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

- Climate Survey Data
- Attendance Reports
- Grade Reports
- MTSS and SRT Reports
- RET and NHS Reports
- Mentorship Participation
- Club and Community Participation
- Sports and Community Participation
- Extracurricular Participation
- Professional Development

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:

This Guardrail supports the vision of the school through continued analysis of survey data; mentorship participation; student participation in student-led activities; classroom attendance data; club, extracurricular, and sports participation; drop-in counseling office hours; professional development related to a safe, welcoming, and anti-racist environment; and to align Nathan Hale continuous school improvement plan, district, and state goals.

Evidence, artifacts, and data may include:

- Climate Survey Data
- Attendance Reports
- Grade Reports
- MTSS and SRT reports
- RET and NHS Reports
- Mentorship Participation

- Club and Community Participation
- Sports and Community Participation
- Extracurricular Participation
- Professional Development

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.

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

Culturally responsive strategies, processes, and procedures staff at Nathan Hale will implement to meet the three-year instruction and academic success goal include: staff will devote PD time, including during our summer staff retreat, to discussing and implementing practices that build students' academic mindset including academic stamina and self-confidence; continued focus on land-based pedagogy, grading for equity, collaborative curriculum building, and professional learning communities; focus on how to define and implement an inclusive honors model, and how to enroll more students in advanced courses; collaboration with our MTSS, SRT, IEP, and SEL teams to discuss access opportunities. Staff will clarify the MTSS process so we can help connect students with needed academic or community supports.

Additionally, we will create a mentorship program that gives students necessary academic support and forges connected community and we will support students in promoting clubs, sports, and community participation. We have emerging strategies and practices to support 9th grade literacy in all curriculums.

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

The teacher generated professional learning plan at Nathan Hale for the 2023-24 school year that will support implementation of the culturally responsive strategies, processes, or procedures include: Building Culture and Community Through Change (implementation of mentorship, support, and technology policy including internal and external communication), Grading for Equity and Advancing Racial Equity (school alignment to CSIP, district, and state goals), and Joy in the Community. We will explore and advance concepts including: Co-teaching strategies and guidance and Universal Design for Learning (UDL).

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:

The components of Nathan Hale's multi-tiered system of support that reflect our inclusive practices include: equitable access and shared vision amongst the learning community (staff, students, specialists, and families), all students have access to horizontally and vertically aligned curriculum including advanced coursework with any necessary tier two and tier three supports, teaming structures (grade level, departmental, inter-departmental, inter-committee, staff inclusive, student aligned, family inclusive) to support sustained collaboration, assessment and reliable data informed practice and processes, and alignment to Nathan Hale's continuous school improvement plan.

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

The components of Nathan Hale's multi-tiered system of support that reflect our inclusive practices include: equitable access and shared vision amongst the learning community (staff, students, specialists, and families), all students have access to horizontally and vertically aligned curriculum including advanced coursework with any necessary tier two and tier three supports, teaming

structures (grade level, departmental, inter-departmental, inter-committee, staff inclusive, student aligned, family inclusive) to support sustained collaboration, assessment and reliable data informed practice and processes, and alignment to Nathan Hale's continuous school improvement plan.

Advanced Learning and Highly Capable Services:

We believe that all students have: the capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations; capacity and willingness to deal with increasing levels of abstraction and complexity beyond their grade level curriculum and standards; creative ability to make unusual connections among ideas and concepts; ability to learn quickly in their area(s) of strength; and capacity for intense concentration and/or focus in their area of strength. All 11th graders at are enrolled in a minimum of 2 College in the High School courses, Ethnic Studies and English 101, and the opportunity to enroll in additional CIHS and AP courses. All learners are supported through targeted differentiation, Universal Design for Learning (UDL), and continued implementation of grading for equity and advancing racial equity professional development. Highly capable services include:

- AP courses
- Honors courses
- College in the High School
- Running Start
- STEM CTE courses and clubs
- Students generated and led independent projects and clubs.

Expanded Learning opportunities for students through afterschool or summer programs:

- Seattle Skill Center – District Programming
- Seattle Skill Center Nathan Hale – Multimedia Broadcasting and Digital Music Production
- SPS Summer School and Credit Retrieval
- Meadowbrook Teen Center Summer Enrichment Programming
- City of Seattle, Seattle Youth Employment Program
- Parks and Recreation Internships and Partnerships
- Seattle Public Libraries Tutoring
- Career Connected Learning, credit coordination
- 8th to 9th grade girls mentorship, transition support
- Emerging after-school on-campus tutoring and academic support Bridges ESY

Homework Policy:

The Nathan Hale homework policy is individualized and agreed upon by academic departments and communicated with families via the course syllabus. The quantity of homework will be aligned with Board Policy 2422 and be an amount necessary reinforce learning, promote achievement, grow students' academic mindset, and prepare students for advanced course completion.

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

Three-year Goal:

By the 2025-26 school year, to increase communication with families furthest from school engagement and educational justice, including multilingual families, we will increase opportunities for 2-way communication by 100%, using a variety of district-based platforms.

One-year Goal:

By the 2023-24 school year, we will encourage implementation of Talking Points as a culturally responsive tool for family engagement, increasing schoolwide implementation by 100% yearly: currently there are a total of 9 teachers at school utilizing Talking Points to communicate with families and guardians.

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:

This Guardrail supports the vision of the school through continued analysis of survey data; mentorship participation; student participation in student-led activities; classroom attendance data; club, extracurricular, and sports participation; drop-in counseling office hours; professional development related to a safe, welcoming, and anti-racist environment; and to align Nathan Hale continuous school improvement plan, district, and state goals. Evidence, artifacts, and data may include:

- Climate Survey Data
- Attendance Reports
- Grade Reports
- MTSS and SRT reports
- RET and NHS reports
- Mentorship Participation
- Club and Community Participation
- Sports and Community Participation
- Extracurricular Participation
- Professional Development

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:

The teacher generated professional learning plan at Nathan Hale for the 2023-24 school year that will support implementation of the culturally responsive strategies, processes, or procedures and grow our ability to access funds of knowledge from community, students, and families include: Building Culture and Community Through Change (implementation of mentorship, support, and technology policy including internal and external communication), Grading for Equity and Advancing Racial Equity (school alignment to CSIP, district, and state goals), and Joy in the Community including students and families. We will explore and advance concepts including: Co-teaching strategies and guidance and Universal Design for Learning (UDL).

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:

> Culturally responsive strategies, processes, and procedures staff at Nathan Hale will implement to share power with families to support new structures of parent leadership and centering families' voices, and grow our ability to access funds of knowledge from community, students, and families include: emerging pathways and methods for family and community communication, emerging pathways and methods for family and communication participation, increased pathways for family and community feedback, increased quantity and methods of community engagement at school including afterschool events, showcases of student work, and transition events.

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:

> This Guardrail supports the vision of the school through continued analysis of survey data; mentorship participation; student participation in student-led activities; classroom attendance data; club, extracurricular, and sports participation; drop-in counseling office hours; professional development related to a safe, welcoming, and anti-racist environment; and to align Nathan Hale continuous school improvement plan, district, and state goals.

> The Professional Development team and Racial Equity Team will develop a plan to foster and improve a culturally responsive workforce using data, evidence, and artifacts through teacher-generated workshops and committees. Evidence, artifacts, and data may include:

- Climate Survey Data
- Attendance Reports
- Grade Reports
- MTSS and SRT reports
- RET and NHS reports
- Mentorship Participation
- Club and Community Participation
- Sports and Community Participation
- Extracurricular Participation
- Professional Development

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.

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

The teacher generated professional learning plan at Nathan Hale for the 2023-24 school year that will support implementation of the culturally responsive strategies, processes, or procedures that support belonging and relationships include: Building Culture and Community Through Change (implementation of mentorship, support, and technology policy including internal and external communication), Grading for Equity and Advancing Racial Equity (school alignment to CSIP, district, and state goals), and Joy in the Community. We will explore and advance concepts including: Co-teaching strategies and guidance and Universal Design for Learning (UDL).

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

The teacher generated professional learning plan at Nathan Hale for the 2023-24 school year that will support implementation of the culturally responsive strategies, processes, or procedures that support a culturally responsive and anti-racist work environment include: Building Culture and Community Through Change (implementation of mentorship, support, and technology policy including internal and external communication), Grading for Equity and Advancing Racial Equity (school alignment to CSIP, district, and state goals), and Joy in the Community. We will explore and advance concepts including Co-teaching strategies and guidance and Universal Design for Learning (UDL).

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

The teacher generated professional learning plan at Nathan Hale for the 2023-24 school year that will support implementation of the culturally responsive strategies, processes, or procedures that support leadership opportunities include: Building Culture and Community Through Change (implementation of mentorship, support, and technology policy including internal and external communication), Grading for Equity and Advancing Racial Equity (school alignment to CSIP, district, and state goals), and Joy in the Community. We will explore and advance concepts including: Co-teaching strategies and guidance and Universal Design for Learning (UDL).

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: In Progress
Funding Source: In Progress
Amount: $5,000
How will funds improve student learning? Safe and welcoming environment and literacy support as aligned with CSIP goals. Hourly Library Assistant.
Academic Year: 2023-24
Funding Type: In Progress
Funding Source: In Progress
Amount: $15,000
How will funds improve student learning? Safe and welcoming environment and community engagement support as aligned with CSIP goals. Hourly PAC and Gym Manager.

Academic Year: 2023-24
Funding Type: Specific
Funding Source: LAP
Amount: $25,000
How will funds improve student learning? Safe and welcoming environment and literacy support as aligned with CSIP goals. Hourly Reading and Writing Support.

Academic Year: 2023-24

Funding Type: In Progress
Funding Source: In Progress
Amount: 0.2 FTE
How will funds improve student learning? Advanced course completion and graduation pathway support as aligned with CSIP goals. CTE.

Academic Year: 2023-24
Funding Type: In Progress
Funding Source: In Progress
Amount: 0.2 FTE
How will funds improve student learning? Safe and welcoming environment and graduation pathway support as aligned with CSIP goals. Counseling.

Academic Year: 2023-24
Funding Type: In Progress
Funding Source: In Progress
Amount: 1.0 FTE
How will funds improve student learning? Safe and welcoming environment and graduation pathway support as aligned with CSIP goals. Counseling Secretary.