



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

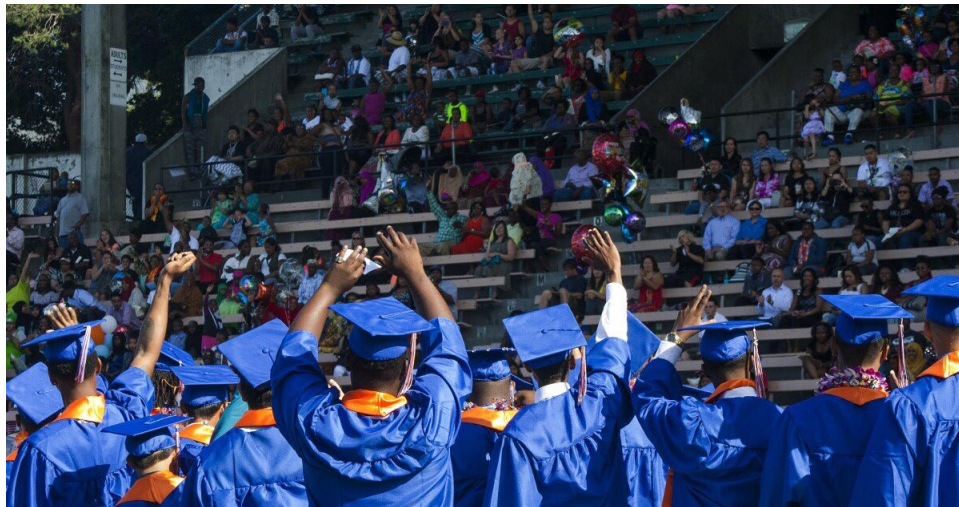
Current School Year: 2023-24

School Name: Rainier Beach High School

Principal: Ivory Brooks

Members of the Building Leadership Team and Parent/Guardian Partners: Antonio Alvarado, Sade Brown, Otis Golden, Tia Isabell, LaNita Thomasson, Nicole McRae-Petty, Sarah Moges, Evan Tomchick, Tim Zern, and Admin (1 vote)

Community Partners (Community Based Organizations): SE Network, College Success Foundation, Seattle Colleges, Upward Bound, Urban League, Bikeworks, South End Stories, Skylit, Goodfoot, WITS (Writers in the Schools), TIPPS/University Tutors, Dream Project, and TEALS



[Rainier Beach High School Report](#)

[Rainier Beach High School Climate Survey](#)

School Overview

The Rainier Beach Community has a vision of educational excellence and equity in South Seattle. In 2011, Rainier Beach High School (RBHS) was on the brink of closing with 366 students and a graduation rate of 54%. Then due to community collaboration and activism, RBHS introduced the internationally acclaimed, International Baccalaureate (IB) Program. Rainier Beach now enrolls 800+ students and boasts a graduation rate of 90% (higher than the district average). Moreover, as a model "IB for All" school, most Rainier Beach HS Juniors take rigorous IB Language and Literature, IB History of the Americas, IB math and IB science classes. In fact, RBHS leads the district in dual credit (high school and college) enrollment of 11-12s at 84.5%.

Based on a collaborative historical RBHS data analysis and bolstered by a six-year Levy Grant aligned with SPS's strategic planning goals, RBHS will focus on three areas over the next three years: 1) efficient and effective, collaborative 3-tiered MTSS Student Supports for ABCS (Attendance, Behavior, Course Performance and Socio-emotional Learning (SEL)), 2) 9-10 On-track Success credits and attendance, especially for SOCFEJ and 3) an exemplary "IB for All" Universally Designed (UDL) dual-credit program with 3 programs (Diploma or 7 IB courses, Medallion or 4 IB Courses and IB Career Program with a career pathway and internships).

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:

The percent of students who rate student voice and leadership positively will increase from 80% in June 2023 to 85% in June 2024 and to 90% in June 2025.

One-year Goal:

The percent of students who rate student voice and leadership positively will increase from 80% in June 2023 to 85% in June 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 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:

Rainier Beach High School is committed to the practice of Restorative Justice that relates to diverse groups of students and does not perpetuate the school to Prison-to Pipeline. The use of suspension or other disciplinary actions only serves to tell students that they do not belong in the classroom. Instead, Rainier Beach will focus on the use of social emotional support for all students to enable them to advocate for themselves and reach a common understanding and shared values with the classroom community. A reduction in discipline rates combined with an environment in which all students feel empowered to have a voice will help decrease the likelihood of conflict and foster a greater sense of belonging and shared vision among students and staff. Additionally, building stronger staff competencies in addressing the needs of African American Males in the classroom will hopefully reduce the disproportionate rate that 9th grade African American Males are sent for support.

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:

- Increase consistency in how restorative justice and student voice is implemented in conflict resolution, on schoolwide teams and within classrooms.
- Student voice in conflict resolution and the use of peer mentors would be one of the primary strategies to focus on to increase the positive responses on the Student Climate Survey.
- Staff training in circle and restorative practices and making a commitment to have monthly or unit student feedback surveys or circles and to make changes based on student feedback, would further increase student efficacy and engagement.

Rainier Beach is dedicated to increasing opportunities for Family Engagement in the 2023-2024 school year and beyond. This will allow students and families to pool resources to work towards student success. It will also empower students and families to give feedback to the school around policies and practices.

Examples include bi-annual Student Led Conferences (SLCs) that will allow students to express their strengths and goals. Students will lead these conferences which will allow them to steer the conversation towards their own needs. This should increase positive responses to Student Voice and Leadership. Family feedback both in person and via a site-based survey are also collected during Student Led Conferences. Our parents rated our Spring 2023 SLCs, 4.8 out of 5.

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

Our Professional Development Plan for the next year will focus on differentiated literacy including increased student voice in assessment, ensuring that students are represented in the IEP process and that teachers respect what students have advocated for in their IEPs. Department PLC will analyze student voice data broken down by demographics including African American males, multilingual learners, students receiving SPED services, and students receiving advanced learning

services. Literacy is often under-discussed as a barrier to student voice and leadership. We believe that if all students attain high levels of literacy, they will be more empowered to navigate school policies and to advocate for a system that best represents them.

Applying UDL, by focusing on differentiation to meet the needs of these populations, we can better support all struggling students. Specifically, we will focus on implementing effective differentiated literacy across all subject areas vertically and horizontally aligned to the IB (11-12) and Middle Years Program (MYP 9-10) Approaches to Teaching (concept drive, inquiry based, local-global, collaborative, differentiated and informed by assessment) and the IB/MYP Approaches Learning (Thinking Skills, Social Collaboration skills, Communication, Self-management and Reflection, and Research skills). By emphasizing these pedagogical practices and student skill development, it will foster improved teacher and staff practices which in turn will reduce grade disproportionality between our African American and our LatinX students as compared to our Asian 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:

Our MTSS includes three tiers, all of which attempt to include student voice in their decision-making processes.

Tier One includes student produced and student delivered lessons around mental health and conflict resolution. We have a Student and Family Advocate on Staff who helps deescalate conflicts between students and staff as well as between students and other students in partnership with SE Network. The conflict resolution process often involves an attempt to hear all sides of the story. We also work with community partner SE Network whose intervention team is representative of the demographics of our student body and have created a QR code so any student or staff can request RJ conflict resolution.

For Tier 2, our case managers who are assigned when students attend <75% of the time or have 3 DEs, use student and family meetings, translators, goal setting and weekly check and connect to unpack and redress student barriers to success. For Tier 3, Students receiving SPED services have representation from their case workers after conflicts and in intervention support meetings. Progress monitoring supports ongoing success.

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

Our overall strategy is to strengthen all 3 Tiers of Mental Health support, using new Levy grant funds.

- Tier 1 or schoolwide- we wanted to have turnkey advisory lessons addressing mental health, SEL issues such as anxiety and coping strategies, social media impacts etc. created by a social worker led team. Additionally, SE Network will provide Restorative Practice trainings (circles, motivational interviewing, conflict mediation, de-escalation) to staff and peer mentorship to students to support more positive relationships with students (connected students).
- Tier 2 small groups led by staff who reflect our scholars will be held for conflict resolution, conflict skill development, identity and relationship building to increase scholar skillsets and connectedness.
- Tier 3 or individual supports will include the MTSS team and extra hours for making home visits, holding family meetings, use motivational interviewing to identify root causes and barriers, and to connect scholars and families to additional supports. Further, our social worker will map out Tier 3 addiction, mental health and community partner supports and make referrals either to our Teen Health Center or to outside partners.

Having 3 clearly articulated Tiers of mental health support, we hope will provide better supports for all students as evidenced in increased attendance, student connectedness and family engagement.

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 scholars who graduate having successfully completed at least one advanced course will increase from 80% in June 2023 to 90% in June 2026.

One-year Goal:

- The percent of Black Scholar 9th graders who earned 6 credits to be on track will increase from 73% in June 2023 to 78% in June 2024 and our 10th graders who earned sufficient credits to be on track for will increase from 46% in June 2023 to 56% in June 2024.
- The percent of 11th and 12th graders taking IB classes will successfully complete IB courses (including IAs and exams) to earn a C+ or higher will increase from 80% in June 2023 to 85% in June 2024.

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

In collaboration with our Instructional Counsel (IC) with feedback from our interventionists who hear from families and students weekly, Rainier Beach implemented grading and retake policies.

The grading policy clearly distinguishes formative assessments in various standards so that students, families, and teachers can track performance on individual standards separate from each other and separate from behaviors such as attendance or time management. Formative assessment is used to determine the pacing of coursework and the need for differentiation and re-teaching.

The Summative Assessment policy requires that students are able to revise or retake Summative Assessments to demonstrate mastery of a skill. Further in many classes, student choice in forms of assessment enable all students to choose the form that best suits their needs including but not limited to our AA males, multilingual students, students receiving special education services, and students categorized as advanced learners.

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:

Rainier Beach’s mission of “IB for ALL” is to provide equitable access to Dual Credit IB courses and college and career readiness for all supports Guardrail three.

By ensuring alignment of district wide vision, values, and anti-racism initiatives, Rainier Beach is automatically supported by folks in classrooms, the school building, and the central office. Further, the IB Approaches to Teaching and Learning support anti-racist pedagogies.

In 23-24 school year, aligning 9-10 curriculum with IB Middle Years (MYP) standards and rubrics and 11-12 with the IB Standards rubric will further support our IB for All initiative.

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:

Rainier Beach will maintain the "IB for All" program with additional supports in place for SOCFHJ. All teachers will be expected to solicit student and parent feedback at least once quarterly. Teachers will use the IB Approaches to Teaching (concept driven, inquiry based, collaborative, differentiated, local-global and informed by assessment) and vertically align instruction and expectations to the IB/MYP standards and rubrics to ensure that work is rigorous and developmentally and culturally appropriate for their students. They will support the Approaches to Learning (AtLs) by focusing on thinking skills and reflection, collaboration, communication, self-management, and research skills.

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

The Professional Development Plan for Rainier Beach is focused on IB/MYP aligned differentiated, culturally responsive literacy instruction which is designed to meet the needs of all students.

Professional Development will:

- Purposely address literacy (taught and assessed vocab in every unit) within content.
- Identify Quarter 1 student feedback process in each class (circle, survey, or open discussion etc.)
- Vertically and horizontally align pre, formative and summative assessments
- Vertically and horizontally align note taking skills, test taking skills, and organization skills (progression style).

Professional Development will also require PLC accountability for analyzing student work and grades by demographic and for the development of artifacts aligned to the RBHS goal of addressing IB/MYP aligned differentiated, culturally responsive literacy across all subject areas to reduce race-based teaching, assessing and grading disparities.

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:

Tier 1 Advisory Family Outreach: Advisory teachers have 1 period a week to make phone calls home to celebrate success or discuss barriers such as attendance, not meeting classroom expectations, or having D/Es. Advisors provide information for grade level Student of Concern Team Chats, organize family conferences as needed, support students prepping for Student Led conferences and end of year work showcases. They call all of their advisees the 1st month of school and then provide monthly two-way contact.

Tier 2 grade level student support teams track attendance (<75%) and grade data (3 D/Es) and hold weekly grade level meetings to gather information and plan case management using Attendance Contracts, Check and Connect, Check in Check out, required tutoring center and may provide student and family agreements, referral for IEP testing, referral to Student Support Team (SST), and/or SEL case-management. They push into classrooms, support assessment preparation and

writing, and provide teacher and PLC feedback on how to better scaffold lessons and assessments in order to support all students.

Tier 3 Attendance and care management uses the districts Tiered Truancy response with the support of Tier 3 1:1 case managers, community partners, referrals for counseling etc. to reduce the student's barriers to success. SPED case managers and ML teachers meet with LCs to plan and differentiate to support students with 504s, IEP and identified as ML.

Our overall strategy in Mental Health support is also tiered.

- Tier 1 or schoolwide- we wanted to have turn key lessons addressing mental health, SEL issues such as anxiety and coping strategies, social media impacts etc. created by an advisory team chaired by the Social Worker. Additionally, SE Network will provide Restorative Practice trainings (circles, motivational interviewing, conflict mediation, de-escalation) to staff to support more positive relationships with students (connected students).
- Tier 2 small groups will be held for conflict resolution, conflict skill development, identity and relationship building to increase scholar skillsets and connectedness.
- Tier 3 or individual supports will include the MTSS team and newly hired IA making home visits, holding family meetings, and using motivational interviewing to identify root causes and barriers, and to connect scholars and families to additional supports.

Having 3 clearly articulated Tiers of support with progress monitoring, we hope will provide better supports for all students as evidenced in increased attendance, student connectedness and family engagement.

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

See above for 3 Tiered TSS. Additionally, students have multiple tutoring resources that they can turn to for academic support including University Tutors in the classroom, Tuesday/Thursday after school Tutoring Center, ASI, Upward Bound, and partnering with the University of Washington.

Advanced Learning and Highly Capable Services: In Progress

Expanded Learning opportunities for students through afterschool or summer programs:

Rainier Beach and Seattle Public Schools have partnered with Upward Bound to provide a summer enrichment/acceleration program. In prior years, Upward Bound has aimed to adequately prepare students of Rainier Beach for higher education. SAT preparation, mathematics pre-exposure/review focused courses, and one on one tutoring are some but not all the activities that upper bound provides for students. College Success Foundation supports all scholars to explore college and career pathways and helps with the college application process.

Besides a robust athletics program with opportunities for student growth and leadership, other opportunities for students include and are not limited to participation in community led art showcases, content focused internships such as ART 4 Life Internship, and community partner led education employment such as Team Read Reading Coaches.

Rainier Beach also boasts and array of clubs including:

- SOAR: Part of the program, we had 47 students complete a total of 86 unique credit recovery classes as of 8/13. Individual students completed anywhere from one to four classes. In addition, at least 3 students finished their last summer class in September
- Power-up w/incoming 9th grade
- Mentors and SEL supports:
- Restorative Justice trainings from SE Network

Homework Policy: In Progress

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: In Progress

One-year Goal: In Progress

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:

At the systemic level, RBHS will employ three essential components for family and community engagement.

Districtwide Priority: Ensure family engagement is a priority strategy in supporting learning and development. This can be achieved when superintendents and other leaders have a clear vision that links family engagement to instructional goals, creates an infrastructure to elevate and communicate the importance of family engagement, and assesses progress and performance.

School Capacity: Enable schools to acquire the ability to connect with parents and perform strategic family engagement activities that align with the instructional goals of the district. This can be achieved through ongoing professional development and technical assistance for principals, teachers, and other “family-facing” staff, including programs and initiatives to help school personnel welcome and involve families in their children’s learning.

Outreach and Connection with Parents and the Community: Encourage families to be part of planning and decision-making in schools; have high expectations for their children’s learning, both at school and in the home; and develop and share their strategies for supporting student success. Family outreach can be achieved directly or indirectly through listening sessions, special events, advocacy activities, school decisions, Parent Teacher Associations or Parent Teacher Organizations, and workshops. Reach out to the community to coordinate information, resources, and services from businesses, cultural and civic organizations, social service agencies, faith-based organizations, health clinics, institutions of higher education, and other groups that can benefit students and families.

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:

RBHS staff and administrators will proactively and consistently work in partnership with students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

RBHS staff will provide evidence through quarterly progress reports during the 2023-2024 to 2025-26 school year by using the following strategies:

- The RBHS students and community will increase positive relationships with staff and administrators by approachable, friendly, and non-judgmental attitudes; receptive to concerns and a champion for the student and family
- Increase receptivity, transparency, empathy, and flexibility from school staff regarding communication and collaborative efforts to support learning and success
- Increase the perception that families are welcome and valued at the school
- Acknowledging and navigating cultural differences through communication and sensitivity
- Self-awareness regarding one's own culture and values
- Understanding how various factors influence interpersonal dynamics and experiences
- Professional development plan will include Department Heads and other staff who have developed strong relationships with students and families coaching up teachers who struggle with engagement
- Professional development will focus on collecting and implementing student feedback on pedagogy and relationships, in addition to classroom expectations
- Staff will commit to engaging in training around shared values and professionalism agreements or norms when dealing with other staff, as well as when dealing with families and students to create a sense of shared responsibility

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:

During the 2023-2024 to 2025-26 school years, Rainier Beach will take a proactive approach that emphasizes specific practices or attitudes that reflect the values of the diverse groups of families we serve at RBHS, implement systems that foster tailored supports specific to student needs through school-wide structures: Department Heads, IB Program, School Activities/Clubs, Athletics, in addition to offering and lastly, offer flexible meeting options and coordination between families and school.

RBHS will provide quarterly reports reflecting the following:

- **Family-Centered Practice:** Commit to family-centered practice through diversity and inclusion based on shared values. RBHS staff will provide opportunities for intentional collaboration, both formally and informally, across school systems to enhance their capacity to care and protect their children. These actions would manifest thru classroom visits, parent conferences, family curriculum night, sporting events, PTSA, arts and theatre, SLC. Timeline: Throughout the year beginning in September 2023 – June of 2026
- **Contact:** Utilize sufficient frequency and length of contact with families and all of their supports. RBHS teachers, staff and administrators will provide two-way communication with students and parents thru in-person and/or virtual parent/student conferences, phone calls, texts, and email. We will measure the frequency of Contacts with families by recording actions on share point and/or other reporting tools. Timeline: Throughout the year beginning in September 2023 – June of 2026
- **Communication:** RBHS will create a foundation for building trust by communicating clearly, honestly, and respectfully with families. Family Support will work with IB Program Coordinator to schedule 2 informational sessions during 1st and 2nd Semesters of the IB Program and its components. Given that we rave about providing IB for All, it is pertinent that students and families are given a historical context of the IB Program and what is expected of an IB

student. Interpreters will be provided, and we will measure the quality of communication by parent and student surveys. Timeline: Annually, June 2024 – June 2026

- **Concrete Services:** Help to facilitate the provision of concrete services that meet families' immediate needs for food, housing, transportation, and other costs. The Family Support Worker, Family Advocate and Social Worker have created a system to identify families, navigate their circumstances (needs), assist them with resources, and execute processes. We will measure the quality of services through a documentation process and family surveys. Timeline: Throughout the year beginning in September 2023 – June of 2026
- **Student Academic Plans:** Create individualized service plans that expand on traditional service packages to respond to parents' needs, specific circumstances, and available supports. RBHS teachers will inform parents of their child's academic progress and/or needs and include parent input to develop a remedial plan to improve learning and/or provide alternatives to higher learning.
- **Strengths-Based Approach:** Recognize and reinforce the capabilities of families, not just their needs and problems.
- **Shared Decision-Making and Participatory Planning:** Mutually agree on goals and plans that reflect our PLC teacher training and the family's knowledge of their own situation.
- **Confidentiality:** Understand the role of confidentiality and how to involve partners in effective planning in a way that is respectful of the family and enables partners to create realistic goals.

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:

Rainier Beach's mission to provide equitable access to IB courses and college and career readiness for all is supported by guardrail three. By ensuring alignment of district wide vision, values, and anti-racism initiatives, Rainier Beach is automatically supported by folks in classrooms, the school building, and the central office.

Evidence/artifacts that may be included to support the alignment of the school's vision with guardrail 3 include completion of IB training to ensure vertical alignment at the classroom, building, and district level. Other data and artifacts include dual credit completion; grades of C+ or higher by subject and course; SBAC, WIDA and SAT scores; student survey data; and student and family feedback or Street Data overall and disaggregated by demographic.

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:

- Community building exercises led by a joint effort of parents, alumni and community members.
- Culturally responsive strategies, processes, and/or procedures that support belonging, relationships, and anti-racist work environment
- Inclusion of parents, students and community
- Staff/community agreements
- Staff/community conflict resolution
- Participating in circles and community gatherings to identify, share, and celebrate individual values.

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

- See above.
- Additionally, monitoring the implementation of a variety of collaboration groups and who are relatable to our demographic of students served. Encourage growing and developing new relationships with colleagues. Have listening sessions and panels by affinity groups.
 - Addressing racism of low expectations with RET and Family & Community engagement
 - Raising racial concerns via teacher leaders and trusted colleagues
- Having administration use restorative practices to immediately address any racial, biased or stereotyped actions, statements or any micro-and macro aggressions.

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

- Recognizing successful staff work via genuine recognition in all staff meetings.
- Ensuring that all processes are followed, and staff have a voice in major decisions such as budget, professional development plans and CSIP.
- Ensuring that leadership positions and opportunities are governed by an equitable process that is inclusive and composed of a diverse group of individuals from the school

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: Equity (RBF)

Amount: \$270,441

How will funds improve student learning? Curricular resources, Career Technical Education (Culinary and Computer Science) and Graduation. Student learning will improve with additional opportunities for meeting graduation pathways, career exploration, skills and knowledge, as well as rigorous academic preparation for college admissions.

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: Title 1

Amount: \$336,000

How will funds improve student learning? Student learning will improve by providing additional tutoring (Math and Science), Summer Apex credit recovery, and Multi-Lingual Student support and

services. In addition, professional development opportunities for staff to be equipped to meet the needs of Multilingual and Students Farthest from Educational Justice. Another aspect of improving student academic performance is creating opportunities to partner with families to support student learning and therefore, parent engagement focused opportunities will be developed and implemented.

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: City Levy

Amount: \$672,750

How will funds improve student learning? Student learning will improve by continuing to strengthen the RBHS Multi-Tiered Systems of Support teams, policies and procedures, which includes intervention supports for academics, socio-emotional, and behavioral needs of students. RBHS continues to develop, expand and strengthen its International Baccalaureate (IB) for All program, providing rigorous academic programming for college and career readiness.

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: HP LAP

Amount: \$203,000

How will funds improve student learning? Student learning will improve by providing additional Math and English Language Arts support for Multi-lingual and Students Farthest from Educational Justice. Credit recovery programming is provided to ensure that students are provided appropriate opportunities to meet all graduation requirements on time. Attendance support services are being developed and implemented to address chronic absenteeism. In addition, supports to assist 9th grade students transition to the rigor and demands of high school.