



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

Roosevelt 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: Roosevelt High School

Principal: Tami Brewer

Members of the Building Leadership Team and Parent/Guardian Partners:

Tami Brewer (Principal), Courtney Judkins – co-chair (Cert), Angela Mischke (Cert), Annika Melgard (Cert), Frederica Merrell (Cert), Erin Bailey co-chair (Cert), Cody Hopkins (Cert), Sonja Mitchell (Para) Open SAOEP position, Maggie Sweeny (Parent), Tiffany Werner (SPED Parent) and Open Student position

Community Partners (Community Based Organizations): TIPS, Kennel Sports Group, Treehouse, Neighbor Care, Sound MH, Theater and Music Arts – Instruction and Production Folks, Club Sports, UW Career and College Readiness Associate, Teen Health Center, WISE, STRIPES



[Roosevelt High School Report](#)

[Roosevelt High School Climate Survey](#)

School Overview

Roosevelt High School is a comprehensive high school with just over 1500 students located in Northeast Seattle. Whether it is academics, arts, activities or athletics, the goal at RHS is to create an anti-oppressive community where there is an opportunity for everyone to belong, be safe and to thrive.

Our goal is to focus on the achievement of all our students by implementing culturally responsive teaching practices and methodology that allow for students to show their learning in multiple ways (UDL or Project Based Learning). We focus on high quality relationship development with our students in order to build trust in support of identity safety which fosters the academic learning. Our goal is to be an anti-racist institution and we are currently examining policies and practices that have upheld systemic racism in our school with the intention of dismantling those practices.

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:

From 2023-2026, Roosevelt will increase the response on the Student Climate Survey from 79% favorable to 85% favorable in Belonging and Relationships and from 77% favorable to 85% favorable in implementing of Inclusionary Practices. We will use the Student Climate Survey to measure success, and will focus specifically on African American Male students, whose responses were 69% favorable and 71% favorable, respectively. For this demographic, our goal will be 75% and 80% favorable in the Student Climate Survey Data.

One-year Goal:

During the 2023-2024 school year, staff will implement MTSS Tier 1 strategies (Such as Grading for Equity, Restorative Practices and UDL) to develop meaningful relationships and welcoming environments, which will result in a 3% increase in Climate Survey data to meet the district average.

MTSS members will also develop and systematize current support groups to include a diverse student population, which will be measured by documentation and Climate Survey data.

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 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:

Through the creation of safe and welcoming environments, students are more likely to attend classes, overcome obstacles, and achieve more academically.

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:

- Staff will Continue to utilize the referral for intervention system as a communication tool with MTSS
- All Staff will strive to develop a safe and welcoming learning environment
- Teachers will develop meaningful relationships with students in order to drive academic success
- Administration will continue to seek out student voice in conversations surrounding school community
- AIS and MTSS will collect and share regular data surrounding attendance, academics, and referrals.

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

Purple Days: (9 total)

- 9/20, Explicitly Teaching Positive Behavioral Expectations – *Classroom Management and Using the Referral for Support* (MTSS Data Creation)
- 10/11, CSIP Goals and the PD Plan – *Baseline Data at Roosevelt: Where are we going from here? How will we get there? Who is responsible?*
- 11/8, Allowing Students to show their learning in multiple ways (UDL and Project Based Learning /Assessments)
- 12/13, Culturally Responsive Classrooms at Roosevelt – *Restorative Practices and beyond Part 1*
- 1/10, Culturally Responsive Classrooms at Roosevelt – *Restorative Practices and beyond Part 2*
- 2/14, *Creating and Embedding Equitable Grading Practices in our Community Part 1*
- 3/13, *Creating and Embedding Equitable Grading Practices in our Community Part 2*
- 4/17, Roosevelt Data Assessment–*How have we GROWN this year? What does our Data show?*
- 5/8, Roosevelt Data Assessment – *Calibration and Celebration of Student Growth – Staff Share Out*

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:

- Grade checks every 5 weeks with data surrounding FFEJ students. Shared with teaching staff.

- Facilitating and coordinating Tutoring in Science, Math and ELA.
- Facilitating and coordinating Homework Center at least 2 times weekly.
- Offering coaching to teachers on UDL strategies, Project Based Learning, or Standards Based Grading.
- Walk-throughs and observations for teachers interested in additional inclusionary practices to facilitate coaching conversations
- Attendance interventions early and often, with the help of Coordinated School Health

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

- Working with Social Worker, Counseling and THC to coordinate mental health care.
- Facilitating the distribution of Right Now Needs Funds to families expressing need for food/ clothing/ housing/ etc.
- Working with teachers to implement community circles practice into classroom culture.
- Walk-throughs and observations for teachers interested in additional inclusionary practices to facilitate coaching conversations
- Offering training in restorative circles to teachers and student leaders.

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:

By 2026, 95% of students who are FFEJ will be on track to graduate and be passing at least one advanced level course.

One-year Goal:

For the 2023-24 school year, at least 90% of 9th grade students of color furthest from educational justice will accumulate sufficient credits (6+ or more) to be on-track to graduate in 4 years.

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

Roosevelt will develop and implement a PLC model based on DuFour's model of questioning and data analysis.

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:

Through our continuous efforts as a staff to engage in self-reflection and view our work through an equity lens, Roosevelt will collaborate and communicate with students and families to gain deeper understanding of the unintended impact of classroom interactions.

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:

- Staff will Continue to utilize the referral for intervention system as a communication tool with MTSS
- All Staff will strive to develop a safe and welcoming learning environment
- Teachers will develop meaningful relationships with students in order to drive academic success
- Administration will continue to seek out student voice in conversations surrounding school community
- AIS and MTSS will collect and share regular data surrounding attendance, academics, and referrals.
- AIS will assist with pull outs for students needing additional interventions.

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

Green Days: (8 total)

- 10/25, Restorative Practices Session 1 – Creating Safe Community for Adults and Students Part 1
- 11/15, Restorative Practices Session 2 – Creating Safe Community for Adults and Students Part 2
- 11/29, Engaging in Anti-Racist Practices – Examining policies and practices that have upheld systemic racism in our school.
- 1/17, BLM Action Planning – Student Led – Centering Student Voice to plan BLM Week at School
- 1/24, BLM Action Planning – Staff Led – Community Planning in response to Student BSU Feedback
- 3/27, Student Voices #1 – All Students at Roosevelt High School Unity in the Community Planning
- 5/22, Student Voices #2 – BIPOC Students at Roosevelt High School – Unity in the Community
- 6/12, Reflection: What have we learned? What next steps do we need to take?

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:

- Working with Social Worker, Counseling and THC to coordinate mental health care
- Facilitating the distribution of Right Now Needs Funds to families expressing need for food/ clothing/ housing/ etc.
- Working with teachers to implement community circles practice into classroom culture.
- Walk-throughs and observations for teachers interested in additional inclusionary practices to facilitate coaching conversations
- Offering training in restorative circles to teachers and student leaders.

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

- Grade checks every 5 weeks with data surrounding FFEJ students. Shared with teaching staff.
- Facilitating and coordinating Tutoring in Science, Math and ELA.
- Facilitating and coordinating Homework Center at least 2 times weekly.

- Offering coaching to teachers on UDL strategies, Project Based Learning, or Standards Based Grading.
- Walk-throughs and observations for teachers interested in additional inclusionary practices to facilitate coaching conversations

Advanced Learning and Highly Capable Services:

At Roosevelt, we will provide advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Students achieving well above grade level standards are targeted under MTSS for Tier 2 interventions. Basic Tier 2 curriculum supports in Reading and Math are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

By the 2024-25 school year, the MTSS Tier 3 process will be in place for students with complex needs that can't be addressed in Tier 1 and Tier 2 supports. The Tier 3, MTSS process will result in an individual student plan, in collaboration with the AL Department.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC. Similarly, student growth is reviewed at various points throughout the school year in PLCs and educators plan for the needs of all students in their classrooms.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

Expanded Learning opportunities for students through afterschool or summer programs:

In Progress

Homework Policy:

Roosevelt students should give maximum effort to turn in work by the deadline given by teachers. However, in the event that the student has no other option but to turn in work late, or is unable to complete the assigned task in the given amount of time, it is the responsibility of the student to communicate their needs to the teacher. If a student needs assistance for this conversation, they may call on their counselor or administrator to help facilitate the discussion. Roosevelt will honor District policy for retakes, late work and communication about grades.

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:

Our targeted goal for family and community is to increase our score to 80% or higher from families indicating that they feel we have a welcoming and culturally responsive climate on our annual school climate survey.

One-year Goal:

Using our Student Climate Survey Data in the four areas of Belonging and Relationships, Identity and Culturally Responsive Teaching Practice, Equity and Antiracism and Positive Behavior and Safety as potential data points we hope to see a 3% increase or more in each of the categories named above from Fall of 2023 to Spring of 2024

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:

Roosevelt commits to better understanding the experiences of those harmed by bias, hate, and violence, to changing harmful cultures, to creating policies, practices, and procedures that strive to value and respect individuals and restore community. Staff and students will develop an understanding of the value and importance of creating a culture of anti-oppression and will feel equipped with the skills needed to interrupt hate and bias daily. Roosevelt leadership bodies plan to authentically engage student voice and support student participation in co-designing community events. Students will take an active role in determining how to improve their school climate experience. Family and Community Engagement Strategies

We 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.

We have set standardized expectations for communication with families- specifically supporting families of students furthest from educational justice to ensure they understand our school system, how to access supports, and the rights afforded to them; strengthen staff advocacy for those families with less experience in our system, making concerted efforts at including families in decisions in both the methods we use to communication and in collaborative decision-making.

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: In Progress

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:

- Engaging more families of color in curriculum night
 - Continuing our work with Restorative Practices and family engagement
 - Utilizing our library and other common spaces for community building opportunities
 - Recruiting and hiring BIPOC Staff
 - Including parents on leadership and hiring teams
 - Inviting family members to classrooms to share lived experiences.
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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:

To focus on the achievement of all our students, we plan to implement culturally responsive teaching practices and methodology that allow for students to show their learning in multiple ways (UDL or Project Based Learning). We focus on high quality relationship development with our students in order to build trust in support of identity safety which fosters academic learning. Our goal is to be an anti-racist institution and we are currently examining policies and practices that have upheld systemic racism in our school with the intention of dismantling those practices.

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:

- Engaging in Circle work during staff meetings, break outs, MTSS and other spaces.
- Supporting current teacher-led efforts for community
- Utilizing the common staff areas (teacher's lounge) for community enrichment

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

- Engaging in restorative conversations among staff members
- Developing self-reflection tools for staff to assess implicit bias
- Engaging staff in conversations surrounding race

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

- Inviting staff to participate with MTSS, BLT, and take part in the development of PLC work. Provide opportunities for various staff to lead PD Include staff in CSIP data analysis and revisions.

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: Discretionary

Amount: \$190,223

How will funds improve student learning? \$90,000 stipends (contractual requirements), \$20,000 SAEOP extra-time (supports for expansive student programs in Clubs and Activities) and extra help, \$10,000 Theater Manager (for community events) and \$8,000 Cert. Extra time for the homework center.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Equity

Amount: \$74,745

How will funds improve student learning? Library Assistant (\$10,000), Academic Interventionist salary buy-up (.04), Reserve funds to support tutoring, Tier 2 and 3 interventions and materials for MTSS.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: LAP

Amount: \$58,000

How will funds improve student learning? (.04) for Tier 2 and 3 AIS supports/MKV.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: The Foundation Grant

Amount: \$135,500

How will funds improve student learning? (.02) \$29,000 AIS to support 504 Coordination, \$80,000 to The Kennel Group CBO/ Academic, Social, Cultural and emotional support \$15,500 for Link Crew Staff Training, Library furnishing updates (\$8,000) \$3,000 Tech equipment for Science.