



2023-26 Continuous School Improvement Plan (C-SIP) Seattle World 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: Seattle World School

Principal: Jeff Clark

Members of the Building Leadership Team and Parent/Guardian Partners: Michael McNaul, Svetlana Mamedova, Tom Earl, Monica Dewald, and Getachew Yihdego

Community Partners (Community Based Organizations): SWS Fund, Kandelia, ICHS, Seattle Promise, Seattle U, Neighborhood House, Consejo, Hayruro, PSESD, Brightminds, WITS, Jack Straw, and Soccer without Borders



[Seattle World School Report](#)

[Seattle World School Climate Survey](#)

School Overview

Mission Statement:

The Seattle World School community is committed to mentoring students in navigating academic and career goals with holistic services. Our mission is to provide rigorous academics supported by social-emotional development opportunities and life skills. Our focus is to empower students as self, and global advocates in our rapidly changing world.

What makes us unique?

Our academic program is a four-year college prep program for secondary multilingual learners that incorporates researched based practices that accelerate language acquisition through student-centered instruction and content and language integration. Students are not pulled out and put into tracked MLL development classes, nor are they marginalized into a small group supported by MLL IAs. We believe all students can be supported through targeted and intentional differentiation in all classes.

All students are taught grade-level content standards along with WIDA standards, and participate in oral and written portfolio defenses that support growth in language and mastery of content in all core subject areas.

Students are immersed in a multicultural, multilingual environment with students that speak over 34 languages and are from 18 different countries. We are a safe and supportive learning environment with some of the highest climate and culture data for students in the district.

What is our approach to improvement?

We believe in elevating voices of stakeholders and engaging them in the collaborative process through the implementation of systems that allow input and action from all our community members. We have abundant resources and support, believe in leveraging those resources for efficiency in achieving racial equity for students. We believe in student-centered, data-driven change leadership that supports outcomes for students furthest from educational justice.

[About SWS](#)

Seattle Excellence – Culture of Equity and Educational Justice

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

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

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

[Student Outcomes Focused Governance](#)

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

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

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

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

Learning Environments Measures and Targets

Three-year Goal:

By spring 2026, fully implement a comprehensive and effective MTSS intervention plan and system in education that ensures all educators can identify students by their name and strength to provide appropriate support to meet their needs, resulting in a reduction of tier 2 and 3 referrals (reduction of out of school suspensions by 15%) and improved student engagement, as evident by all student climate and culture data being greater than 95% favorable. We will empower teachers to align on and implement Tier 1 support across classrooms.

By Spring 2025, Monitor and adjust student-centered MTSS plan and process that promotes data-informed decision-making and collaboration and trust among interventionists, educators, and staff, resulting in improved student outcomes and reduced tier 2 and 3 referrals, as evident by an increase in student sense of belonging data by at least 7%.

One-year Goal:

By 2024, establish and refine a comprehensive tier 1 system for educators to identify students by name, strength, and need, and implement effective practices that promote increased attendance, academic performance, sense of community, and wellness. We will accomplish this by preparing educators to meet the holistic needs of students with strategies to respond to student behavior and needs using a trauma informed framework.

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:

By prioritizing the identification of students by their name and strength, educators can provide appropriate support tailored to their needs, resulting in reduced tier 2 and 3 referrals and improved student engagement. The strategies outlined, such as creating a student management plan, implementing restorative practices, and adopting trauma-informed teaching, contribute to achieving the goal by preparing educators to meet the holistic needs of students and respond effectively to their behavior and needs.

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:

- Implement restorative justice using a trauma-informed framework
- Improve advisory focus / meaningful experiences through curriculum
- Understand student perspectives

- Clear School-wide Expectations
- Celebrate and reward student success / student growth
- All educators conduct one empathy interview
- Create Student Management Plan:
 - Schoolwide Expectations Lessons
 - Student Handbook
 - Advisory Curriculum
 - Behavior Responsive Flow Chart (what, who, when, how, why)
 - Refine Student Intervention Referral Process
 - Student Team Meeting Protocols
 - Tier 2 / 3 Intervention Data Cycles
 - Substance Prevention Program
 - Healthy and Respectful Relationship Program

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

Educators will increase their capacity to implement culturally responsive strategies, processes, or procedures through professional development focused on restorative practices and trauma-informed teaching practices. This plan will prepare teachers to utilize tier 1 practices to meet the diverse needs of all learners.

- Building strong classroom communities
- Use of Trauma-informed SEL/RJ strategies for responding to student behavior
- Clear School-wide Student Management System / Intervention Process
- Data-informed decision-making to determine appropriate student interventions
- Student behavior will be viewed as an opportunity for learning

Educator Professional Learning:

- Further refining MTSS at SWS including the role of educator to implement PBIS and Tier 1 supports consistently across their grade-level teams, schoolwide protocols (i.e., phone policy, restroom, and referral policies and procedures).
- Research-based pedagogy to engage students in accessible, engaging, experiential learning and groupwork/learning language using social contexts.
- Restorative Practices: Implementation of affirmative language, community circles, teacher-based supports and team intervention strategies first.
- Social Emotional Learning: Implementation of district recommended SEL curriculum in advisory.
- Trauma Informed Teaching: Implementation of de-escalation techniques first.

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 supports aligned across the teams and school with consistent implementation.
 - Need for skill development for implementation of the Tier 1 supports that were developed on teams in 2021-2022
- Special Education Teacher Push-in Support
- Co-Developed IEP / 504
- Differentiated Instruction
- Re-Set Room
 - Implemented by the safety and security teams/intervention teams
- Team Meetings
 - Alignment of student support systems

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

Tier 1: Universal

- PBIS: Wolves Tickets, Wolf Pack Leaders
- Restorative Practices (circles, restorative language)
- Community-building / SEL through Advisory
- Student Support Team Meetings
- FEAT: Family Engagements / Partnerships
- Medical / Mental Health Services (IHS)

Tier 2: Targeted

- Caregiver / Family Collaboration
- Substance Abuse Intervention
- Attendance Intervention
- Care Coordinator
- Family Support Worker Services
- Community-based Organizations Referrals

Tier 3: Intensive

- SIT Team Referrals
- Consideration for 504 / SPED
- Co-planned student interventions
- Progress Monitoring Cycles
- BECCA: Truancy

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 June of 2026, SWS will be a model of instruction for secondary newcomer students in the Seattle Public Schools. We will have highly differentiated pathways of learning that offer and support students to be college and career ready in the 11th and 12th grade, as well as support students with limited or interrupted formal education (SLIFE) students with their transition to a high school setting.

By June of 2026, 100% of our seniors will complete at least one graduation portfolio defense complete with a summative written assessment and performance assessment (i.e. oral defense) by the time they graduate in a Humanities and STEM class.

By June of 2026, over 95% of rising 11th graders (after 10th grade year) will be on-track with completing all their graduation credits based on time in the country. If they enter into the country without the needed credits, there will be accelerated options over the summer and through additional dual credit options (i.e. financial algebra) that are offered as elective credit or supplemental graduation credits.

By June 2026, we will have two years of Healthcare, computer science, and business CTE. There will be over 50% of 12th graders enrolled in advanced courses: AP computer science or running

start classes. 100% of 11th graders will be enrolled in a CTE graduation pathway. 100% of seniors will be enrolled in at least one skills center, running start, or advanced placement class.

One-year Goal:

By June 2024, over 75% of rising 11th graders (after 10th grade year) will be on-track with completing all their graduation credits based on the time in the country. This is an increase of 35% and accounts for students who enter the country credit deficient, or missing transcripts. Consequently, credit recovery options are essential for increasing graduation rates of secondary newcomer students. Currently, 65% of the rising 11th graders in spring of 2023 are enrolled in summer school.

By June 2024, we will implement Healthcare, computer science, and business CTE pathways. We will offer options for running start, AP computer science and skills center classes for all our seniors. SWS BLT would like to prioritize supporting students at the graduation levels (11th and 12th grade) catching students up with skills to be college and career ready.

We will grow our WIDA in reading to 90% growth, writing to 85% growth, listening to 85% growth and speaking to 80% growth in one year.

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

- Students will be assessed on vertically aligned rubrics that are scaffolded from 9th and 10th grade through core subject areas.
- Students will revise a five paragraph essays in both a Humanities and STEM classes as summative assessments.
- Students will complete an oral defense or other performance assessment that demonstrates growth toward verbal production of language within context, using WIDA functions.
- We will use walkthrough data, student survey data, formative classroom-based assessments gathered by teachers, IRLA data, grades and WIDA data as assessment tools. Longer term, we also seek to use graduation data as measured by WA state high school credits they start with (not age) and time in the country, college acceptance, attendance and persistence after their first two years to inform the program and instructional model.

The quantitative data that we will use is:

- WIDA data
- IRLA data
- Portfolio assessment data (summative written and performance assessments)
- On track for graduation data (by credits). This can include grades data.

The qualitative data that we will use is:

- Student Survey data
- Walkthrough data
 - Observations of extended student interactions and higher order thinking in classes.
- Performance assessment data

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:

Guardrail 3 supports the mission and vision of Seattle World School because we believe in anti-racist practices as suggested by the book, Street Data, we will not fall into “equity traps”, such as tracking or non-inclusive, non-culturally responsive practices that work against our mission and

vision to “empower students as self, and global advocates in our rapidly changing world”. We have to see students as holistic human beings in order to maintain an anti-racist commitment to inclusive, heterogeneous classrooms that address status and build student identity in the classroom.

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:

- Content PLCs and vertical alignment of integrated content and language standards
- Horizontal alignment of Tier 1 classroom supports and structures that support:
 - Team supports
- Supplemental math and literacy classes in addition to extended core content time
- Project based/experiential learning:
 - Backwards-planned summative written and performance assessments that holistically assess student growth
- Equitable grading practices
- CTE Pathways by student choice
- Accelerated credit acquisition through summer learning and enrichment

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

As a part of the principal leadership change process, the professional learning plan is being over-hauled for the 2023-24 school year. This will be done in partnership with our Building Leadership Team.

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:

As a part of the principal leadership change process, the MTSS system is being over-hauled for the 2023-24 school year. This will be done in partnership with staff in August of 2023.

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

As a part of the principal leadership change process, the MTSS system is being over-hauled for the 2023-24 school year. This will be done in partnership with staff and community partnerships in August of 2023.

Advanced Learning and Highly Capable Services: In Progress

Expanded Learning opportunities for students through afterschool or summer programs:

As a part of the principal leadership change process, the expanded learning plan is being over-hauled for the 2023-24 school year. This will be done in partnership with staff and community partnerships in August of 2023.

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:

By Spring 2026, all school teams (grade level, FEAT, PLCs, RET, BLT, IC, etc.) will have caregiver and student representatives to systematically incorporate both student and family voices and vision into planning and decision-making.

One-year Goal:

By Spring 2024, we will have structures in place to recruit and support the leadership development of caregiver and student representatives. Our educator professional learning plan will include ties to restorative practices through cultivating culturally responsive and reflective educator practice.

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:

Guardrail 1 focuses on ensuring that students of color who are furthest from educational justice, as well as their families, are actively engaged in the decision-making processes and initiatives of Seattle World School. By incorporating their perspectives, preferred languages, and accommodations for disabilities, the plan aims to address the specific needs of these students and create a more inclusive and equitable educational environment.

Our vision acknowledges the importance of authentic two-way partnerships with families and the community, emphasizing shared responsibility for student success. This approach recognizes that students' families and communities play a crucial role in supporting their educational journey. By actively involving them in identifying needs, determining solutions, and implementing initiatives, the plan ensures that their voices are heard and valued.

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:

Our professional development plan will prepare educators with an awareness and knowledge of cultural diversity and unspoken power dynamics. Educators will employ culturally responsive

communication strategies to partner with caregivers proactively. Home visits will add to the readiness of our staff to authentically engage with families and disrupt systemic inequities.

To prepare educators, we will work to:

- Actively and Proactively Engage Caregivers
 - Provide resources and guidance on conducting meaningful caregiver-teacher conferences and parent engagement events, ensuring they are inclusive and welcoming to all families.
 - Provide opportunities for educators to participate in follow-up workshops and coaching sessions to deepen their understanding and skills in building effective partnerships with caregivers.
- Utilize Effective Communication Strategies:
 - Encourage educators to learn key phrases in languages spoken by students and families, fostering a welcoming and inclusive environment.
 - Provide resources and tools for effective communication, including templates for newsletters, progress reports, and conferences that consider cultural and linguistic diversity.
- Consciously Address Individual Bias and Systemic Inequities Centering Anti-Racist and Anti-Ableist Practice:
 - Discuss cultural competence and its role in building effective partnerships with caregivers from diverse backgrounds.
- Engage educators in critical conversations and reflections on their own biases and privileges, encouraging them to disrupt and dismantle inequitable practices and policies within their classrooms and the school.

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:

At Seattle World School, we want to establish authentic two-way partnerships with families and our community to create a culture of shared responsibility for student success. 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, build trusting relationships, and empower the voices of those who can help us meet these needs.

To achieve this, we rely heavily on our Family Engagement Action Team to develop foundations for increasing opportunities for caregiver leadership, eliciting regular feedback, and using data to evaluate our work using the Plan-Do-Study-Act protocol.

We will utilize the following (non-exhaustive) culturally responsive strategies, processes, and/or procedures for family and community partnerships:

- Advisor Conferences
- Quarterly New Student Orientation
- School Newsletter
- Social Media
- Communication Outreach
- Caregiver Panel (w/ compensation)
- Interpretation Services
- Intervention Meetings
- Monetary investment for events, food, compensation
- Family Engagement Action Team

- Regular Community Meetings (3 each semester, a total 6 for the year) based on caregivers needs and wants
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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: In Progress

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:

Our advisories are set up to support community circles and community building. Advisers are encouraged to build relationships across cultures, and case manage students, understanding them holistically, and teaching SEL curriculum. This is the core of developing restorative practices in the community. It has to start with community building before the restorative work so that harm does not occur. Additionally, having IAs who support an advisory (someone that shares an identity and experiences to our students) and the house administrator has proved to increase the sense of belonging survey data and opportunity for students to have an adult at the school they can talk to.

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

Our lead partner, Kandelia, has a diverse, multilingual staff that supports our students. Having them support student-led community building events planning, such as culture fair and newcomer club is essential to increasing a sense of belonging. They were also able to offer enrichment for students beyond the school day. Given our low sense of belonging data for Asian and African students, a next step is to leverage their multicultural staff to create opportunities to develop a sense of belonging.

Additionally, ICHS has a diverse staff. Integrating them into the community and finding a way to systematize their involvement and collaboration through the student support meetings and student intervention team meetings is a priority. This will increase representation, a sense of belonging, and connection to the school through the health services that they offer to students and families.

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

We have sought to move IAs and our coordinated care provider into teaching positions in collaboration with the Seattle Public Schools ARE pathways or CTE department, which are programs seeking to increase diversity in the workforce. These programs support our strong IAs

to move up both in pay and status in the community. They are people that share identities and experiences to our students. Increased representation of these teachers in our community is one of the highest leverage strategies to increase both expectations of students (rigor in the classroom) and a more inclusive, culturally responsive work environment.

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: LAP and Title

Amount: In Progress

How will funds improve student learning? We will hire a Literacy Intervention Specialist (AIS) to close the opportunity gap for students with limited or interrupted formal education through targeted foundational literacy development.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: OSSI

Amount: \$53,000

How will funds improve student learning? We will hire a 0.5 Truancy specialist/Restorative Practices specialist.