

# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Nathan Hale High School

### Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

### Introduction

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 by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

## Seattle Public Schools Foundational Beliefs for Supporting Student Learning

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.

As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **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.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

## School Profile

Nathan Hale High School is a diverse school enrolling 1103 students in NE Seattle. 37% of students are classified as low Income, 16% qualify for special education services, and 8% are Multi-lingual learners (MLL). Racially, 10% identify as Asian, 12% as Black, 14% as Latinx, 1% as Native American, 10% as multiracial, and 53% as White. As a Coalition of Essential School, we work to align our 10 Common Principles through our building-wide programs and our ongoing professional development. Our 9th grade Academy and 10th grade Humanities represent the highlight of our building wide programs.

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

## Priorities and Measurable Goals

### High School Focus Goal: 9<sup>th</sup> Grade On-Track

#### **Priority Goal:**

For the 2022-23 school year, at least 90% of 9<sup>th</sup> grade students of color furthest from educational justice will accumulate sufficient credits (6+ or more) to be on-track to graduate in 4 years.

#### **Target Goal #1:**

[We will increase credits earned by African American males to 6 credits improving college and career readiness by the end of 9<sup>th</sup> grade.]

#### **Target Goal #2:**

[We will increase successful transition of 9<sup>th</sup> graders into 10<sup>th</sup> grade, improving 9<sup>th</sup> and 10<sup>th</sup> grade on-track for graduating college and career ready.]

### Safe and Welcoming Environment Goal

#### **Priority Goal:**

[For the 2022-23 school year, as measured in the Atlas Report Center, our average daily attendance (2021-22 YTD 85%) will be at or above district average.]

#### **Supplementary Goals**

-We will achieve a 100% graduation rate for all students; monitored quarterly through MTSS process.

-We will achieve a 100% graduation rate for African American males and Latinx males; monitored quarterly through MTSS process.

## High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an

**intentional focus on African American males.**

*To achieve educational justice*, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

## School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

Implementation strategies for school-wide systems of support will include:

- Improve proactive progress monitoring using data and assessment with the involvement of families and community
- MTSS team will use cycle of inquiry to analyze and demonstrate progress through academic data, attendance data, and student surveys.
- Professional development will improve educator use of SMART goals in order to increase progress monitoring and cycle of inquiry.
- Professional development will improve educator implementation of equitable grading practices.
- Continued implementation of Project Based Learning guided by 21<sup>st</sup> century skills and the profile of a graduate.
- Improve staff readiness for the implementation of Project Based Learning to support students receiving tier 2 and 3 supports.
- Addition of 9<sup>th</sup> Grade Care Coordinator to support 9<sup>th</sup> grade on-track.

We will know our work has been successful when:

- Demonstration of increased student engagement with curriculum via student survey.
- Analysis of academic data, attendance data, and student survey quantitative and qualitative data.
- Staff is using SMART goals to monitor assessment data.

## Gap Closing Practices and Special Services

**Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.**

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of



“Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

To promote a culture of caring and belief in Black Excellence and to help all 9<sup>th</sup> graders stay on track for graduating college and career ready, we will increase academic supports for Tier 1 instruction through specific and intentional professional development for Nathan Hale educators.

Additionally, we will advance Tier 2 and 3 supports through specific and intentional professional development, helping all 9<sup>th</sup> graders stay on track to graduating college and career ready. This will include support and development of promoting content area teachers’ collaboration with intervention teams, counselors, special education teachers, English Language Learning specialists, 9<sup>th</sup> Grade Care Coordinator, and partner case management wrap around services.

## Practices and Strategies

**We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.**

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

Using assessment and data practices designed to help all 9<sup>th</sup> graders stay on track to graduating college and career ready, the Professional Development team will develop a plan with families as partners, advocates, and collaborators in decision making and responsive instruction. Essential practices will include:

- Progress monitoring
- Collaboration across departments, partner programs and wrap around services
- Identifying staff and community needs driven by CES Principles
- Continued implementation of Project Based Learning guided by 21st century skills and the profile of a graduate

- Improve staff readiness for the implementation of Project Based Learning to support students receiving tier 2 and 3 supports.
- Professional development to improve educator implementation of equitable grading practices.
- Progress will be monitored via cycle of inquiry including the MTSS team, department leaders, and professional development team.

## Safe and Welcoming Environment

**Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can to learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.**

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

[For the 2022-23 school year, as measured in the Atlas Report Center, our average daily attendance (2021-22 YTD 85%) will be at or above district average.]

Implementation strategies for safe and welcoming environment include:

- Identifying staff and community needs driven by CES Principles
- Whole child supports for transitions (entering 9<sup>th</sup>, mid-year entry, grade level transitions)
- Mentorship (tier 1) peer to peer strategies. Mixed grade-level bridging experiences. Affinity mentorship.
- 8<sup>th</sup> to 9<sup>th</sup> grade bridge, MTSS, family, and peer strategies to promote safe and supportive
- Family engagement nights, outreach for all families

We will know our work has been successful when:

- Demonstration of increased student sense of belonging via student climate survey.
- Demonstration of increased family engagement.

## Inclusive and Authentic Engagement

**Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.**

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.

## Family and Community Goals

### **Priority Goal:**

[By June, 2023, 100% of Nathan Hale families will report in a school based survey having received weekly communication from school and teaching staff. Strategies will. Strategies will be to promote a culture of caring and belief in student achievement by helping all 9th graders stay on track to graduating college and career ready, we will regularly engage families, develop resources to support learning at home, maintain frequent and regular communications (via email, phone calls, video conferencing, Schoology, the Source, progress reports), and promote positive family-communication by providing a weekly bulletin announcement for students and families, along with providing a weekly Friday message to families to access pertinent schoolwide information.]

### **Target Goal:**

[By June, 2023, 100% of 9<sup>th</sup> grade students will earn 6+ credits. To achieve this, in partnership with families and community, we will promote a culture of caring and belief in Black Excellence and to help all 9th graders stay on track to graduating college and career ready, we will utilize our multiple tiered systems of support to meet with families regularly with attendance check-ins, engage students and families in conferences, maintain frequent and regular communications (via email, phone calls, video conferencing, Schoology, the Source, progress reports) with students and families to promote positive family-communication, with these targeted supports focused on grade 9 African-American males, and our students furthest from educational justice

### **Plans for Family Engagement**

Implementation of the Family Engagement Plan to support essential practices will include:

- MTSS team and family identification of students
- 8th to 9th grade bridge, MTSS, family, and peer strategies to promote safe and supportive engagement
- Family engagement nights, outreach for all families
- Whole child supports for transitions (entering 9th, mid-year entry, grade-level transitions)
- Frequent and regular communication home.
- Accessible online communication systems.
- Partnerships with community programming.