



Continuous School Improvement Plan 2023/24

Seaview Academy K-12, PASD



Principal: Mace Gratz

District Profile

The 2023-2024 school year is going to be an incredible year of learning for our students. Our goal is to have all students learning at high levels. We believe that positive relationships are the foundation of our work. We believe that relationships are built by working together to support our students. At the focus of our work is our commitment to equity. We are creating a school system that ensures systemic educational equity for each student, family, and staff member.

We are committed to our PASD Strategic Plan and to the following goals: **Teaching and Learning:** We believe that each student, when provided with effective instruction and services/supports that create relevant learning opportunities, will graduate. All students will graduate college, career, and life ready. **Social-Emotional Learning:** We believe in using equitable systems and supports to educate the whole child because this creates expert learners. Students who receive comprehensive SEL instruction demonstrate higher rates of post-high school success. **Facilities:** We believe each student learns better in a safe and secure building. The overall goals of capital improvements include modern safety and security upgrades, and modern teaching and learning environments. **Dynamic Communication:** We believe students learn best when staff, families, and the community are our partners. We want to develop and maintain communication systems that effectively connect these groups.

We are partnering with local providers and community groups to provide needed resources and supports. We will be using classroom and district-based assessments to identify the next level of instruction needed for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices including Professional Learning Communities, and Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior, social-emotional learning, and attendance. These systems allow us to be not only proactive, but also to be responsive with our interventions and support to help all student be successful learners.

School Profile

Seaview Academy is a free, public Alternative Learning Environment (ALE); serving students in Washington State. Seaview teachers are Washington State certified to provide distance learning options to students in grades K-12. Seaview Academy provides the full spectrum of core and elective classes; in a non-traditional manner through the Edgenuity and Buzz learning platforms. A Written Student Learning Plan is developed for each student by a mentor teacher, who provides support, monitoring, and guidance, so students achieve the academic objectives of the Written Student Learning Plan.

Seaview teachers and staff provide individualized, personalized and relevant curriculum and instruction for all students. Seaview’s Vision and Mission is to provide families with a high quality, personalized, and relevant education ; while offering families flexibility within Seaview’s educational program.

Seaview currently serves 298 students (46 elementary k-6, and 252 secondary 7-12). 44 students reside outside of the PASD boundaries. 54% of students are identified as eligible for free and reduced meals.

Reporting Schedule	School Submitted	Board Summary
CSIP	10/13/23	11/09/23
Mid Year Review	2/23/24	3/14/24
Final	6/21/24	6/28/24

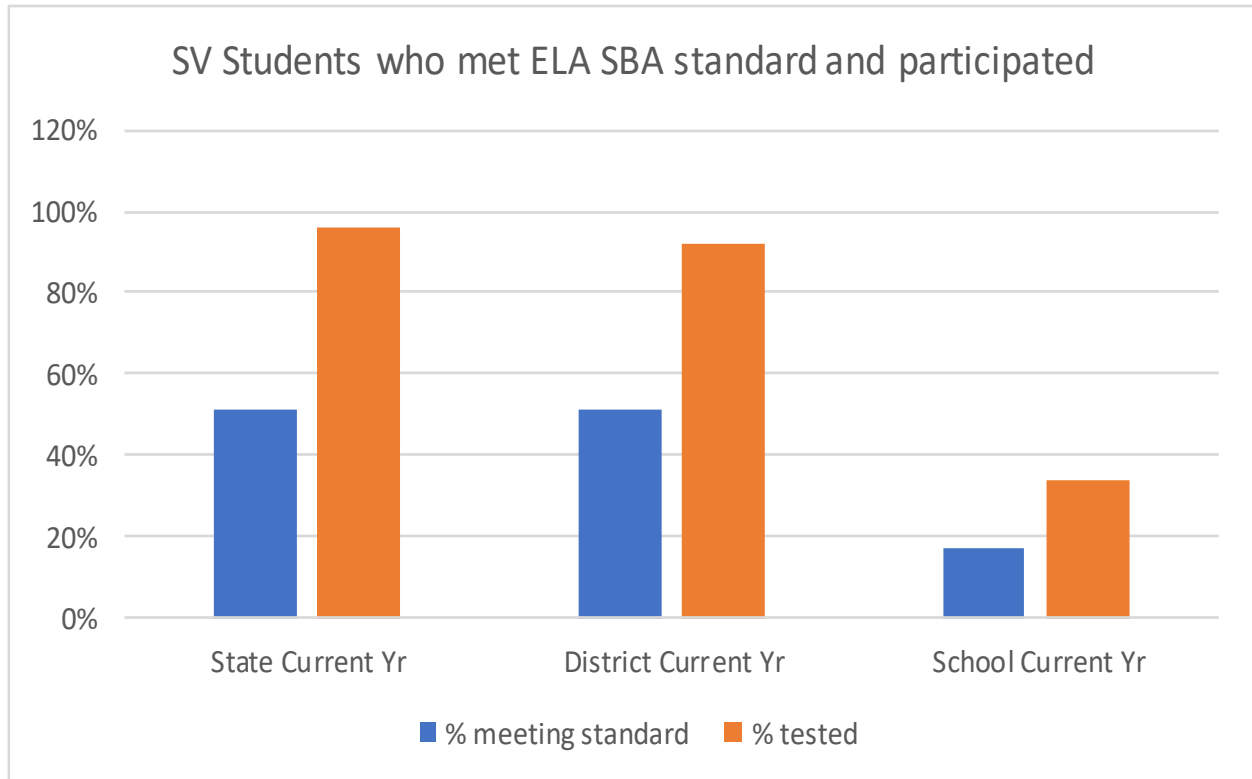
Needs Assessment Completed on: 12Oct2023

Needs Assessed By: Mace Gratz, Victoria Helwick, Jason Gooding, Seaview Teachers, Summer Cooper, and Kaitlin Smithson

PASD Strategic Plan Teaching and Learning (ELA):

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice. 2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.

All Seaview Students (3-8, 10 grades), compared to District and State



ELA Needs Assessment/Implications:

Seaview’s highest priorities are:

- Increasing ELA proficiency system-wide; average is 17%
 - Use MAP/DIBELS and Edgenuity progress to guide PLC in formulating interventions
- Increase male student proficiency; 10% baseline
 - Use MAP/DIBELS and Edgenuity progress to guide PLC in formulating interventions
- Increase participation in ELA SBA from a 34% baseline
 - Remote learning has challenges with test participating—develop clear communications for family upon entry and during assessment windows

SMARTIE Goal: SY 2023–2024 SMARTIE Goal #2: Using data and collaborative thinking from staff, students, and families, Seaview will increase the average ELA proficiency of all students from 17% to 47% as measured by the SBA by June 30, 2024

Student Group Focus: for male students from 10% to 37%

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	What short– and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
<ul style="list-style-type: none"> • Select Essential Standards in ELA with staff through PLC process (3) • Support student achievement and interventions through PLC process and disaggregate data according to grade and sub-groups(3) • Offer several enrichment opportunities for writing and literacy (2) • Offer afterschool tutoring (3). • Survey families to identify needs and increase assessment participation. 	<ul style="list-style-type: none"> • Benchmark progress monitoring data • DIBELs and MAP data • SBA Data • Student Needs and Perceptual Survey Data 	These particular activities aim to offer Tier 1 and Tier 2 supports for students by exploring core barriers to non-engagement in courses for each specific subject, and offering several additional supports during in after school with courses such as Writer’s Workshop, gen. ed. Para-educator support during the school day, and after school tutoring with teachers.

Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
<ul style="list-style-type: none"> • Principal • ELA Lead Teachers 	<ul style="list-style-type: none"> • Selecting essential standards—October, 2023 • PLC process—ongoing • During school day—ongoing • After school tutoring—Decembner, 2023 	Funding through OSSI school improvement grant Learning coach support for PLC process PD through WALA

PASD Equity Goals (Actions)

Review the activities listed above indicating how they are connected to our equity goals. (The # in () corresponds to the equity goal below.)

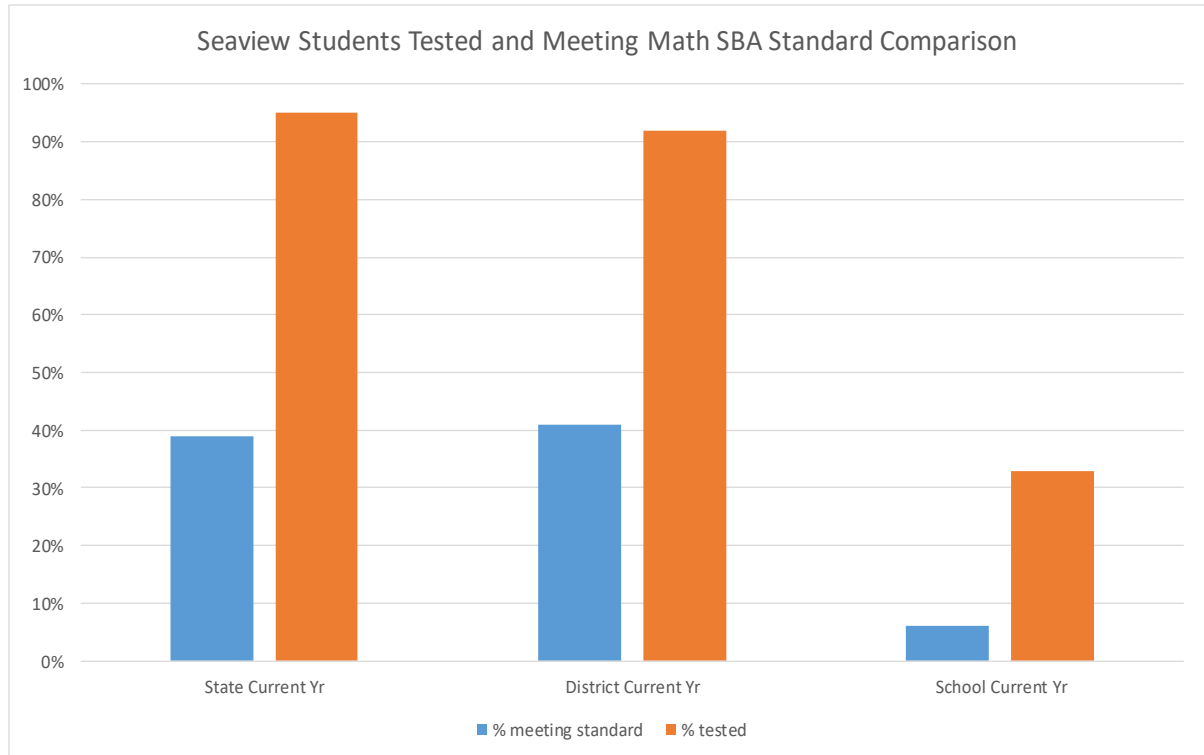
The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

1. Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.
2. Commit to raising achievement levels for all students by ensuring educational equity.
3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.
4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.

PASD Strategic Plan Teaching and Learning (math)

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice. 2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.

All Seaview Students (3-8, 10 grades), compared to District and State



MATH Needs Assessment/Implications:

Seaview’s highest priorities are:

- Increasing math proficiency system-wide; average is 6.4%
- Increase grade 3 profiline
 - Elementary PLC focus on 3rd grade
- Increase participation in Math SBA from 33% for all grades
 - Survey families to identify ways to increase assessment participation
 - Increase communications for assessment at enrollment and during testing windows

SMARTIE Goal: Using data and collaborative thinking from staff, students, and families, Seaview will increase math proficiency for ALL students from 6.4% to 26.4% as measured by the SBA by June 30, 2024

Student Group Focus: for 3rd grade students from <27% to 45%

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	What short– and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
<ul style="list-style-type: none"> Survey students in each grade about math struggles and needed supports (1) Solidify the universal supports for math schoolwide K-8 (2) Select Essential Standards in math with staff PLCs, disaggregate by grade and subgroup (1) Provide tutoring and enrichment opportunities to support math academic success (4) Survey families to identify needs and increase assessment participation. (1) 	<ul style="list-style-type: none"> District Benchmark Data—SBA formative, MAP data Edgenuity progress PLC data collection Student Needs and Perceptual Survey Data 	<p>These particular activities aim to offer Tier 1 and Tier 2 supports for students by exploring core barriers to non-engagement in math, and offering several additional supports during and after school with in-person and online tutoring sessions. Seaview is also exploring Para-educator support during the school day for academic tutoring through OSSI grant.</p>
Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
Principal Math Lead Teachers Counselor	Benchmarks—quarterly Edgenuity progress—continuing PLC process—continuing Surveys - quarterly	OSSI School improvement grant—for additional staff and staff hours WALA support for PD
<p align="center">PASD Equity Goals (Actions)</p>		
<p align="center">Review the activities listed above indicating how they are connected to our equity goals. (The # in () corresponds to the equity goal below.)</p>		
<p>The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.</p> <ol style="list-style-type: none"> Identify and mitigate the negative presence of bias, prejudice, racism, and inequity. Commit to raising achievement levels for all students by ensuring educational equity. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students. 		

Current % of Seaview Students meeting attendance threshold of 90% and regularly completing weekly check-in with mentor teacher:

23%

of students have attend 90% of check-ins

CSIP 2023/24 SEL

SMARTIE GOAL: Using data and collaborative thinking from staff, students, and families, Seaview will increase the attendance of all students from 23% to 50% who have met the 90% attendance threshold as measured by our local district’s attendance data by June 30, 2024.

Student Group Focus: for high school males and increase from 12% to 35%.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	What short– and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
<ul style="list-style-type: none"> Administer Student Self-assessment on learner behaviors and incorporation of target strategies based on student needs. (1) Create systems to clarify attendance procedures upon enrollment, streamline attendance notifications and truancy process. (2) Collaborate with staff to create systematic approach for identifying students in need of SEL support and communicate to counselor and navigator. Increase access to guidance counseling and identification of students in need of SEL support w/ a focus on male students(4) 	<ul style="list-style-type: none"> Weekly attendance data Student perception data Family perception data Attendance notification and Truancy referral data 	These particular activities aim to offer Tier 1 and Tier 2 supports for students by exploring core barriers to non-attendance, and ensuring appropriate communication and follow-up systems are administered.

Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
<ul style="list-style-type: none"> Principal Mentor Teachers Counselor Attendance Secretary 	<ul style="list-style-type: none"> Attendance Monitoring—Weekly, ongoing Surveys administered—quarterly Systems—September 2023 	<ul style="list-style-type: none"> District Family Navigator Clallam County Juvenile Services NOHN and PBH services WALA Supports and PD

PASD Equity Goals (Actions)

Review the activities listed above indicating how they are connected to our equity goals. (The # in () corresponds to the equity goal below.)

The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

- Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.
- Commit to raising achievement levels for all students by ensuring educational equity.
- Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.
- Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.

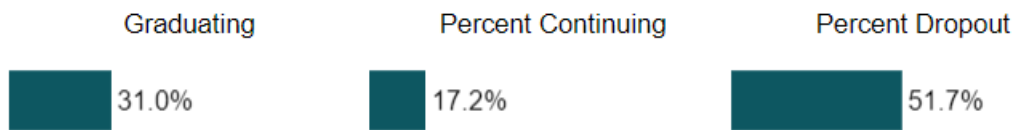
PASD Strategic Plan Facilities & Communication

1. Environment are innovative, safe, and provide for the well-being of all users. 2. Communication systems are clear, concise, consistent, and accessible. 3. Cultivate partnerships to ensure all students graduate from high school career and/or college ready.

Students on Track to Graduate w/cohort by Grade and Credits

10th	Low Risk (>=6.0)	29	13.24%
11th	Low Risk (>=11.0)	43	19.63%
12th	Low Risk (>=17.0)	40	18.26%
12th	Moderate Risk (16.0-16.99)	5	2.28%
11th	Moderate Risk (10.0-10.99)	2	0.91%
10th	Moderate Risk (5.0-5.99)	7	3.20%
10th	High Risk (<5.0)	21	9.59%
11th	High Risk (<10.0)	17	7.76%
102h	High Risk (<16.0)	26	11.87%

Seaview Academy Graduation Rate 2021-22



F & C Needs Assessment/Implications:

Seaview Academy's highest priorities are:

- Increasing on students on track to graduate from 59% to 75%% (24% to 50% for low-income students)
- Increasing on time high school graduation from 41% to at least 60%
- Increasing student opportunities to retrieve credit
- Increasing student supports to earn credit
- Increase students on track each semester

SMARTIE GOAL: Using data and collaborative thinking from staff, students, and families, Lincoln will increase students on track to graduate rate of all students from 59% to 75% as measured adjusted graduation rate by June 30, 2024.

Student Focus: for low-income students and increase from 24% to 50%

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your	What short– and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
<ul style="list-style-type: none"> Survey families and students about barriers to school engagement from T1 perspective. (1) Collaborate with staff to articulate essential standards and clearly communicate requirements for course completion and offer multiple avenues of academic support during and after school (3,4) Designated staff will attend professional development ALE supports and strategies (2) Develop an array of courses and credit earning opportunities with families, students and community to support CTE and graduation pathways (4) 	<ul style="list-style-type: none"> Perceptual and needs surveys of students Credits earned report—homeroom Graduation Rates Grade Distribution Reports 	These activities explore how to improve T1 supports and to ensure all students have several opportunities for success. Additionally, these activities improve T2 supports by expanding graduation pathways and multiple opportunities for credit retrieval.
Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
<ul style="list-style-type: none"> Principal Counselor Lead Mentor Teacher Secondary Mentor Teachers 	<ul style="list-style-type: none"> Progress WSLP—Monthly Credits earned reporting - quarterly Surveys—quarterly 	<ul style="list-style-type: none"> OSSI Grant for additional staff time and personnel WALA PD opportunities District Navigator Support

PASD Equity Goals (Actions)

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Additional Needs Assessment/Implications:

Providing support for students online can be challenging for those who have an I.E.P. with high service needs, irregular attendance, or mental health issues. Online learning requires a high degree of self-directed focus, and organization, along with families who are able to support the students as learning coaches. Online policies and procedures do not allow for students to stay in the program if they have three consecutive months of not making academic progress. This requires a student to be sent back into a Brick and Mortar school. This can be complicated if they need to transfer in the middle of a grading term. If the student is in high school this means they are at high risk of not earning credit.

Special Education services can be complicated when serving students online. Students receiving special education services through an online program often still need the same services they would receive in a Brick and Mortar school. This can be challenging for both the special education and the general education teacher as they work in the constraints of online curriculum, with limited options for regular in-person learning.

Seaview can be an option for families who are experiencing homelessness, because they can access their curriculum anywhere they can get internet. So, they can continue in school even if they have to move out of Port Angeles. However, there is potential these students may lose out on the opportunities for the stability offered in the school building.

High school students who are working full-time to support themselves and their families can graduate because an online program allows them to work whenever they have the time. They can flex their hours so they can both work and graduate.

High school students who are deficient in credits often choose to do online because they can work at a faster pace and just take the classes they need to graduate. This option is often the only way they can graduate with their cohort.

SBA, other formal assessment, and survey preparation and administration can be challenging for teachers when students are learning asynchronously. Because of this it is essential to increase parent understanding and buy-in in order to have participation rates be commensurate to the brick and mortar setting. Seaview staff continue to strategize and implement systems to increase communication and family involvement.

ELA pgs. 2&3	Mid-Year Review 2/13/24: What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/24:

Math pgs. 4&5	Mid-Year Review 2/13/24: What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/24:

Social-Emotional. pgs. 6&7

Mid-Year Review 2/23/2024: What data was reviewed and what changes are being made as a result?

End of Year Assessment 6/21/2024:

Facilities/Comm. pgs. 8&9

Mid-Year Review 2/23/2024: What data was reviewed and what changes are being made as a result?

End of Year Assessment 6/21/2024:

Preliminary Planning for 24-25: Adjust and briefly restate your SMARTIE goals, reinterpret, or rewrite as necessary. Incorporate adjustments as needed using comments and observations from the Mid-Year review and End of Year Assessments