



Continuous School Improvement Plan (C-SIP)
Cleveland STEM High School
2016 - 2018
Principal: George Breland

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School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. Cleveland's BLT approved our CSIP plan on November 15, 2016 and will reapprove for the 2017 – 2018 school year in August, 2017.

Mission and Vision

Mission:

Real-world preparation for real-world success in personalized, relevant and rigorous small learning communities.

Vision:

At Cleveland High School, we...

- **Prepare** our students in STEM
 - We use a school-wide project-based approach for authentic learning.
 - We provide a 1:1 laptop program for students to enhance learning.
 - We expect 4 years of science and mathematics for every student.
- **Produce** a diverse and united culture
 - Students find acceptance amongst peers of different backgrounds and social classes without cliques.
 - Students access resources such as peer and adult mentoring, small group collaboration, and social and emotional support.
- **Push** ourselves to continually risk, grow and learn
 - We embrace a growth mindset towards adult and youth learning.
 - We are not afraid to try different approaches to learning.

Students and staff seek challenge and learn from mistakes.

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. Teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

STEM: Science, Technology, Engineering, and Mathematics

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

Our school team has reviewed a variety of data, including disaggregated SBA and Biology End Of Course, Student, Staff & Family Climate Survey results, disaggregated grade distribution data, weekly learning walk observations, Data In A Day collaborative learning walk data, and classroom observation data from our NTN partners, data from teacher surveys provided by admin team and PD Committee. We found much to celebrate: a continued rise in graduation and college-going rates for our students, increased achievement generally and among African-American students on our ELA State Assessments, high levels of student and family satisfaction with our instructional program on the climate surveys, and indicators of a positive and professional culture on our staff climate survey.

Our focus of concern for student learning rested in two areas:

- 1) Student relationships with adults in the building—our student climate survey showed drops in positive responses in many categories last year. Additionally, we noticed significant racial disproportionality when analyzing discipline data for 2015-16.
- 2) In 2015-16, we celebrated continuing improvement in testing results, graduation rates, and college-going rates, as well as teachers' work to develop more common assessments and analysis of those results. Data indicated that the next area of focus should be developing instruction that was more responsive to variations in student learning—students getting either the remediation or additional challenge that is needed.

Specific student learning problems:

- 1) Relationships appear to need strengthening between students and teachers.
- 2) Instruction needs to be better adjusted in response to assessments of student learning.

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- Careful constructed testing schedule. Students assigned by content teacher. Teacher set expectation for testing.
- Teachers sent lists of students testing for the day to encourage reluctant students
- Met with parents refusing to have students tested to review benefits of taking the test.
- Calls to students and families to encourage them to take if not a required graduation requirement and they did not test. Primarily Running Start, Special Education and students with chronic attendance issues.

We will use research-based strategies that help targeted students.

How we address all students learning needs, particularly low-achieving students:

Theory of action: If we take the following actions, we will see improved relationships and more responsive adjustment of instruction:

- 1) Continue our commitment to Project-Based Learning, a block schedule, the use of technology to drive student inquiry, inclusion, and counseling all students into college-eligible coursework (two years of World Language, four years of math and science, and additional STEM pathway courses). PBL creates an instructional setting where all our students are required to solve real-world problems, and to collaborate in a way that reinforces the differing contributions all students can make. PBL allows for significant differentiation for all learners, including advanced learners.
- 2) Continue extended day activities supporting students' academic and social/emotional well-being, including our Cleveland After School Help program (CASH) where students receive tutoring from Cleveland staff.
- 3) Shift the focus of our Professional Learning Communities (PLCs) from assessment to adjustment of instruction. These teams will be regularly reviewing common student assessment data and monitoring their progress, in order to plan instruction that responds to their needs, including the needs of advanced learners. Adjustment of instruction is now a focus of weekly learning walks conducted by administrators, teachers, students, family members, and community partners. Administrators will work with specific content teams to provide additional tools for the differentiation that students need. Additionally, this year co-teachers with ELL and Special Education expertise are working directly with their PLCs as a resource for differentiated assessment and instruction.
- 4) Work to systematize our Restorative Justice practices to address both disproportionate discipline and student climate issues that showed up in last spring's survey. Dean of Students has created a system for students, teachers, and administrators to request a Restorative Circle; the team has developed a new flowchart of steps for dealing with problematic behavior, which includes restorative steps.

Our school offers professional development that is high quality and ongoing.

In collaboration with our teacher-led PD Committee, we have created a calendar of teacher-led, embedded professional development for the year. It includes regular time for PLC teams, and department teams to meet, as well as opportunities for teachers to share project ideas with an interdisciplinary group of peers, and to get feedback. Our Race and Equity team have also worked to bring opportunities for experts in trauma-informed practice to share knowledge and strategies with our staff.

Evidence about the impact of PD at Cleveland can be drawn from several sources. The staff climate survey in Spring 2016 revealed high levels of positive responses, most trending upward from the past year, about our professional culture and instructional practice. For example, 92% of surveyed staff responded positively to the statement "This school has a collaborative work culture," and 69% to the statement "We use common formative and interim assessments to help us plan and improve instruction collaboratively." This last response was up 26 percentage points from the previous year; our focus for the past two years in PLCs has been assessment. Additionally, SBAC data from Spring 2015 to Spring 2016 showed improved student achievement in total, and among African-American students, ELL students, and Special Education students (except in math for Sp.Ed. students, and ELA for ELL students, which remained static). These indicators, plus qualitative data from administrative observation of classrooms and PLCs and departments at work, speak to the effectiveness of the professional development work at Cleveland.

Our school will increase parent/family engagement.

Our Family Engagement Action Team is working with Johns Hopkins University partners under a grant to fund transition work. This work has led to revisions in both our Bridge Night event and our Student-Led Conferences. Our FEAT team has also been designing innovative ways to connect with families outside of traditional school occasions, from events in community locations such as El Centro de la Raza and Rainier Valley Cultural Center, to bringing counseling staff out to sports events, where they can meet one-on-one with families who don't always make it to open house or curriculum night events.

Our staff is involved in decision-making.

We have several committees that form the backbone of our staff's involvement in decision-making.

- Our Building Leadership Team has been a strong governing body in our building for the past several years. They are the lead organization through which the PD Calendar proposal, budget proposals, mission and vision language, event planning, are vetted and approved (or recommended to whole staff in a whole staff vote). Positions are open for election each year.
- Our Professional Development committee is composed of department heads, Career Ladder Teachers, and other teachers interested in determining the content of our professional development. It meets monthly, monitors the progress of PLCs via qualitative feedback and survey results, and designs our annual Summer Institute.

Our Race and Equity team began last year, but has quickly taken on an important role within the school. Members work with the BLT and the PD Committee to ensure that the work of the team is integrated throughout the building's decision-making bodies.

We will assist our students to meet standard.

We will support students at the Tier 1 level by working to improve our core instruction, via robust PLC work in adjusting instruction to respond to student needs and strengths, as well as schoolwide work on trauma-informed and restorative practices. As part of our Tier 1 strategies, our philosophy of homework includes two key tenets: first, homework should be meaningful practice of a skill or extension of a concept; second, we strive to use sound grading practices with regards to homework—in Cleveland's School-wide

Learning Outcomes, homework is typically graded in the Agency category, which means that it has less impact on students' overall grade than assessments of Knowledge and Thinking. We will support students at the Tier 2 level by providing support classes in reading and math, and extended day opportunities for tutoring. We will also provide in-class tutors and case management for 9th (and select 10th) graders. We will support students at the Tier 3 level by continuing to strengthen our inclusion practices (such as co-teaching) so that general education teachers are continually increasing their knowledge and skill in supporting students served in ELL and Special Education programs. We will also support district initiatives to improve service delivery to students with IEPs, and monitor data on the progress of our students served by the Special Education and ELL programs.

Retain high quality, highly effective, and highly qualified staff.

We are very proud of our innovative, hard-working staff, and celebrated the fact that last spring, 100% of our teachers responded favorably to the statement "Most days, I enjoy working here" on the climate survey. We strive to maintain a positive, energetic staff community, and work as a staff to constantly improve our collaboration skills. Our staff has an average of 8.9 years of experience, and 73% hold advanced degrees.

The percentage of staff considered "highly qualified" (HQ) are made available to all families each fall. When necessary, each non-highly qualified instructional staff writes a plan in collaboration with our principal and the Human Resources department to become highly qualified as soon as possible. Non-highly qualified IAs do not provide instruction until they become HQ. Currently, the percentage of teaching staff considered Highly Qualified (HQ) is 98.5%.

How do we support the transitions of new students and families into our school?

Cleveland provides significant support to incoming 9th graders, in the form of family events particular to that grade, such as our spring Bridge Night and a fall Freshman Orientation. Additionally, we provide a summer bridge program called Project 206. We also use an advisory system that emphasizes the role of advisor as a connector with families, and that works with our counseling team to deliver grade-appropriate College and Career Readiness information to students and families. We provide Link Crew at our school—a peer mentoring program where selected juniors and seniors provide mentoring support to 9th graders through advisory class. Our Family Engagement Action Team is working with Johns Hopkins University partners under a grant to fund transition work. This work has led to revisions in both our Bridge Night event and our Student-Led Conferences. A case management team with specialties in attendance, academics, and social-emotional support works with 9th grade students and teachers to refer, monitor, and connect with students and families needing Tier 2 supports.

How do we support students identified as Highly capable?

Continue our commitment to Project-Based Learning, a block schedule, the use of technology to drive student inquiry, inclusion, and counseling all students into college-eligible coursework (two years of World Language, four years of math and science, and additional STEM pathway courses). PBL creates an instructional setting where all our students are required to solve real-world problems, and to collaborate in a way that reinforces the differing contributions all students can make. PBL allows for significant differentiation for all learners, including advanced learners. Shift the focus of our Professional Learning Communities (PLCs) from assessment to adjustment of instruction. These teams will be regularly reviewing common student assessment data and monitoring their progress, in order to plan instruction that responds to their needs, including the needs of advanced learners. Adjustment of instruction is now a focus of weekly learning walks conducted by administrators, teachers, students, family members, and community partners. Administrators will work with specific content teams to provide additional tools for the differentiation that students need. Additionally, this year co-teachers with ELL and Special Education expertise are working directly with their PLCs as a resource for differentiated assessment and instruction.

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	110,050	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	5,268,581	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	258,722	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	258,722	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	69,855	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Specific Use	Transitional Bilingual	158,206	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	925,029	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<ul style="list-style-type: none"> In 2015-16, 81% of 9th grade students earned a C- or better in core classes 1st semester, and 79% did so in 2nd semester. When disaggregating this data into a category called "Opportunity Youth" by the city (African-American, Latino, Native American, and Pacific Islander students), we see a gap: only 65% and 62% of these students earned a C- or better in Semesters 1 and 2, respectively In Spring 2016, SBA results in ELA and Mathematics showed sharp disparities in those who met standard and those who did not. Specifically between: white and African-American students, ELL-served and non-ELL served students, and students with IEPs versus students without IEPs. 	<p>Goal #1</p> <ul style="list-style-type: none"> In 2016-17, 70% of students termed "Opportunity Youth" will earn a C- or better in core courses in Semester 1, and 67% will do so in Semester 2. We will monitor progress via analysis of first and third quarter grades, Echo reports, and 9th grade case management team data. <p>Goal #2</p> <ul style="list-style-type: none"> The Spring 2016 SBA results in ELA will show an improvement from 54.7% of African-American students meeting standard to at least 63.7% meeting standard. ELL students meeting standard will improve from 7.7% to 25.7%. Special Education students meeting standard will improve from 22.2% to 35.8%. The Spring 2016 SBA results in Mathematics will show an improvement from 21.7% of African-American students meeting standard to 37.4% meeting. ELL students meeting standard will improve from 14.3% to 31.4% meeting. Special Education students meeting standard will improve from 0 to 20% meeting standard. Progress will be monitored via common assessments. 	<p>Goal 1: 9th Grade Levy Team: Catherine Brown, Logan Reichert, Chevas Gary, FrancescaCastañeda-Barajas</p> <p>Goal 2: George Breland and administrative team, in collaboration with PD Committee, BLT, and Race & Equity Team.</p>	<p>Goal 1: End of 1st Semester (February 2018) and end of 2nd Semester (June 2018).</p> <p>Goal 2: Summer 2018</p>

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>In 2015-16, 81% of 9th grade students earned a C- or better in core classes 1st semester, and 79% did so in 2nd semester.</p>	<ul style="list-style-type: none"> • In 2016-17, 85% of 9th grade students will earn a C- or better in core classes in 1st Semester. In 2nd Semester, 84% of students will do so. • We will monitor progress via analysis of first and third quarter grades, Echo reports, and 9th grade case management team data. 	<p>9th Grade Levy Team: Catherine Brown, Logan Reichert, Chevas Gary, FrancescaCastañeda- Barajas</p>	<p>End of 1st Semester (February 2018) and end of 2nd Semester (June 2018).</p>

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
In Spring 2016, 72% of our students met standard on the ELA SBA, and 49.1% on the Mathematics SBA.	In Spring 2017, at least 78% of Cleveland students will meet standard on the ELA SBA, and at least 59% will meet standard on the Mathematics SBA.	George Breland and administrative team, in collaboration with PD Committee, BLT, and Race & Equity Team.	Summer 2018

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>In Spring 2016, our student climate survey revealed significant drops in favorable responses. In the "Belonging" category, 64 % of responses were favorable, down 7 percentage points from the previous spring.</p>	<p>In Spring 2016, at least 70% of students will respond favorably to statements in the "Belonging" category of our student climate survey.</p> <p>We will use the interim climate surveys offered by SPS and Panorama to monitor progress. First interim survey was given in October, 2016.</p>	<p>Administrative team; George Breland, Catherine Brown, Ray Morales, Caine Lowery, Khaleelah Rahsaan, in collaboration with PD committee and Race & Equity Team.</p>	<p>June, 2018</p>