Continuous School Improvement Plan (CSIP)

Garfield High School

2016 - 2018

Principal Ted Howard

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Garfield High School CSIP is updated by the Teaching and Learning Leadership team. The BLT has given authority for this to happen per our school decision matrix

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.

Mission and Vision

Mission

Recognizing our diverse history, Garfield educates all students as they build confidence, become active citizens and achieve academic excellence.

Vision

To accomplish this goal, Garfield commits itself to involving school personnel, community members, students, and their families as partners in an ongoing process of educational improvement. We construct an environment of excellence and ethical growth for all. Students, faculty and staff continuously work to learn and grow.

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.	- There is are significant achievement gaps between students whose families are below poverty metrics and those above - There significant gaps in college readiness of white students and students of color - There are identifiable sub-groups of students with significantly lower attendance rates and significantly higher disciplinary actions - There is currently a lag in response time for getting resources to students who need them
We will use research-based strategies that help targeted students.	- To meet the needs of advanced learners Garfield High School continues to offer a wide variety of Advanced Placement Courses. These courses allow our advanced learners to challenge themselves academically and take college level courses within the high school, further accelerating their development and allowing them to experience a wide variety of subjects. AP courses are approved by the College Board and students may earn college credit by scoring 3 or better on the subject area AP test in the spring. These

	courses include Advanced Placement (AP) Language Arts, AP Literature, AP Calculus, AP Environmental Science, AP Chemistry, AP Biology, Oceanography 101 (UW in the High School), AP Physics, AP World History, AP American Government, AP US History, AP Japanese, AP Latin, AP Spanish, AP French and an AP art studio. Additionally, we offer engineering courses as well as a robust selection of courses within the visual and performing arts for our advanced learners. - We will implement an Early Warning System to use real time student outcome data to identify student in danger of going off track and designing interventions to keep them on track - We will create a system to coordinate all tiered student supports in order to make the system more efficient and responsive - We will establish common classroom expectations and procedures for all classrooms in order to provide students with a clear roadmap for success - We will implement collaborative learning and gradual release of responsibility as common pedagogical practices in order to enable greater differentiation of instruction
Our school offers professional development that is high quality and ongoing.	- Professional development topics will be determined with teacher input and data from peer learning walks to insure that topics are relevant and timely - Collaborative time will be built into the schedule as much as possible in order to provide support efforts of PLCs - PLCs will be provided with resources and assistance in order to become more impactful
Our school will increase parent/family engagement.	- We will develop a comprehensive community engagement plan which will explicitly address a welcoming environment for all families, effective communication to homes, effective communication from homes, family's ability to supports their students, leadership opportunities for families and community members, and volunteer opportunities for family members
Our staff is involved in decision-making.	- We are working with faculty members to examine currently decision making process in order to design a more effective and transparent distributed leadership system for Garfield
We will assist our students to meet standard.	- We will provide students who enter Garfield with significant learning gaps with opportunities and quickly accelerate their learning - We will align all core curriculum to ensure that student progress towards clear learning goals is clear and measurable
Retain high quality, highly effective, and highly qualified staff.	- We will develop a more transparent distributed leadership with clear and appropriate decision making processes in order to improve internal communication and collaboration and improve staff investment in processes - We will intentionally celebrate staff efforts and successes - We will provide staff with transparent and actionable feedback

How do we support the transitions of new students and families into our school?	- We will implement family education events for the families of incoming students that will include opportunities to have questions and concerns addressed by teachers and concerns - We will create a ninth grade academy with cross-curricular collaboration time in order to provide a more structured environment for entering students and a staff structure that can be more responsive
Our system of support assures our highly qualified staff are support students.	- Building systems that develop greater systems of collaboration to identify and meet faculty needs. - Working with the Teaching and Learning leadership team to identify evidence of quality instruction. Provide systems of peer support. Organize regular walk through with our Teaching and learning to identify trends that indicate specific needs in professional development.

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

Multi-Tiered System of Support Budget

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	8.9000456	Monies are used to build a master schedule to give students an average of 6 periods a day. I have to still decide which students won't get six periods a day.
2016-2017	Specific Use Funds	Transitional Bilingual	193.312	Students are given two periods of support in the area of English,
2016-2017	Combined Funds	Self Help	26,000	These monies are deposited for special onetime projects from various support groups in the community.
2016-2017	Combined Funds	PTSA Grant	0	No grants that come to GHS from PTSA
2016-2017	Combined Funds	Free & Reduced Lunch	299.993	Monies are being used to by teachers and supplies for the building
2016-2017	Specific Use Funds	Learning Assistance Program (LAP)	121.571	Developed a reading support program. Read 180, six periods a day. We will also develop a summer program.
2016-2017	Specific Use Funds	Special education	1.382.276	
2016-2017	Specific Use Funds			

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year

Gap Closing Goal(s)			
Problem of Student	**What will success look like?** (SMART Goal[1] to	Assigned	Target Date for

Learning	target level of performance desired)	to:	Completion:
A significant percentage of entering 9th grade students are entering Garfield with literacy skills so low as to negatively impact their opportunity to learn in all courses	All students entering Garfield with at a reading level more than two years behind will receive double dosing in literacy instruction for the entire academic year in order to raise the reading level of at least 80% of those students at least two years	9th Grade team. (Core teachers, admin)	June of 2017

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:
Students in danger of failing core courses are not identified until the quarter grades are released, at which point it is often too late for them to legitimately recover	Outcome data in course performance, attendance and behavior for all 9th grade students will be reviewed on a bi-weekly basis by the 9th grade teaching and support staff, who will design interventions to help students course correct quickly, increasing the overall core course passage rate by 10 percentage points at the end to the academic year	9th Grade team. (Core teachers, admin)	June of 2017

Whole School 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:
We have a percentage of students who are not fully engaged in the learning process. They don't walk out of GHS college and career prepared	Garfield will organize its instructional staff into cross curricular teams in order to insure strong common teaching and learning practices, real time data interventions, a strong culture of equity and growth mindset for students and faculty, in order to reach an 89 percent by 2018 and 90 percent by 2020.	Entire School	June of 2020

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:
There is a significant culture divide where students (students of color, poverty) see themselves less than. This impacts their sense of self and possibilities	Greater percentage of students actively learning. See a reduction of 10 percent of discipline/teacher referrals. The percentage of students believe that the schools fully supports them in their academic growth will increase by 10 percent. The overall on track rate will go up by 5 percent Survey and focus groups. We also will measure this by looking at our overall academic achievement.	Entire school	June of 2017