



**Continuous School Improvement Plan (C-SIP)**  
**Garfield High School**  
**2016 - 2018**  
**Principal: Ted Howard II**

**SEATTLE  
PUBLIC  
SCHOOLS**

## 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:

One Garfield is a community of learners who recognize the history of our institution and the power of its vision and voice to encourage critical thinking and compassion as a means of creating future leaders. We are committed to growing diverse leaders who understand how to work together to create positive change in our school and in our communities.

#### Vision:

In order to reach our vision, we will:

- Encourage healthy dialogue and inquiry about race and equity
- Build a foundation of collaboration, shared leadership, trust and safety.
- Deepen our relationships with one another and with our students.
- Encourage (foster) and expand the role of youth voice and leadership in decision-making and creating change.
- Help students to identify their unique gifts and the belief that they can reach their dreams.
- Create pathways for all students to be successful.

### 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.**

- There 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

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.**

- 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.

- For our most at risk student populations, we have implemented an Early Warning System. This EWS uses real time student outcome data to identify students in danger of going off track and designing interventions to keep them on track. We focus on students who are at risk academically, behaviorally, and in their course performance. These metrics are determined by the district and are as follows:

SSRA Risk Factors: 02: Core Courses: Based on final marks of courses in Math, Language Arts, Science, Social Studies, and World Languages completed within the last calendar year: High = Received an "N" or "E" in more than 20% of courses. Medium = Received an "N" or "E" in 10–20% of courses. Low = Received an "N" or "E" in fewer than 10% of courses.

SSRA Risk Factors: 03: Math Courses: Based on final marks of Math courses completed within the last calendar year: High = Received an "N" or "E" in 2 or more courses. Medium = Received an "N" or "E" in 1 course. Low = Received no "N" or "E" marks.

SSRA Risk Factors: 04: LA Courses: Based on final marks of Language Arts courses completed within the last calendar year: High = Received an "N" or "E" in 2 or more courses. Medium = Received an "N" or "E" in 1 course. Low = Received no "N" or "E" marks.

SSRA Risk Factors: 08: Attendance Rate: High = Attendance Rate (YTD) is less than 80%. Medium = Attendance Rate is 80% and less than 90%. Low = Attendance Rate of 90% or higher.

SSRA Risk Factors: 09: Unexcused Absences: High = 5 or more Unexcused Absences. Medium = 2 to 5 Unexcused Absences. Low = Fewer than 2 Unexcused Absences.

SSRA Risk Factors: 10: Discipline: High = Two or more total disciplinary actions. Medium = One disciplinary action. Low = No disciplinary actions.

- 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

- Garfield is currently in the process of developing coordinated and data driven professional development calendar for the next two years.

#### **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

- Homework Policy: Every Advanced Placement class may have up to 2 hours of homework per night and there is up to an hour of homework in our General Education classes daily.

- During our accreditation process parents were given the opportunity to take a survey and give feedback regarding Garfield's school climate, our performance, and student engagement. Parents completed this survey in April of 2017. Parents also were invited into the building to participate in interviews regarding their satisfaction with our programs.

### **Our staff is involved in decision-making.**

- We are working with faculty members to examine the current 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

- We have implemented an Early Warning System for our 9th graders that identifies students in need of intervention and assistance based on the ABC (Attendance, Behavior, and Course Performance) We will fully implement this Early Warning System school wide in the fall of 2017.

- Our Student Intervention Team meets weekly with the overall goal being to increase academic achievement and decrease disproportionality in the school. The SIT is responsible for planning individual student interventions and for recommending new program and services to the Building Leadership Team.

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

- The students at GHS are served by 88 classroom teachers, whose average teaching experience is 10 years. The staff includes some of the most qualified teachers in the state, with 17 our teachers (almost 20%) being Nationally Board Certified Teachers. Teachers at GHS have a high level of education, with 78.2% of the certificated staff holding a Masters or Doctorate Degree.

- We meet monthly with new faculty members to ensure they have what they need to provide to our students the most effective instruction.

- 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.

- We are building systems that develop greater systems of collaboration to identify and meet faculty needs.

- We are working with the Teaching and Learning 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.

- Through our master scheduling process we dedicate copious time to ensuring that we program our staff appropriately and that staff are scheduled to work within their expertise and skill set.

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

- Incoming students have the opportunity to participate in our Summer Academy Program in which they can obtain credit as well as get acclimated to the culture, climate, and expectations of the school. This is a partnership with the University of Washington's School of Education and provides a rigorous and deep access to STEM and the humanities. It also provides an advisory experience to our students with a focus on restorative justice.

- We are in the third year of our Link Crew program in which every 9th grader is matched with a 11th or 12th grade mentor.

- We have parent and student orientations in the spring with the purpose of orienting them to the building.

- 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 ninth grade teacher teams 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.

### **How do we support students identified as Highly capable?**

- 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.

- Homework Policy: Every Advanced Placement class may have up to 2 hours of homework per night and there is up to an hour of homework in our General Education classes daily.
- During our accreditation process parents were given the opportunity to take a survey and give feedback regarding Garfield’s school climate, our performance, and student engagement. Parents completed this survey in April of 2017. Parents also were invited into the building to participate in interviews regarding their satisfaction with our programs.

## 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	10,167,790	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	115,367	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	287,225	Funding to support MTSS supports at all schools.
2017-2018	Specific Use	Transitional Bilingual	203,444	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	1,548,303	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)

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
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,	June of 2017

## Cluster of Teachers/ Grade Level Goal(s)

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
Students in danger of failing 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

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
We have a percentage of students who are not fully engaged in the learning process. They don't walk out of GHS	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

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
college and career prepared			

### School Culture Goal

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
There is a significant culture divide where students (students of color, poverty) see themselves as “less than”, and we see our students of color being referred for discipline issues and displaying more “off track” indicators than their peers. This impacts their sense of self, academic achievement and what they see as possible for their futures.	<p>We will see a greater percentage of students actively learning. We will see a reduction of 10 percent of discipline/teacher referrals.</p> <p>The percentage of students who indicate via surveys that the school fully supports them in their academic growth will increase by 10 percent. The overall on track rate will go up by 5 percent.</p> <p style="padding-left: 40px;">This will be measured by survey and focus groups. We also will measure this by looking at our overall academic achievement.</p>	Entire school	June of 2017