



Continuous School Improvement Plan (CSIP)

Ingraham High School

2016 - 2018

Martin Edwin Floe, Principal



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.

The CSIP was approved by the Ingraham BLT on 11/19/16

Mission and Vision

Mission

To empower Multi-Ethnic Urban Youth to participate fully in post high school training, the world of work and society, in order to become productive and responsible citizens in our local and global community.

Vision

As an International School, Ingraham educates each student to prepare them to meet the technological, intellectual and moral demands of a world that is becoming ever more interconnected. Through academic rigor, athletics, music, drama, art and a strong community the students, staff and parents of Ingraham High School work to educate the entire person.

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.

School-Wide Programs/Multi-Tiered System of Support	
<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>At Grade-Level Team (GLT) meetings and in our Building Leadership Team (BLT), we analyzed student achievement data from attendance reports, GPA/ Coursework Reports, Performance Management Data and Reports (District Scorecard and School Reports), State Assessment Reports, Student/ Staff/ Family School Climate Reports. We then developed data-based SMART goals for student growth in all major goal areas.</p> <p>The data trends in ELA SBAC indicate scores are above the district average and many groups showed a reduction in pass rates from 14-15. A review of student climate survey results show scores above district average. The survey questions – “I have at least one adult at school I can talk to if they have a problem” was at 68% favorable. Although above district average, the staff felt this was a meaningful and achievable goal to address to improve the student experience.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>We assessed our progress in eliminating the achievement gap/education gap between students of different ethnicities to ensure that our goals addressed the needs of underachieving groups. We created a master schedule to maximize available student learning time especially in literacy and mathematics. We are studying and putting into place “best practices” in instructional strategies. Best practices include increasing students’ active engagement in their learning, and differentiating instruction based on students’ readiness, skill levels, and learning goals.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>We have several days each school year where our staff participates in professional development (PD) based on our schools’ PD plans, and where our data indicate a need for enhanced instruction. The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science. We have access to instructional / content coaches who provide peer-coaching in refining instructional skills and putting into practice the best use of our curricular materials. Specific Professional Development includes;</p> <ul style="list-style-type: none"> • ACES training on the impact of adverse childhood experiences on student outcomes. • PBIS – Staff continues to actively train in Positive Behavior Interventions. • Race and Equity – Staff is involved in ongoing professional development on the input of race in education including micro-aggressions and systemic racism.
<p>Our school will increase parent/family engagement.</p>	<p>At Ingraham we work to build a climate where all staff see themselves as key stakeholders. We will continue to increase and improve family engagement by fostering partnerships with our parents, Guardians and CBO's such as MESA, El Centro de la Raza, Treehouse and UTSS. Our families and the CBO's have a positive impact on student outcomes and further our building's vision, mission and goals. This collaboration allows us to create a socially, emotionally, physically safe and equitable school environment that meets the needs of the whole child, family, staff and community.</p> <ul style="list-style-type: none"> • New Family Welcome in the Spring – to welcome the incoming 9th graders and help to ease the transition to High School. • Welcome Back to School Barbecue in the Fall – a chance for students and parents to meet Ingraham Staff and Club Advisors in a casual social setting. • The Main Office sends out a Daily Bulletin via email (School Messenger) to keep parents informed on student events and activities. • Active Parent Volunteer Coordinator to draw more parents into the classroom volunteering • Saturday School Offerings for 9th and 10th graders • Active Parent Group with Informational Night Meetings for parents to connect with the support staff at Ingraham – Teen Health Center / The Nurse/ The 9th Grade Student Success Staff

	<ul style="list-style-type: none"> • Monthly Parent Meetings for 9th grade parents only. • We have opportunities for parents to participate in one or all of our many supporting booster clubs; including music, drama and sports.
Our staff is involved in decision-making.	Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and our representatives report back to their grade level/department teams. They also bring issues and input to BLT meetings from their team members.
We will assist our students to meet standard.	Our CSIP targets underachieving students in a number of specific areas of student learning. It is also aligned to district priorities. In Math, Ingraham will provide flexible grouping through the Agile Mind Curriculum, Individual Tutoring and SPED push-in classroom support. In Science, Ingraham will develop classroom instruction that is aligned with the CCSS for the Biology State Test. Additional extended learning opportunities will be provided using MESA and UTSS tutors.
Retain high quality, highly effective, and highly qualified staff.	We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for professional development. These activities help new staff feel supported and maximize their skill base in order to best serve students.
How do we support the transitions of new students and families into our school?	We host a welcoming event for incoming students and invite their families to tour the school and meet our staff and students. We utilize the Link Crew Program to transition 9th Grade Students into a positive and supportive school climate. The 9th Grade Student Success Center is a resource for families and students for multiple intervention services in academic, social and emotional needs.
Our system of support assures our highly qualified staff are supporting students.	Our support system includes; Link Crew, SIT, After School Tutoring, 9 th grade Interventionist Team (Academic and Attendance), MTSS (PBIS and RTI), Intensified Algebra, At Risk 9 th Grade Case Management, College Bound Scholar Case Management, SPED Social Skills or Study Skills Classes, Teen Health Center (Mental Health, Public Health).

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	6,501,409.00	Instruction for all student aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	187,045.00	Teachers/ IAs, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2016-2017	Combined Funds	Self Help	147,794.00	Building funds to support classroom and building programs.
2016-2017	Combined Funds	PTSA Grant FOI	70,000.00	Parent funds to support programs within the building
2016-2017	Combined Funds	Free & Reduced Lunch	431,194.00	Funding to support MTSS supports at all schools.
2016-2017	Specific Use Funds	Learning Assistance Program (LAP)	81,047.00	Supplemental state dollars to support K-4 literacy and supplemental reading and mat for Tier 2 students K-12
2016-2017	Specific Use Funds	FEL	337,314.00	<p>City levy funds to support targeted students and increase attendance at funded schools.</p> <p>Case Management: Ingraham will provide an academic support staff of 2 support specialists through University Tutors and two youth case managers through El Centro de la Raza. These support staff will each have a caseload of approximately 20-30 students each. Staff will provide in-class support, pull-out support, and parent/home contact. Home visits and parent conferences will also be provided as a means of connecting students and parents to Ingraham. Expectations for these students to be tracked on attendance metrics in collaboration with the Attendance Specialist. During the first week of school, each Case Managed student will complete an attendance goal contract with their Support Specialist and the attendance specialist. Case managers will also serve as tutors. Goal: Opportunity Youth Students will earn C- or better in their core Academic Classes.</p> <p>Link Crew</p> <p>Attendance Support Specialist</p> <p>High School Graduation Success Coordinator: Twenty 9th Grade and twenty 10th Grade College Bound Scholars will receive College Spark type Case Management to increase the eligibility and access to the scholarship. Other School-wide CCR Goals will also be address and integrated with the HS Counseling office particularly aimed at the 11th</p>

				and 12 th Grade College Bound Scholars and their Post HS Plan.
--	--	--	--	---

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 Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>In accordance with the belief that the passing of the State Math Exam is a critical indicator of future High School academic success, we chose to focus on this performance measure within our African American students. We are committed to work towards excellence for every student and based upon our district data, 58% of our African American students did not pass the State Math Exam Although this is slightly above the district average for African American students, it was lower than our Asian and White students.</p>	<p>For all African American Students, we will see a 10% increase in students meeting standard on the State Math Test from 42% to 52%,</p> <p>Strategies for Mathematics</p> <p>Time</p> <p>1. Before or after school tutoring <i>Frequency:</i> Daily per As needed <i>Lead:</i> Martin Floe; Tami Brewer</p> <p>After school and lunch time tutoring led by Student Support Specialists (UTSS)and MESA Tutors will be available for students who need extended learning time for Algebra. Teachers will recommend tutoring for students as needed. Tutoring and extended learning time is coordinated by the AIS Tami Brewer and funded by Levy and LAP.</p> <p>Instructional Focus</p> <p>1. Flexible grouping <i>Frequency:</i> Daily as needed <i>Lead:</i> Martin Floe; Tami Brewer; Nicole R Hawkinson</p> <p>Ingraham will offer intensified Algebra 1 utilizing the Agile Minds Curriculum as a two- period block class using district adopted methodology and class size guidelines. Nicole Hawkinson is the trained teacher. Tami Brewer as the AIS and Martin Floe as the Principal are supporting this program with Levy Funds.</p> <p>2. Small group/individual <i>Frequency:</i> Daily as needed <i>Lead:</i> Bert Speelpenning; Nicole R</p>	<p>Martin Floe</p> <p>Peggy Sjong</p>	<p>June 2017</p>

	<p>Hawkinson</p> <p>Algebra 1 teachers will offer instructional assistance in individual or small group settings. An Algebra teacher (Speelpenning or Hawkinson) will attend Saturday School to work with individual and small group instruction. An El Centro Tutor and Support Specialist will cooperate with teachers and SPED Push-in Instruction to support Level 1 students.</p> <p>Materials</p> <ol style="list-style-type: none"> 1. Intensified math model 2. <i>Frequency:</i> Once per Year 3. <i>Lead:</i> Martin Floe; Tami Brewer Levy Funds will purchase Agile Minds Curriculum Workbooks for students to use in the classroom. 4. Supplemental instructional materials leveraged from adopted materials <i>Frequency:</i> Once per Year <i>Lead:</i> Tami Brewer <p>Installation of Smart Boards from Levy Funds into both Algebra 1 Classrooms to improve instructional experience for the Algebra Students.</p>		
--	--	--	--

Problem of Student Learning		<p>What will success look like (SMART Goal? target level performance management desired)</p> <p>For 1 grade students we will increase the</p>
<p>Problem of Student Learning</p>	<p>Although our students performed well and at the district average, we expecting to expand student opportunities for College and Career Readiness by strengthening science proficiency and opening up more opportunities for students to take advanced learning classes in Science both here at Ingraham in the IB Program and in Post Secondary schooling and/or training. There also needs to be supports for students in Science classrooms to improve performance for students in the Achievement gap.</p>	

percentage of students proficient on the State Science Test from 75% to 80%.

Strategies for Science

Instructional

Focus

1. Small group individual *Frequency:*

Twice per week

Lead

Wendy

Lane

Jam

E

Gep

rt

Sc

ie

nc

e

Te

ac

he

rs

wi

ll

w



or
k
to
de
ve
lo
p
cl
as
sr
o
o
m
in
st
ru
cti
o
n
w
hi
ch
is
ali
gn
ed
wi
th
th
e
C
CS
S
fo
r
th
e
St
at
e
Te
st.
St
u
de
nt
s
wi
ll
pr
ac
tic
e

co
m
m
o
n
fo
r
m
at
iv
e
an
d
su
m
m
at
iv
e
as
se
ss
m
en
ts
th
at
wi
ll
pr
ep
ar
e
th
e
m
to
be
su
cc
es
sf
ul
o
n
th
e
St
at
e
Te
st
wi

[Empty rectangular box for notes or content]

th
in
th
ei
r
bi
ol
og
y
cl
as
sr
o
o
m
s.
Time
1.
Befo
or
afte
sche
tuto
ng
Freq
ncy:
Twic
per
Wee
Lead
Tam
Brev
r;
Mye
Mer
ert
M
E
S
A
a
n
d
U
T
S
S
t
u
t
o
r

s
a
r
e
a
v
a
i
l
a
b
l
e
t
o
p
r
o
v
i
d
e
e
x
t
e
n
d
e
d
l
e
a
r
n
i
n
g
o
p
p
o
r
t
u
n
i
t
i
e
s
i
n

S
c
i
e
n
c
e
b
e
f
o
r
e
a
n
d
a
f
t
e
r
s
c
h
o
o
l
.

Materials

1.

Sup
mer

I

instr

tion

mat

als

leve

ged

from

ado

ed

mat

als

Freq

ncy:

Oth

-as

nee

d

Lea

Jam

D
Her
n
The
MESA
progr
m wil
offer
instru
ional
mate
ls and
suppe
s to th
biolog
class
to
enrich
the
exper
nce fo
stude
s in th
classr
om.

Prog
ss
Mon
orin
for
Scie
e

Oth
Stu
nt

Data

1.

Cou

ewo

Freq

ncy:

Dail

as

nee

d

Lea

Wer

Y

Lane

Jam

E

--

Geography
Knowledge
g that
we
have
had a
good
succe
rate
and
succe
overa
(at th
distrib
avera
)
teach
s will
conti
e to u
classr
om
lesso
and
mate
Is tha
have
prove
succe
ful an
are in
align
nt wi
the
Scien
CCSS
and t
State
Test.

**O
b
s
e
r
v
a
t
i
o
n**

	<p>1. Classi om obser tion <i>Frequ</i> <i>cy:</i> Once per Year <i>Lead:</i> Cathy Thom Assi sta nt Pri nci pal will set goa ls wit h and obs erv e the Sci enc e Tea che rs res pon sibl e for the Biol ogy inst ruc tio n. Ne w tea che rs</p>
--	---

will be matched with the Science department meeting notes and participate in the Science PLC work.

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:
<p>Students who are absent from school miss direct instruction.</p> <p>Current Data trends show 50% of Level 1 SBAC students miss at least 5 days of school. The rate for level 4 9th grade students is 14%.</p>	<p>Students with fewer than 10 absences in the school year will increase from 49% to 55%.</p> <p>Every incoming 9th graders will be connected with 11th and 12th grade mentors who have been selected and trained through Link Crew. These mentors will be connected with all students. Student Support Specialists will connect with their case managed students Link Leaders and support the</p>	Martin Floe	June 2017

	<p>connection to all Link Crew activities and support attendance at the Social Events. Link Crew will provide High School Transition Orientation for 9th Graders, monthly social events for positive school climate experiences as well as weekly check-ins with 9th Grade students. Link Leaders are trained by the Link Crew Coordinators. AIS will administrate the Link Crew Program.</p> <p><u>Attendance Support Specialist:</u> Students of concern (identified as at risk) will be recognized monthly for academic Success (C or Better) in their core classes and meeting or being on track to meet their attendance goal for the semester (<5 absences per semester). We will rely on performance pay and Parent grants funds to pay for awards, lunches, leadership training, and celebrations. Focus will be on early interventions when the first time 9th Grade student has missed 2 periods. Family will be called and Student and Family will review and problem solve around the barriers to constant school attendance.</p>		
--	--	--	--

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>Meaningful learning occurs in environments that are safe, positive, consistent and predictable. A positive school climate is important in promoting a sense of belonging and supporting excellence for each and every student.</p>	<p>Students stating they have at least one adult at school they can talk to if they have a problem will rise from 68% to 90% as measured by the Spring Student Survey.</p> <p>Staff will receive additional training on building trusting relationships including the use of 2 x 10 and threshold.</p>	<p>Martin Floe John Houston</p>	<p>June 2017</p>

	<p>Staff will be trained in the use of Restorative Justice and PBIS</p> <p>During link crew training and homerooms our emphasis on the importance of each student defining at least one adult to help with problems will be addressed.</p> <p>All at risk 9th graders are assigned a support specialist through El Centro and UTSS Community Partners..</p>		
--	--	--	--