



SEATTLE
PUBLIC
SCHOOLS

Continuous School Improvement Plan (CSIP)

Ingraham High School
2016 - 2018

Principal
Martin Floe

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.

This CSIP was approved by the Ingraham Building Leadership Team on June 7, 2017.

Mission and Vision

Mission	Vision
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.	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.

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.

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.

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.

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.

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.

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.

For our Advanced Learners, Ingraham High School will continue to offer and expand the International Baccalaureate Program. Additionally, we will enrich preparation for the International Baccalaureate Program by offering an additional Lab Science, increased opportunities to study Math and World Language (through the 6th year of study) in higher level IB courses and increased opportunities to meet the pre-requisites for advanced study in Computer Science, Art, Music and Film.

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

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;

- 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.

Our school will increase parent/family engagement.

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.

- New Family “Welcome Wagon” in the Spring – to welcome the incoming 9th graders and their families to help to ease the transition to High School.

- Carry on as an active school participant with the John's Hopkins National Network of Partnership Schools "working to improve School, Family and Community Connections". Ingraham is a third year returning partnership 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
- Monthly Parent Meetings for 9th grade parents only.
- Parents have the opportunity to participate in one or all of our many supporting booster clubs; including music, drama and sports.
- Student Led Conferences for ALL 9th Grade Students hosted by the Student Success Center with a Family Engagement Focus. This event provides dinner and open Gym time for families and gives 9th Grade students incentives to invite and participate.

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 representative's 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 small class Algebra 1 classes, which will use common assessments and planning. The school provides individual Tutoring (after-school and push in tutoring support) and SPED push-in classroom support for students who are L1 and L2. 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. Teachers are given extra time via LAP Funds to extend learning opportunities and provide tutoring time on Saturday's (Grades 9 & 10) and afterschool.

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. This approach best serves students with greater consistency and quality of instruction.

Our support system includes; Link Crew, SIT, After School Tutoring, 9th grade Interventionist Team (Academic and Attendance), MTSS (PBIS and RTI), Intensified Algebra, At Risk 9th Grade Case Management, College Bound Scholar Case Management, SPED Social Skills or Study Skills Classes, Teen Health Center (Mental Health, Public Health), Part-time Drug and Alcohol Interventionist. Homework

policy: Ingraham has an adopted homework policy that is handed out to students at the start of the school year and it is posted on the Ingraham webpage.

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.

How do we support students identified as highly capable?

For our Advanced Learners, Ingraham High School will continue to offer and expand the International Baccalaureate Program. Additionally, we will enrich preparation for the International Baccalaureate Program by offering an additional Lab Science, increased opportunities to study Math and World Language (through the 6th year of study) in higher level IB courses and increased opportunities to meet the pre-requisites for advanced study in Computer Science, Art, Music and Film.

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)	44,020	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	7,485,425	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	112,550	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	186,923	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	355,788	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	42,843	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	225,914	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	2,163,646	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:
<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 Extended Learning Time Before or after school tutoring Frequency: Daily per As needed Lead: Levy Coordinator 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 and funded by Levy and LAP.</p> <p>Instructional Focus Common Assessments and Instruction for all Algebra 1 Students Frequency: Daily as needed Lead: Martin Floe Small class sizes and push-in tutors to deliver interventions to all Algebra 1 students. Frequency: Daily as needed Lead: Bert Speelpenning; Nicole R Hawkinson as collaborating Math Teachers for Algebra 1 Algebra 1 teachers will offer instructional assistance in individual or small group settings. An Algebra teacher (Speelpenning or Hawkinson) will also attend Saturday School to work with individual and small group instruction. A Student Support Specialist/Tutor will cooperate with teachers and SPED Push-in Instruction to support Level 1 students.</p> <p>Materials Aligned Curriculum for Algebra 1 teachers Frequency: quarterly planning time Lead: Martin Floe</p>	<p>Martin Floe</p> <p>Peggy Sjong</p>	<p>June 2018</p>

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	<p>Levy Funds will provide extra-time for Algebra 1 teachers to collaborate on curriculum alignment and development of common assessments.</p> <p>Additional Tutoring support for all Algebra 1 classes provided by the Student Success Center. With common assessments, a fully developed intervention plan can be delivered for all Algebra 1 students.</p> <p>Frequency: Daily Lead: Martin Floe</p> <p>To improve instructional experience for the Algebra 1 Students, small class sizes will be maintained, Teacher collaboration will occur, common assessments will be delivered and tutoring support for best intervention practice will be provided for students. All of this will be funded by the Levy dollars.</p> <p>Goal: All Algebra 1 students will reach a C or better for their CORE Math class. Opportunity Gap will be reduced.</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>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>	<p>For 11th grade students we will increase the percentage of students proficient on the State Science Test from 75% to 80%.</p> <p>Strategies for Science Instructional Focus</p> <p>1. Small group/individual Frequency: Twice per Week Lead: Wendy Lane; Jamie E Gephart Science Teachers will work to develop classroom instruction which is aligned with the CCSS for the State Test. Students will practice common formative and summative assessments that will prepare them to be successful on the State Test within their biology classrooms.</p> <p>Time</p> <p>1. Before or after school tutoring Frequency: Twice per Week Lead: Tami Brewer; Myell J Mergaert MESA and UTSS tutors are available to provide extended learning opportunities in Science before and after school.</p> <p>Materials</p> <p>1. Supplemental instructional materials leveraged from adopted materials Frequency: Other -as needed Lead: James D Herron The MESA program will offer instructional materials and supports to the biology classes to enrich the experience for students in the classroom.</p> <p>Progress Monitoring for Science Other Student Data</p> <p>1. Coursework Frequency: Daily as needed Lead: Wendy Lane; Jamie E Gephart Knowing that we have had a good success rate and success overall (at the district average) teachers will continue to use classroom lessons and materials that have proved successful and are in alignment with the Science CCSS and the</p>	<p>Martin Floe</p>	<p>June 2018</p>

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	State Test. Observation 1. Classroom observation Frequency: Once per Year Lead: Cathy Thomas Assistant Principal will set goals with and observe the Science Teachers responsible for the Biology instruction. New teachers will be matched with Science department mentor 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.</p> <p>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.</p> <p>Student Support Specialists will connect with their case managed students Link Leaders and support the 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>Attendance Intervention Specialist: 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. The focus will be on family engagement and support. Families and Students will review and problem solve around the barriers to constant school attendance. School will respond with additional support to re-engage the student in collaboration with the family.</p>	<p>Martin Floe</p>	<p>June 2018</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>Staff will be trained in the use of Restorative Justice and PBIS as well as continue to develop a Trauma Informed practices in and out of the classroom.</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. Positive school climate and safe community building will be an expected outcome.</p> <p>At-risk Opportunity Youth (Black, Latino and Native American) 9th graders are assigned a Student Support Specialist.</p>	<p>Martin Floe John Houston</p>	<p>June 2018</p>