



Continuous School Improvement Plan (C-SIP)
Roosevelt High School
2016 - 2018
Principal: Kristina Rodgers

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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. The Olympic View Building Leadership Team (BLT) reviewed and approved the 2016-17 CSIP on June 15, 2017.

Mission and Vision

Mission:

Trust, Believe, Achieve. Creating our future together. Each of us, Every Day.

Roosevelt High School's mission is to help all students build a strong educational foundation for success in life. We trust in each other, believe in ourselves and achieve individual and collective excellence.

We create our future together. Each of us. Every day

Vision:

Excellent programs in academics, activities, and athletics prepare Roosevelt students with the skills to pursue post-high school education, to enter the world of work, and to be responsible citizens. Students actively learn to live in a diverse world and to treat others with dignity and compassion.

Values: Rider PRIDE (Passion, Respect, Integrity, Determination, Excellence)

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.

Students receiving special education services are in general not performing as well as peers in general education classes.

Gaps still exist between performance of sub groups of students based on race/ethnicity (test performance and grades/credit attainment) Students report high levels of stress Students need accelerated options for pushing beyond standards when appropriate.

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 will continue to use the following as listed: Building strong relationships with our most at -risk students, then students will feel more connected, teachers better understand their issues and together develop skills to achieve Identifying what is most important for students to know and be able to do in each class will narrow a focus on what specific skills students need and what support they need in order to succeed Teaching students skills in mindfulness will allow students to begin to offset ACES and/or skills in focus and self-regulation Co-Teaching some classes with both

special education and general education teachers. Algebra, Biology, Physical Science, 9th grade Language Arts, 9th grade World History Progress monitoring happens weekly through our SIT/MTSS team and with our Admin team All students are supported in challenging courses including all 10th grade students taking AP Human Geography and all students taking AP Language and Composition prior to graduation Students and staff are learning Mindfulness skills in emotional self-regulation and stress reduction. Students meeting or exceeding standards have options in almost all departments to take Advanced Placement or Dual Credit(UW in the High School) coursework. Some student access college level course through Running Start. Our philosophy is one of heterogeneous grouping with differentiation happening within the classroom. Students entering Roosevelt are placed in the level indicated through their demonstrated knowledge and skill.

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

Departmental Professional Learning Communities (Curricular and Tier 1 intervention development)

Team Teaching (special education)

Social Emotional Learning. These include: Mindfulness, Drug/Alcohol Use, Suicide prevention/intervention, adolescent development

Our school will increase parent/family engagement.

Monthly parent education nights following the same topics as the Social Emotional Learning we are doing as a staff: Mindfulness, Drug/Alcohol Use, Suicide prevention/intervention, adolescent development, etc

Monthly PTSA meetings

Monthly meeting with parents with students receiving IEP services.

Weekly eNews sent home via email to families Schoolwide use of Schoology to list assignments, track progress, etc

Monthly visit to local transitional housing complex to meet with students and families Periodic emails to families about relevant issues or emerging problems or good news

Our staff is involved in decision-making.

Staff participate on both major leadership teams at the school, BLT and IC. Decision-making matrix includes both BLT and IC weighing in on school side decision

We will assist our students to meet standard.

Student testing results monitored closely by counselors and academic

Intervention specialists Student provided opportunities for making up assessments

Other support for collection of evidence (COE) provided to students needing the alternate assessment

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

Teachers are afforded all of the support and protections as outlined in the collective bargaining agreement.

Teachers are always part of our hiring teams

Tools and supports provided as needed

Staff continue to meet highly qualified standards and are put into classes in which they have credentials and expertise.

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

Our transitioning program includes several activities and supports.

Parent/Student spring welcome event. Connect students with clubs and sports to get involved in over the summer.

Connect parents with resources, contacts, what to expect.

Summer orientation with LinkCrew (RiderCrew). Incoming 8th graders paired with upper class leader for orientation and for ongoing support and activities during the first semester

Language Arts and Social Studies blocks to foster building community, connection with the school Fall parent night for additional support and resources for 9th grade families.

How do we support students identified as Highly capable?

Staff continue to meet highly qualified standards and are put into classes in which they have credentials and expertise to offer to students above level (i.e. honors classes)

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 | 10,087,954 | 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) | 103,598 | Funding to support MTSS supports at all schools. |
| 2017-2018 | Combined | Self Help | 140,000 | Building funds to support classroom and building programs. |
| 2017-2018 | Specific Use | Transitional Bilingual | 90,292 | 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 | 1,786,628 | 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 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>Our system of support assures our highly qualified staff are support students. Staff continue to meet highly qualified standards and are put into classes in which they have credentials and expertise.</p> <p>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 Goal to target level of performance desired) Assigned to: Target Date for Completion: Gaps still exist between performance of sub groups of students based on race/ethnicity (test performance and grades/credit attainment)</p> | <p>The At-Risk Index Score (attendance, grades, test performance, etc.) will be reduced by 3 index points for all of the students identified in our target group of students of color with index scores between 5 and 15. (There are 70 students identified)</p> | <p>Principal Assistant Principals Equity Team</p> | <p>June 2018</p> |

Cluster of Teachers/ Grade Level 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>Students receiving special education services are in general not performing as well as peers in general education classes.</p> | <p>The gap between the performance of students receiving special education services and All students will be reduced by 50%, from 18% gap to 9% gap, on the Smarter Balanced Language Arts Assessment.</p> | <p>Principal Assistant Principals All Teachers</p> | <p>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: |
|---------------------------------------|---|--|------------------------------------|
| Students report high levels of stress | The gap between the performance of students receiving special education services and All students will be reduced by 50%, from 18% gap to 9% gap, on the Smarter Balanced Language Arts Assessment. | Academic Intervention Specialist Counselors | June 2018 |

School Culture Goal

| Problem of Student Learning | What will success look like? (SMART Goal¹ to target level of performance desired) | Assigned to: | Target Date for Completion: |
|---------------------------------------|--|--|------------------------------------|
| Students report high levels of stress | When responding to the school climate survey, the percentage of students responding favorably to the question "I usually feel calm and relaxed when I'm at school" will increase from 42% to 60% | Academic Intervention Specialist Counselors | June 2018 |