



**Continuous School Improvement Plan (C-SIP)**  
**Seattle World School**  
**2016 - 2018**  
**Principal: Oksana Britsova**

**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:

The Seattle World School community is committed to mentoring students in navigating academic and career goals with holistic services. Our mission is to provide rigorous academics supported by social-emotional development opportunities and life skills. Our focus is to empower students as self, global advocates in our rapidly changing world.

#### Vision:

A school where every student is a life-long learner, culture is celebrated and community is nurtured. Each student is supported for language and academic excellence preparing them for success in college, career and life.

### 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.**

Students entering Seattle World School are given an assessment to determine content and language abilities and are then placed into targeted content/language leveled classrooms within the newcomer and high school programs. School and district assessments such as WLPT, Writing Assessments, MAP and classroom benchmark assessments in math and reading are administered throughout the year to create SMART goals for student learning and progress monitoring timelines. Monthly content and program level meetings analyze assessment results to determine progress or made adjustments. At the high school level; international student's transcripts are assess for credits and student classes are created based on the credit needs of the students. The administrative team tracks credits for high school graduation and meets with the students to make a plan for graduation. Weekly Student Intervention Team meetings are conducted to look at individual students who are not making adequate progress and the team analyzes with the families and teachers the information to make a plan for the student to move them to success. Areas of focus are academic, social/emotional, attendance or other issues that might affect student learning. MAP and HSP results are analyzed to determine school-wide planning for professional development, intervention/academic support actions and school priorities for the year.

Under Principle 1, Strong Leadership, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 1: Strong Leadership

Title Component 1: Needs Assessment

- Indicator P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes.

2017-2018 SMART Goal: During the 2017-2018 strong leadership through the administrative team, Building Leadership Team and FEAT Team will result in 75% or more of full time students, enrolled within the first two weeks of each quarter, earning at least 1.5 credits per quarter (all of their credit bearing classes). Notes: 1.5 credits per quarter are possible for full-time students enrolled within the first two week each quarter in six (6) classes (2.5 credit per class) Data will be uploaded into the "File Cabinet in Indistar" following each quarter

Tasks:

- The PLCs/Departments will define and state the purpose of Professional Learning Communities. Monthly BLT/IC meeting agendas will include monitoring of the Student and School Success Plan tasks around (7) Seven Turnaround Principles. Minutes will be compiled and distributed to all BLT/IC members and staff within forty-eight (48) hours of each meeting.
- SWS BLT/PLC representatives will continually analyze notes during meetings and report results by May 2016.
- Include monitoring of student program and data with Indistar at each Building Leadership Team meeting.
- SWS BLT/Instructional Learning Team representatives will analyze notes during Department meetings and report results at the end of each quarter (November 2016, February and April 2017).
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**We will use research-based strategies that help targeted students.**

School staff assessed the school's 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 (two period blocks in both the newcomer program and high school) and mathematics (two period blocks in newcomer program). All teachers had a SIOP refresher workshop and the school has a SIOP coach to provide feedback to ensure teachers correctly implement best practices. Teachers are being trained on Common Core standards with a focus on ELL student's achievement. Afterschool and Saturday programming are meeting with teachers to align classroom and afterschool courses. Intervention plans are being developed in school and after school to ensure that students are getting support that is prescriptive to their identified academic and social needs.

To meet the needs of Advanced Learners we will:

- Identify advanced learners and support their accelerated schedules within appropriate elective and core classes continuously throughout the year - Continue with differentiated approaches within each class (i.e. each beginning Math program class has 3 levels including advanced level work) - Utilize student input while creating elective-based enrichment activities such as Robotics, science experiments, art exploration and book clubs - Continue promoting reading across the curriculum with appropriate reading materials, individualized by personal interest/level - Offer a new Advanced level English class - Expand partnerships with community based organizations - Explore ways to offer students credits for extra curriculum activities currently happening after school, i.e. drama/ASB

Under Principle 4, Effective Instruction, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 4: Rigorous, aligned instruction

Title Component 2 Research based strategies that help targeted students

- **Indicator P4-III A07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.**

2017-2018 SMART Goal: During the 2017-2018 school year, all teachers will differentiate assignments and instruction aligned with pre-test and progress monitoring of individual students, which will result in 75% or more of full time students, enrolled within the first two weeks of each quarter, earning at least 1.5 credits per quarter (all of their credit bearing classes). Notes: 1.5 credits per quarter are possible for full-time students enrolled within the first two week each quarter in six (6) classes (2.5 credit per class) Data will be uploaded into the "File Cabinet in Indistar" following each quarter

Tasks:

- SWS PLC representatives will receive continuous training by district staff to support their facilitation of content PLC work and work with the leadership team in aligning content level meetings to school improvement goals.
- Work across content areas to meet standards appropriate for English Language Learners during PLC and data release time (planning).

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

The PD focus throughout the year is on components of SIOP, Common Core Standards, Readers Workshop, continued PBL support training, data collection/analyzing student evidence, reading strategies and the teacher evaluation system (TPEP).

Under Principle 2, Professional Development, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 2: Staff evaluation and professional development

Title Component 4: Professional Development Activities

- **Indicator P2-IF12: The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.**

2017-2018 SMART Goal: During the 2017-2018 school year, all staff will be provided high quality, job-embedded, and differentiated professional development, which will result in 75% or more of full time students, enrolled within the first two weeks of each quarter, earning at least 1.5 credits per quarter (all of their credit bearing classes). Notes: 1.5 credits per quarter are possible for full-time students enrolled within the first two week each quarter in six (6) classes (2.5 credit per class) Data will be uploaded into the "File Cabinet in Indistar" following each quarter.

Tasks:

- Create and develop a professional development calendar that is aligned to the school improvement planning and professional learning outcomes.
- ELA/SS certified staff will be offered SIOP/GLAD Training at least one time by the end of the calendar year.
- Implement and monitor school improvement PLC work through monthly BLT meetings and Career Ladder PLC Facilitation.
- Certified and Classified staff will be offered SIOP Training and coaching twice a year during the 2016-2017 school year.
- Monthly PLC Meetings adjusted to ensure focus on student learning outcomes. Starting with 50% level meetings.

### **Our school will increase parent/family engagement.**

Every major student-learning goal includes activities and strategies for increasing parent involvement. The Family Engagement Action team (FEAT) which includes staff, parents and bilingual community based organizations is active in identifying, planning and supporting parent events. Support and outreach include, mid-quarter Progress Reports, personal invitation telephone calls to families, bus transportation to school events and "event topics" selected by the families and communities.

Under Principle 7, Increase parent and family engagement, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 7: Family and community engagement

## Title Component 6 Strategies to increase parent/family engagement

□ Indicator: P7-IVA04: The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home)

2017-2018 SMART Goal: During the 2017-2018 school year, through providing communications, conferences and school meetings designed to encourage parents and guardians to become actively involved in supporting their students at home and at school, which will result in 75% or more of full time students, enrolled within the first two weeks of each quarter, earning at least 1.5 credits per quarter (all of their credit bearing classes). Notes: 1.5 credits per quarter are possible for full-time students enrolled within the first two week each quarter in six (6) classes (2.5 credit per class) Data will be uploaded into the "File Cabinet in Indistar" following each quarter

Tasks:

- Create a role of School Improvement Parent Navigator to model, train and coach 3-5 parents to support decision making (highest level of family engagement) of the FEAT goals and school improvement planning.
- Host a family literacy night to engage students and families with bilingual books and materials
- Hold two parent-teacher conference days - target students with a D or an E in one or more classes, truancy or any behavior issues. Then open the schedule to all parents who would like a conference. Parent Conferences will be held on Saturday, November 30, 2016 and April 29, 2017, for all parents. Parents who are unable to attend on Saturday will be scheduled during the week. Parent Conferences will be held each semester.

### **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 once per month and our representative's report back to their grade level/department teams. Furthermore, issues that involve multiple staff are always discussed with impacted personnel with the goal of seeking common ground and resolution. Under Principle 5, Use data to inform instruction and for continuous improvement, including providing time for staff to analyze and act upon student data, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 5: Use of data for school improvement and instruction

Title Component 1 Needs Assessment

- Indicator: P5-IID08: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

2017-2018 SMART Goal: During the 2017-2018 school year, instructional teams and PLC groups will analyze student data to assess the effectiveness of the curriculum and instructional strategies, which will result in 75% or more of full time students, enrolled within the first two weeks of each quarter, earning at least 1.5 credits per quarter (all of their credit bearing classes). Notes: 1.5 credits per quarter are possible for full-time students enrolled within the first two week each quarter in six (6) classes (2.5 credit per class) Data will be uploaded into the "File Cabinet in Indistar" following each quarter

Tasks:

- SWS will implement and progress monitor schoolwide data on attendance and course performance on an MTSS model incorporated within the SIT schedule.
- Collaborate in content and leveled meetings to look at student work/data 50% of the time allotted for PLC meetings twice a month.
- Conduct vertical and horizontal curriculum alignment across academic content areas based on Common Core standards.
- Conduct next steps to determine common assessments (ELPS and Common Core) to monitor student progress.
- Work with technology committee and content leaders to put assessments, curriculum maps and other resources onto an online data base to support all teachers at Seattle World School

### **We will assist our students to meet standard.**

The school's CSIP goals and support systems target all ELL students in literacy and math skills with the aim of achieving two years of academic growth within two semesters.

Under Principle 3, Extended and Maximizing learning time and collaboration, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 3: Expanded time for student learning and teacher collaboration

Title Component 9 Assist Students to meet standards

- Indicator: P3-IVD05 The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.

2017-2018 SMART Goal: During the 2017-2018 school year, staff will monitor progress of extended school year programs and maximize instructional time during the school day, through the use of data to inform supports and interventions for identified students, which will result in 75% or more of full time students, enrolled within the first two weeks of each quarter, earning at least 1.5 credits per quarter (all of their credit bearing classes). Notes: 1.5 credits per quarter are possible for full-time students enrolled within the first two week each quarter in six (6) classes (2.5 credit per class) Data will be uploaded into the "File Cabinet in Indistar" following each quarter

Tasks:

- Deliver and analyze academic, attendance and retention records of student numbers in enrichment and academic extending learning time programs for each semester. Connect Database/Dashboard to extended day classes.

- Align Saturday School academic supports and service learning opportunities to school goals related to credit and graduation requirements.
- Create activities/credit retrieval courses aligned with student needs. Encourage students to enroll in these courses. (Implement during summer school and extended day.)
- MTSS will be monitoring the data dashboard including students identified through the SIT process to ensure that students are progress monitored in academic, enrichment, language and/or social emotional supports.

Students in our HCC program are also provided intervention support in the form of small group instruction in their classroom and communication with parents about home supports.

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

Seasoned staff provide mentor support for those new to the school to assist with instruction questions and district requirements. The school program also provides on-site opportunities for professional development and encourages teachers to attend off-campus workshops that align with the school academic goals. All the activities help new staff feel supported and maximize their skill base to best serve students. The percentage of staff considered “highly qualified” (HQ) by No Child Left Behind (NCLB) rules and the number of HQ teachers and Instructional Assistants are made available to all families each fall. When necessary, each non-highly qualified instructional staff writes a plan in collaboration with our principal and the Human Resources department to become highly qualified as soon as possible. Non-highly qualified IAs do not support instruction until they become HQ. Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%.

Under Principle 6, Provide a safe, supportive environment promoting social, emotional, and physical health, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 6: Safety, discipline, and social, emotional, and physical health

Title Component 9 Provide assistance to students experiencing difficulty

- Indicator P6-IIIC16: The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional wellbeing)

2017-2018 SMART Goal: During the 2017-2018 school year, the leadership team and PLC teams will establish, monitor, review and revise school safety and supports for students, (social and emotional well-being of students) which will result in 75% or more of full time students, enrolled within the first two weeks of each quarter, earning at least 1.5 credits per quarter (all of their credit bearing classes). Notes: 1.5 credits per quarter are possible for full-time students enrolled within the first two week each quarter in six (6) classes (2.5 credit per class) Data will be uploaded into the "File Cabinet in Indistar" following each quarter

Tasks:

- Counselor leads College Access Now Planning event targeting ELL students at SWS and outside of SWS for College & Career Learning. Ten language groups targeted and partnership with CAN and VFA to support two events.
- Teachers and Positive Discipline committee teach and monitor BAPSY through advisory (twice a week) and provide ongoing training and support through community meetings and ongoing staff trainings.
- Race & Equity team will meet with district facilitators to provide ongoing support and training to staff in support of cultural responsive training to support student learning.
- Positive Discipline Committee will plan and train staff the student orientation related to Positive Discipline & Trauma Training (Sound Discipline) with the BAPSY model (Best Almost Perfect School Year) during daily advisory for the first month of school.

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

The school hosts a welcoming event for incoming students and invite families to tour the school and meet our staff and students.

Under Principle 5, Recommend appropriate supports for each student’ transitions between grade levels, schools, interventions, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 5: Transition

Title Component 7

- Indicator P5-IID07: The Leadership Team reviews student data to recommend appropriate support for each student’s transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).

2017-2018 SMART Goal: During the 2017-2018 school year, the leadership and PLC's will analyze student data to provide the best placement, programs and create smooth transitions, which will result in 75% or more of full time students, enrolled within the first two weeks of each quarter, earning at least 1.5 credits per quarter (all of their credit bearing classes). Notes: 1.5 credits per quarter are possible for full-time students enrolled within the first two week each quarter in six (6) classes (2.5 credit per class) Data will be uploaded into the "File Cabinet in Indistar" following each quarter

Tasks:

- Administrative & FEAT members run two times a week Family Orientation for the first two months of school. The FEAT team members will conduct orientations in the future.
- HS Counselor and Career Specialist will meet quarterly with HS students to review transcripts, classes and guidance for graduation. All eleven and twelfth graders will be seen individually.
- World Family Center will conduct New Family Orientation for students and families after November 1, 2017, on entering the SWS; those meetings will be conducted weekly based on enrollment.
- All SWS students who exit will be eligible for extended day opportunities at SWS (in SWS or other schools) to earn service learning credit and/or academic support for graduation

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

To meet the needs of Advanced Learners we will:

- Identify advanced learners and support their accelerated schedules within appropriate elective and core classes continuously throughout the year - Continue with differentiated approaches within each class (i.e. each beginning Math program class has 3 levels including advanced level work) - Utilize student input while creating elective-based enrichment activities such as Robotics, science experiments, art exploration and book clubs - Continue promoting reading across the curriculum with appropriate reading materials, individualized by personal interest/level - Offer a new Advanced level English class - Expand partnerships with community based organizations - Explore ways to offer students credits for extra curriculum activities currently happening after school, i.e. drama/ASB

## 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     | Title I, Part A                   | 211,526   | After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.         |
| 2017-2018     | Combined     | Learning Assistance Program (LAP) | 66,030    | Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.                           |
| 2017-2018     | Combined     | Basic Education                   | 2,004,718 | 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)        | 177,273   | Funding to support MTSS supports at all schools.   |
| 2017-2018     | Combined     | PTSA Grant                        | 167,755   | PTSA funds to support programs within the building.  |
| 2017-2018     | Specific Use | Transitional Bilingual            | 793,158   | 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                              | 42,767    | 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 <sup>1</sup> to target level of performance desired)   | Assigned to:     | Target Date for Completion: |
|---|---|------------------|-----------------------------|
| <p>Analyzing school-wide internal and external data for 2015-2016, staff determined that gaps are not closing and we need to increase student achievement</p> | <p>Principle 5: Use of data for school improvement and instruction<br/>           Title Component 1 Needs Assessment</p> <ul style="list-style-type: none"> <li>Indicator: P5-IID08: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.</li> </ul> <p>2017-2018 SMART Goal: During the 2017-2018 school year, instructional teams and PLC groups will analyze student data to assess the effectiveness of the curriculum and instructional strategies, which will result in 75% or more of full time students, enrolled within the first two weeks of each quarter, earning at least 1.5 credits per quarter (all of their credit bearing classes). Notes: 1.5 credits per quarter are possible for full-time students enrolled within the first two week each quarter in six (6) classes (2.5 credit per class) Data will be uploaded into the "File Cabinet in Indistar" following each quarter</p> | <p>All Staff</p> | <p>June 2018</p>            |

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

| Problem of Student Learning   | What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)   | Assigned to:     | Target Date for Completion: |
|---|---|------------------|-----------------------------|
| <p>Our data indicates low student achievement in the areas of Biology EOC, Reading and Writing ELA as well as Math EOC. We are focusing on improving the scores in district and state averages.</p> | <p>Principle 4: Rigorous, aligned instruction<br/>           Title Component 2 Research based strategies that help targeted students</p> <ul style="list-style-type: none"> <li>Indicator P4-IIIA07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</li> </ul> <p>2017-2018 SMART Goal: During the 2017-2018 school year, all teachers will differentiate assignments and instruction aligned with pre-test and progress monitoring of individual students, which will result in 75% or more of full time</p> | <p>All Staff</p> | <p>June 2018</p>            |

| <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, enrolled within the first two weeks of each quarter, earning at least 1.5 credits per quarter (all of their credit bearing classes). Notes: 1.5 credits per quarter are possible for full-time students enrolled within the first two week each quarter in six (6) classes (2.5 credit per class) Data will be uploaded into the "File Cabinet in Indistar" following each quarter |                     |                                    |

### 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 are still not achieving on WA State competencies as shown on SBAC. Staff is dedicated to working toward raising student achievement to meet or exceed those standards | <p>Principle 1: Strong Leadership<br/>           Title Component 1: Needs Assessment<br/>           ☑ Indicator P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes.</p> <p>2017-2018 SMART Goal: During the 2017-2018 strong leadership through the administrative team, Building Leadership Team and FEAT Team will result in 75% or more of full time students, enrolled within the first two weeks of each quarter, earning at least 1.5 credits per quarter (all of their credit bearing classes). Notes: 1.5 credits per quarter are possible for full-time students enrolled within the first two week each quarter in six (6) classes (2.5 credit per class) Data will be uploaded into the "File Cabinet in Indistar" following each quarter</p> | All staff           | June 2018                          |

### 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> |
|---|--|---------------------|------------------------------------|
| In addition to academic achievement data, the student climate survey show that student indicators are low in the area of sense of belonging and the sense of community. | <p>Principle 6: Safety, discipline, and social, emotional, and physical health<br/>           Title Component 9 Provide assistance to students experiencing difficulty</p> <ul style="list-style-type: none"> <li>Indicator P6-IIIC16: The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses nonacademic factors, such as social and emotional well-being)</li> </ul> <p>2017-2018 SMART Goal: During the 2017-2018 school year, the leadership team and PLC teams will establish, monitor, review and revise school safety and supports for students, (social and emotional well-being of students) which will result in 75% or more of full time students, enrolled within the first two weeks of each quarter, earning at least 1.5</p> | All Staff           | June 2018                          |

| <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> |
|------------------------------------|--|---------------------|------------------------------------|
|                                    | credits per quarter (all of their credit bearing classes). Notes: 1.5 credits per quarter are possible for full-time students enrolled within the first two week each quarter in six (6) classes (2.5 credit per class) Data will be uploaded into the "File Cabinet |                     |                                    |