



**Continuous School Improvement Plan (C-SIP)**  
**South Lake High School**  
**2016 - 2018**  
**Principal: Laura Davis Brown**

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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, 2016. 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. Through out the school year our team will continuously reviewing this document to ensure that it aligns with desired school processes. 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 document was reviewed and approved by our Building Leadership Team November 2016.

### Mission and Vision

#### Mission:

South Lake High School welcomes all students to a small, supportive and structured educational setting where academic achievement is the celebrated outcome.

#### Vision:

Every student achieving everyone accountable.

### 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.**

### Component 1: Needs Assessment

**Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.**

At department meetings, staff meetings and in our Building Leadership Team (BLT), we analyzed student achievement data from HSPE, SBAC and classroom-based assessments. We then develop databased SMART goals for student growth in all major goal areas.

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.**

2017-18 SMART Goal:

During the 2017-18 school year, strong leadership through the administrative team and building leadership team will result in 70% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter.

• Note:

- o 1.5 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter in 6 classes (.25 credit per class)
- o Data will be uploaded into the "File Cabinet in Indistar" following each quarter

#### Tasks:

- Develop an on-line walk-through tool aligned with Danielson with a focus in the following areas: Developing Academic Vocabulary, Standards-Based Lesson Plans, Learning Targets, and Success Criteria.
- 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.
- **Professional Development calendar developed with BLT to ensure instructional alignment for staff.**
- The administrative team will conduct bi-monthly Learning Walks and collect data based on a pre-determined focus for individual classroom teachers and building-wide agreed upon strategies. Administrators will provide staff members with timely feedback from Learning Walks.

**We will use research-based strategies that help targeted students.**

### Component 2: Research Based strategies that help targeted students (School Wide Reform Strategies)

We assessed our progress in attacking the achievement gap/education gap between students of different ethnic groups to ensure our goals addressed the needs of underachieving groups. We created a master schedule to maximize student-learning time especially in literacy and mathematics. We are studying and putting into place "best practices" instructional strategies. Best practices will include but increasing active student engagement, differentiating instruction, and question stems to support critical thinking. Students' readiness, skill levels, and learning goals will be a proponent of establishing instructional goals. South Lake will implement programmatic changes instructionally, adding Project Based Learning and AVID instructional strategies. We also hold advisory preparation meetings in addition to MTSS to discuss the needs of students on a weekly basis. Counselors, mental health therapist, case managers, drug/alcohol counselors are all team members who provide support to our students.

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.*

2017-18 SMART Goal:

During the 2016-17 school year, teachers will differentiate assignments in response to individual student performance on various assessments that will result in 70% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter.

• Note: 1.5 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter in 6 classes (.25 credit per class)

o Data will be uploaded into the “File Cabinet in Indistar” following each quarter

#### **Tasks:**

- The math department will administer a Common Core Math Assessment to all students. The lowest strand score will identify the pre-assessment for a particular grade level and strand (e.g., algebra or geometry).
- The pre-assessment will be used to find certain concepts that have yet to be mastered. Students will spend Fridays tutorial focusing on these concept gaps with core teachers, and when the unit is complete, they will take an additional pre-assessment.
- The post assessment will be given to determine any additional barriers to attaining credits.

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

### **Component 4: Professional Development that is high quality and ongoing**

We have several days each school year where our staff participate 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. National Board Certified and other teachers in our building conduct professional development training sessions on instructional topics which include best practices.

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.*

2017-18 SMART Goal:

During the 2017-18 school year, training and implementation of targeted, continual, job-embedded professional development will result in 70% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter.

• Note: o 1.5 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter in 6 classes (.25 credit per class)

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#### **Tasks:**

- Professional development to implement agreed upon engagement strategies 2017-2018
- Professional development to Implement Trauma informed instructional strategies for the 2017-2018 school year.
- Align PLC to support alignment of instructional strategies that intentional link instruction across content

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

### **Component 6: Increase parent/family engagement**

Every major student-learning goal includes activities and strategies for increasing parent involvement. As an alternative school, our parental involvement is unique to our population. Parental participation is on an ongoing basis throughout the school year, which also include open house, parent nights, senior project evenings, and cultural activities. Our parents are on call and available to us on a one on one basis.

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)

2017-18: SMART Goal:

During the 2016-17 school year, South Lake's School Compact will include responsibilities that communicate what parents (families) can do to support students' learning at home resulting in 70% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter. • Note: o 1.5 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter in 6 classes (.25 credit per class) o Data will be uploaded into the "File Cabinet in Indistar" following each quarter

#### **Tasks:**

- Create additional in school opportunities to involve parents in development of school mission and vision
- Continue to send out good news cards to students home to provide on- going home-school connection
- Create a student survey to determine what students believe, feel they need at South Lake on order to be successful.
- Create a parent survey to determine what programming parents envision for their children at South Lake.
- Teach parents and group leaders how to use The Source so they can keep up-to-date on students' academic progress via Shark Newsletter, providing a link on school website, staff make an effort to inform parents whenever they have an opportunity to communicate with them.

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

#### **Component 8: Staff is involved in decision-making:**

Teacher representatives 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 to their grade level/department teams. They also bring issues and input to BLT meetings from their team members.

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.

2016-17 SMART Goal:

During the 2017-18 school year, South Lake Teams will use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies resulting in 70% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter. • Note: o 1.5 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter in 6 classes (.25 credit per class) o Data will be uploaded into the "File Cabinet in Indistar" following each quarter

#### **Tasks:**

- Staff will analyze 2016 SBAC data in ELA and Math to determine next steps needed to support students through effective instructional practices.
- Staff will identify gaps in the content area and develop instructional strategies to address the gaps.
- The Building Leadership Team will develop an assessment calendar based on district and building instructional needs.

Staff will analyze data to determine school wide instructional goal aligned to the Danielson Criteria.

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

## **Component 9: Assist our students to meet standard:**

Our CSIP targets underachieving students in the area of math, science, literacy, attendance, and social skills.

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.*

2017-18 SMART Goal:

During the 2017-18 school year, South Lake staff will monitor progress of the extended learning time programs and strategies being implemented, and use data to inform modifications resulting in 70% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter. • Note: o 1.5 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter in 6 classes (.25 credit per class) Data will be uploaded into the “File Cabinet in Indistar” following each quarter

#### **Tasks:**

- Teachers will provide tutoring opportunities to students advertised in the bulletin, in the Shark Bite, and on the school website.
- Provide on-line Red Comet Program and Apex for students to maximize instructional time by expanding opportunities for student engagement in a full range of comprehensive academic and career courses.
- Social and Emotional Elective will be offered during and after school to support student needs.

Teacher will provide afterschool learning opportunities for students 2X weekly in support of student service learning needs..

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

#### **Component 5: 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.

#### **MTSS: System of support assures our highly qualified staff are supporting students:**

The percentage of staff considered “highly qualified” (HQ) by the new federal guideline (Every Child Successes Act) 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 provided instruction until they become HQ. Currently, the percentage of staff considered Highly Qualified (HQ) is 100%. There are 10 Highly Qualified teachers in this school and N/A Highly Qualified instructional assistants.

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 well-being)

2017-18 SMART Goal:

During the 2017-18 school year, South Lake Teams will ensure the school environment is safe and supportive by addressing non-academic factors resulting in 70% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter. • Note: o 1.5 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter in 6 classes (.25 credit per class) o Data will be uploaded into the “File Cabinet in Indistar” following each quarter

#### **Tasks:**

- Develop a plan for staff and student beginning of school orientation days
- Students and staff will participate in a perception survey (Center of Educational Effectiveness) in the fall.
- Develop a plan for implementation of a Self-Care Program for teachers. Self-Care events will occur on a monthly basis.

- Incident response day – earthquake (team with Safety Committee)
- Investigating options and opportunities for whole school drug and alcohol education possibly through school-wide assemblies.
- Establish a school wide-community building routine: \*Have quarterly/monthly community building challenge day (Awards, Quarterly Assemblies, Culture Night).

End of the year challenge to Washington Family Ranch

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

### Component 7: Transition of new students and families into our school:

We host a welcoming event for incoming students and invite their families to tour our facility and meet our staff and students. Weekly, new student orientation is held to assess students skill level in reading, writing and math and to acclimate give them in a supportive non-intrusive manner. During these one days students' introduction to South Lake also include a meeting with the College Career Center Specialist, the counselor, administrators, and support staff.

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).*

2017-18 SMART Goal:

During the 2017-18 school year, South Lake Teams will review student data to recommend appropriate support for each student's transition from grade to grade resulting in 70% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter.

• Note: 1.5 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter in 6 classes (.25 credit per class)

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#### Tasks:

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- The Career Counselor will develop a Post-Secondary Option Day to allow students to explore college and career opportunities after graduating from high school.
- During the school year, students, teachers, and the career counselor will work collaboratively develop a High School and Beyond Plan to assist in the transition from high school to post-secondary.
- Students will utilize an on-line program, Red Comet, in order to gain exposure to and determine next steps needed for a variety of career paths they may have an interest in exploring.

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

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## 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	35,991	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)	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	1,270,270	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)	31,244	Funding to support MTSS supports at all schools.
2017-2018	Specific Use	Transitional Bilingual	22,561	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	85,566	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:
8.3 –There is a need to address Southlake HS’s lack of programming in supporting to academic growth and attendance.	<p><i>Indicator:</i> P5-IID08: Instructional Teams use student-learning data to assess strengths and weaknesses of the curriculum and instructional strategies.</p> <p>2017-18 SMART Goal: During the 2016-17 school year, South Lake Teams will use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies resulting in 70% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter. SMART goal is to increase student attendance from 50% of 70% at the end of the 2016-17 school year.</p> <ul style="list-style-type: none"> <li>• Attendance tracker</li> <li>• Academic data warehouse</li> </ul> <p>Grades lists (focusing D’s and E’s)</p> <p>• Note:</p> <ul style="list-style-type: none"> <li>o 1.5 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter in 6 classes (.25 credit per class)</li> <li>o Data will be uploaded into the “File Cabinet in Indistar” following each quarter</li> </ul>	BLT	June 2018

## 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:
Teacher Problem of Practice: Teachers need to provide engaging classroom practices while increasing level of rigor for students.	<p><i>Indicator P4-IIIA07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</i></p> <p>2016-17 SMART Goal: During the 2017-18 school year, teachers will differentiate assignments in response to individual student performance on various assessments that will result in 70% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter. Staff will have agreed upon instructional strategies. Staff will engage in training, with on-going support to implement PBL and AVID for the 2017-2018 school year.</p> <p>• Note: 1.5 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter in 6 classes (.25 credit per class)</p> <ul style="list-style-type: none"> <li>o Data will be uploaded into the “File Cabinet in Indistar” following each quarter</li> </ul>	BLT	June 2018

## Whole School Goal

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>South Lake HS has been identified as a focus school, which means that there is a need to address student graduation and academic outcomes</p>	<p><b><i>Indicator P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes.</i></b></p> <p>2016-17 SMART Goal:                      During the 2016-17 school year, strong leadership through the administrative team and building leadership team will result in 70% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter.                      During the 2017-2018 school year South Lake will utilize OSPI coaches for staff development, designed to increase student engagement, thereby improving graduation outcomes.</p> <ul style="list-style-type: none"> <li>• Note: 1.5 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter in 6 classes (.25 credit per class)</li> <li>o Data will be uploaded into the “File Cabinet in Indistar” following each quarter</li> </ul>	BLT	June 2018

## School Culture Goal

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>Student perception data indicated that they did not feel a sense of belonging. In addition, a significant number of students felt that they were not being prepared for next steps.</p>	<p><b>Indicator P6-IIIC16:</b> 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 well-being)</p> <p>2016-17 SMART Goal:                      During the 2016-17 school year, South Lake Teams will ensure the school environment is safe and supportive by addressing non-academic factors resulting in 70% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter.                      Additional student survey conducted revealed students desire for instructional rigor. OSPI coaches will be utilized to support identified staff instructional needs and support the development of the professional development calendar.</p> <ul style="list-style-type: none"> <li>• Note: 1.5 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter in 6 classes (.25 credit per class)</li> <li>o Data will be uploaded into the “File Cabinet in Indistar” following each quarter</li> </ul> <p>During the 2016-17 school year, South Lake Teams will continue to develop strategies for authentically implementing ACE's work, MTSS intervention/referral change.</p> <ul style="list-style-type: none"> <li>o Implementation of Sound Discipline intervention strategies.</li> </ul>	BLT	June 2017