



2024-25 CSIP Review and Updates Cleveland STEM High School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: Cleveland STEM High School

Principal: Jeff Lam

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Francis Lin, Christal Lee, Kate Tipton, Makala Williams, King Richardson, DeAndra Charleston, Mary Brown-Mason, Napsiyah Sallee

[2023-26 CSIP Cleveland](#)

[Cleveland High School Report](#)

[Cleveland High School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

- Restorative practices, community circles, and harm circles
- Tier 1 social emotional learning instruction through advisory
- Ethnic studies courses
- Developing family engagement practices through family co-design and strategic partnerships
- Expansion of mental health supports
- School-wide “data summits” to progress monitor our work.
- Project-based learning
- Increased focus on identifying MTSS practices and Universal Design for Learning strategies.

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

We believe that our 2023-26 CSIP, with its emphasis on building a robust tiered system of support, improving attendance, nurturing a safe and welcoming learning environment, increasing dual-credit

opportunities, Project-based learning, Ethnic Studies, and family partnerships, served all students well, and the continued implementation of this CSIP does not leave any student, family, or staff group vulnerable to risk.

What are short-term and long-term desired outcomes for student, family, and staff groups?

We desire to be in partnership with students and families to build a school community where everyone belongs, and everyone gets what they need to achieve their highest potential. We will work to ensure all students reach their full potential. In the short term, our goals include improving student attendance, dual credit enrollment, and family partnerships, and in the long term, we aim to provide all students with access to and success in a robust STEM educational program and the opportunity to pursue the post-secondary path of their choice.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

Cleveland's attendance rate for African American males went from 86% in September of 2023 to 90% in September of 2024. Similarly, the attendance rate for African American males went from 83% in October 2023 to 90% in October 2024.

For the 2024-25 school year, we partnered with the University of Washington to offer UW in the HS ENGL 131 for all 11th grade students, ensuring *all* students take a Dual Credit course by the time they reach their 11th grade year. We are prepared to offer ENGL 111 for all 12th grade students, beginning Fall 2025.

On the Fall 2024 Student Climate Survey, 92% of students agreed with the statement, "Adults at school care about me" and 92% agreed with the statement, "I feel like people at school accept me for who I am as a person."

Summary of student strengths supported by data:

For the Autumn 2024 admissions cycle at UW Seattle, 139 Cleveland students applied and ninety-four were admitted. The number of disciplinary rates from the 2023-24 school year was fifty, and the total number through the first semester is six. Eighty percent of our current senior class has at least a 3.0 GPA, and 60% hold over a 3.5 GPA. The total number of students enrolled in AP classes increased from 2023 - 2024 from 161 to 196 students, and the number of AP students with a score of 3 or more increased from 69 to 118 over one year. The 2024 % of total AP students with scores of 3+ was 60.2%, a 5-year high by 11%.

Identify and prioritize student needs supported by data:

As we increase the number of students taking dual credit courses, we will need to ensure we have support in place for all students to be successful, particularly ML students and students with IEPs. We need to focus on vertical alignment to ensure all students are well prepared for the rigors of UWHS classes at the 11th and 12th grade levels.

Summary of possible root causes of the priority student need:

The establishment of UWS classes across the 11th and 12th grade bands established the need for vertical alignment.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

Eighty-three percent of respondents on the Student Climate Survey indicated a favorable rating for prompts under "Identity and Culturally Responsive Teaching," an increase of one point from Spring 2024. Eighty-nine percent of staff responded favorably in response to the prompt, "Staff in this school are productively taking action to address issues of racial equity in the school," up 18% from Spring 2024.

Summary of data proving professional learning is effective in supporting student outcomes:

According to our latest student climate data, 91% of students responded favorably to the prompt, "My teachers have high expectations of me" and 80% responded favorably to the prompt, "I have adults at school that can teach me about my culture(s) and history), up 5% from Spring 2024. In addition to PD focused on UDL, we continue to deepen our understanding of Restorative Practices, and 88% of students responded favorably to prompts related to "Belonging & Relationships."

Professional learning that needs to be strengthen or is no longer being implemented due to minimal impact on student outcomes:

We want to strengthen our focus on UDL, Ethnic Studies, Project-Based Learning, and Restorative Practices.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

We have two part time staff members who focus on "family co-design" work, which focuses on working alongside families and other stakeholders to surface common challenges and collectively design solutions. While we enjoy strong family and community support in our events, we will have a clearer sense for the extent to which Cleveland families experience two-way communication with the school when families receive the next school climate survey.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

Our school staff, in partnership with the CBO, Bridging Cultural Gaps, is working to build trust, community, and partnership with East African students and families. Their work has been highlighted by Cleveland's East African Night held at the community center in New Holly, which has focused on establishing two-way communication between the school and East African families.

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Three-year Goal:

By June 2026, the percentage of African American male students attending 90% or more of their classes will increase from 56.6% to 70%.

2024-25 One-Year Goal:

By June 2024, the percentage of African American male students attending 90% or more of their classes will increase from 56.6% to 60%.

Action Plan

2024-25 Evidence-based Practice 1:

Student Re-engagement: MTSS Teams in school buildings will build out Attendance Workshops to address chronic absenteeism, which fulfill state and district mandates on Community Engagement Boards (CEB) and help to track students needing school re-engagement support through care coordination/case management.

Student Outcome Data Measures:

School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

Building determine Schedule of MTSS Meetings

Timeframe for Reviewing Process Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Admin team
- Members of Levy team
- Attendance specialist

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

In partnership with our school's Community Based Organizations and Families, Cleveland High School will increase the number of Black and African American students enrolled in dual credit courses from 54% to 70% by June 2026.

2024-25 One-Year Goal:

In collaboration with our school leadership teams, Cleveland HS will increase the number of Black and African American students enrolled in dual credit courses by 5% from 54% to 59% by June 2026.

Action Plan

2024-25 Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement adopted instructional resources and inclusionary practices that serve all students, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

Student Grades Reports

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Instructional Council
- TLCs
- Admin team

Advanced Learning and Highly Capable Services:

- In Humanities, we now offer UWHS ENGL 131 for all 11th grade students, and ENGL 111 for all 12th grade students.
- Our Dual Credit opportunities through area colleges include UW BIOL 100, Math 130, Recording Arts, and Anatomy & Physiology.
- AP course offerings include AP Chemistry, AP Physics, AP Environmental Science, AP Computer Science (Principles and Projects), AP Calculus, AP Statistics, Math 130, AP Chinese, AP Spanish, and AP Music Theory. In math classes, all students have access to an honors option. As a STEM School, most students take four years of math.
- All students take a core science class and a science elective through their first three years at Cleveland. Our science program offers a variety of AP and UW in the HS options.

Expanded Learning:

- Cleveland After School Help (CASH)
- Internship and community service opportunities through one of our many CBOs
- X-Bot
- Scholar Saturdays
- Peer Tutoring during and after school
- College Visits through Levy, CCLI Partners
- Summer learning program
- Online credit retrieval program
- Athletics Program
- School Clubs meet during lunch and sometimes hold after school activities. We have forty-three student led clubs registered for the year.

Homework Policy:

At Cleveland, students can typically expect an average of two hours of homework per night. As a school that focuses on Projected-Based Learning, the amount of homework may fluctuate.

Student grades are determined by each teacher across five domains: Agency, Collaboration, Knowledge & Thinking, Oral Communication, and Written Communication.

Cleveland has adopted the following grading and retake policy:

As approved by the Seattle Public Schools Board, grading policies outlined in Policy 2420 will continue, utilizing an A-E scale. To advance equity and support our ongoing shift towards a

competency-based grading system, SPS leadership mandates the following three grading practices for the 2023-24 academic year:

1. Communication: SPS educators are required to conduct biweekly check-ins with students and families for those at risk of receiving an Incomplete, No Credit, or failing grade.
2. Retakes: SPS educators must permit retakes and assignment revisions to the maximum extent possible. Schools serving grades 6-12 will establish school-specific retake policies, defining the scope of "to the extent possible." Schools can adopt the district's standard policy or an existing policy from another school to fulfill this requirement.
3. Minimum Grades: SPS educators are prohibited from assigning grades below 50% for any assignment or assessment, including missed assignments.

Guidelines for School-Based Retake Policies:

- Each school is empowered to develop the frequency, timing, and structure details of their retake policy.
- Every policy should incorporate an element of student reflection or preparation before administering a retake.
- Retake policies must be publicly available and accessible on the CSIP Plans Teams Page.
- Schools lacking a policy should adhere to the standard district policy, outlined in the Playbook.

Standard Retake Policy:

- Summative grades are eligible for retakes, excluding homework or formative grades.
- Retake grades supersede original grades without penalty.
- A single retake opportunity is allowed for summative assignments. For students dissatisfied with retake results, a meeting with the teacher is recommended to collaboratively devise a support plan.
- Reasonable prerequisites before retakes can be required, such as completing notes or test corrections.
- Retakes should cover the same content matter/standards as the original assignment.
- Retakes should be completed within two weeks (10 school days) of returning original grades, with possible adjustments communicated beforehand.

Student Responsibility:

- Prior to a retake, students may be asked to fill out a retake form.
- Students are accountable for actively participating in retake processes within policy time frames.
- Students with absences maintain retake opportunities for makeup exams.
- Students may be required, determined by the teacher, to complete a learning plan, an alternative assignment, necessary/missed homework, or test corrections before a retake.

Additional Notes:

If students fail to submit late work or retake by the designated school deadline and evidence of learning is not provided, the original grade stands.

IEP/504 plans take precedence over the retake policy and timelines, in accordance with each student's specific plan.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By June 2026, Cleveland will increase the percentage of families who believe the school is interested in family feedback and ideas to improve the school, specifically focusing on the perception of Black or African American families, from 82% to 88%, as measured by the School Climate & Culture Panorama Survey.

2024-25 One-Year Goal:

By June 2024, Cleveland will increase the percentage of families who believe the school is interested in family feedback and ideas to improve the school, specifically focusing on the perception of Black or African American families, from 82% to 84%, as measured by school-based surveys.

2024-25 Budget Allocations to Support Continuous Improvement

The following table describes how the school allocates funds to support and improve student learning.

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level-specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$8,460,328
- **Activities Implemented:**
 - Library services
 - Counseling services
 - Classroom instruction and activities
 - Academic interventionist support
 - Leadership stipends
 - Copier
 - Office administration support

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$509,390.
- **Activities Implemented:** Multilingual certificated staff co-teach classes with general education teachers as well as self-contained language support classes with additional supports from multilingual classified staff.

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$60,784

- **Activities Implemented:** “Blocked” and cotaught Algebra 2 classes.

High Poverty LAP

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$281,740
- **Activities Implemented:** Blocked Algebra 2 classes, Blocked Algebra 1 classes, Pre-calculus lab, counseling support.

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$641,131
- **Activities Implemented:** Restorative practices, Student/Family Advocate support, Social Work and Mental Health coordination, Counseling support, Grade level success coordination and coaching, Family co-design and family engagement events, additional instructional support and tutoring outside of the school day.

Other Funding Source (Mental Health Grant)

- **Intent and Purpose:** The Mental Health Grant is a two-year project from the City of Seattle used to support the mental health needs of students.
- **Dollar Amount:** \$227,687
- **Activities Implemented:** 1:1 therapy, small group counseling sessions, restorative practices training for all staff, support for student clubs and activities that promote community and belonging.