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 our school's goals and efforts have been synthesized into one easy-to-read document that covers all the different areas on which schools are required to report. The BLT Approval Date of the CSIP is June 6, 2018.

Mission and Vision

Mission:
One Garfield is a community of learners who recognize the history of our institution and the power of its vision and voice to encourage critical thinking and compassion as a means of creating future leaders. We are committed to growing diverse leaders who understand how to work together to create positive change in our school and in our communities.

Vision:
To reach our vision, we will:
- ✓ Encourage healthy dialogue and inquiry about race and equity
- ✓ Build a foundation of collaboration, shared leadership, trust and safety.
- ✓ Deepen our relationships with one another and with our students.
- ✓ Encourage (foster) and expand the role of youth voice and leadership in decision-making and creating change.
- ✓ Help students to identify their unique gifts and the belief that they can reach their dreams.
- ✓ Create pathways for all students to be successful.

Terminology

Throughout this document several 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 relationships between staff, students, families and community to improve the culture and climate at Garfield.

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.

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.
- ✓ There are significant achievement gaps between students whose families are below poverty metrics and those above
- ✓ There significant gaps in college readiness of white students and students of color
- ✓ There are identifiable sub-groups of students with significantly lower attendance rates and significantly higher disciplinary actions
- ✓ There is currently a lag in response time for getting resources to students who need them

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
- ✓ Meet 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.

To meet the needs of advanced learners Garfield High School continues to offer a wide variety of Advanced Placement Courses. These courses allow our advanced learners to challenge themselves academically and take college level courses within the high school, further accelerating their development and allowing them to experience a wide variety of subjects. AP courses are approved by the College Board and students may earn college credit by scoring 3 or better on the subject area AP test in the spring. These courses include Advanced Placement (AP) Language Arts, AP Literature, AP Calculus, AP Environmental Science, AP Chemistry, AP Biology, Oceanography 101 (UW in the High School), AP Physics, AP World History, AP American Government, AP US History, AP Japanese, AP Latin, AP Spanish, AP French and an AP art studio. Additionally, we offer engineering courses as well as a robust selection of courses within the visual and performing arts for our advanced learners.

For our most at risk student populations, we have implemented an Early Warning System. This EWS uses real time student outcome data to identify students in danger of going off track and designing interventions to keep them on track. We focus on students who are at risk academically, behaviorally, and in their course performance.

These metrics are determined by the district and are as follows:

SSRA Risk Factors: 02: Core Courses: Based on final marks of courses in Math, Language Arts, Science, Social Studies, and World Languages completed within the last calendar year: High = Received an "N" or "E" in more than 20% of courses. Medium =Received an "N" or "E" in 10–20% of courses. Low = Received an "N" or "E" in fewer than 10% of courses.

SSRA Risk Factors: 03: Math Courses: Based on final marks of Math courses completed within the last calendar year: High = Received an "N" or "E" in 2 or more courses. Medium = Received an "N" or "E" in 1 course. Low = Received no "N" or "E" marks.

SSRA Risk Factors: 04: LA Courses: Based on final marks of Language Arts courses completed within the last calendar year: High =Received an "N" or "E" in 2 or more courses. Medium = Received an "N" or "E" in 1 course. Low = Received no "N" or "E" marks.

SSRA Risk Factors: 08: Attendance Rate: High = Attendance Rate (YTD) is less than 80%. Medium = Attendance Rate is 80% and less than 90%. Low = Attendance Rate of 90% or higher.

SSRA Risk Factors: 09: Unexcused Absences: High = 5 or more Unexcused Absences. Medium = 2 to 5 Unexcused Absences. Low =Fewer than 2 Unexcused Absences.

SSRA Risk Factors: 10: Discipline: High = Two or more total disciplinary actions. Medium = One disciplinary action. Low = No disciplinary actions.
   ✓ We will create a system to coordinate all tiered student supports to make the system more efficient and responsive

✓ We will establish common classroom expectations and procedures for all classrooms to provide students with a clear roadmap for success
✓ We will implement collaborative learning and gradual release of responsibility as common pedagogical practices to enable greater differentiation of instruction

Our school offers professional development that is high quality and ongoing.
✓ Professional development topics will be determined with teacher input and data from peer learning walks to ensure that topics are relevant and timely
✓ Collaborative time will be built into the schedule as much as possible to provide support efforts of PLCs
✓ PLCs will be provided with resources and assistance to become more impactful
✓ Garfield is currently in the process of developing coordinated and data driven professional development calendar for the next two years.

Our school will increase parent/family engagement.

We will develop a comprehensive community engagement plan which will explicitly address a welcoming environment for all families, effective communication to homes, effective communication from homes, family's ability to supports their students, leadership opportunities for families and community members, and volunteer opportunities for family members

Homework Policy:

Homework and motivation: It is understood that quality feedback on homework is more motivating for students than completion points. This means faculty will provide consistent, quality, timely feedback on homework. This feedback may be for individual students or for the entire class.

Guiding Principles of Homework at Garfield High School

Homework assignments are intended to reinforce and extend learning initiated in the classroom and serve as a tool for teachers to assess student understanding of classroom instruction. Completion of routine homework can motivate students to develop good work habits while increasing the opportunity for individual initiative and responsibility. Homework can also stimulate creativity, critical thinking, and awareness that learning can take place outside of the classroom. The guidelines below indicate how students, parents, teachers, and administrators all have a responsibility for the success of homework.

Homework Guidelines for Students
✓ Always do your best work
✓ Record directions for homework in a planner or organization system of your choice
✓ Understand assignments clearly before leaving class
✓ Bring home materials to complete homework
✓ Hand in assignments on time
✓ Know what you are going to miss and still meet due dates for planned absences
✓ Find out what you missed the day you return from an unplanned absence
✓ Budget time properly for long-term assignments
✓ Ask parents, peers, or teachers for help

Homework Guidelines for Parents
✓ Provide a time and place for homework away from interruptions (phone, tablet, computer, television)

- ✓ Actively monitor homework completion on PowerSchools
- ✓ Contact teacher with questions/concerns

Homework Guidelines for Teachers

- ✓ Be certain students clearly understand all homework assignments
- ✓ Ensure Homework addresses class outcomes and standards
- ✓ Provide timely, quality feedback
- ✓ Communicate with parents when students fall behind on homework assignments
- ✓ Assign no more than an hour of homework per night **per class?** for General Education students. Advanced Placement classes may have up to 2 hours of homework per night, **per class??**

Homework Guidelines for Administration

- ✓ Publish, Promote, Support this homework/assessment policy
- ✓ Provide support for teachers to implement policy with fidelity
- ✓ Guide teachers on aligning assignments with course outcomes as necessary
- ✓ Develop/promote homework incentive plans with teachers, students, and families

We will ensure that all opportunities to engage parents and families are communicated in several ways. We will utilize the school's website, app, Robo call, email and direct mail to ensure communication will support all families.

Our staff is involved in decision-making.

During the 2017-18 school year, the Building Leadership Team (BLT) worked with faculty members to examine the current decision-making process and design a more effective and transparent distributed leadership system for Garfield. **The BLT Approved the Decision-Making Matrix in September of 2017. We will review and approve again on June 6, 2018.**

We will assist our students to meet standard.

- ✓ We will provide students who enter Garfield with significant learning gaps with opportunities and quickly accelerate their learning
- ✓ We will align all core curriculum to ensure that student progress towards clear learning goals is clear and measurable
- ✓ We have implemented an Early Warning System for our 9th graders that identifies students in need of intervention and assistance based on the ABC (Attendance, Behavior, and Course Performance) We will fully implement this Early Warning System school wide in the fall of 2019 for all students.
- ✓ Our Student Intervention Team meets weekly with the overall goal being to increase academic achievement and decrease disproportionality in the school. The SIT is responsible for planning individual student interventions and for recommending new program and services to the Building Leadership Team.

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

- ✓ The students at GHS are served by 88 classroom teachers, whose average teaching experience is 10 years. The staff includes some of the most qualified teachers in the state, with 17 our teachers (almost 20%) being Nationally Board-Certified Teachers. Teachers at GHS have a high level of education, with 78.2% of the certificated staff holding a Masters or Doctorate Degree.

- ✓ We meet monthly with new faculty members to ensure they have what they need to provide to our students the most effective instruction.
- ✓ We will develop a more transparent distributed leadership with clear and appropriate decision-making processes in order to improve internal communication and collaboration and improve staff investment in processes
- ✓ We will intentionally celebrate staff efforts and successes
- ✓ We will provide staff with transparent and actionable feedback.
- ✓ We are building systems that develop greater systems of collaboration to identify and meet faculty needs.
- ✓ We are working with the Teaching and Learning team to identify evidence of quality instruction. Provide systems of peer support. Organize regular walk through with our Teaching and learning to identify trends that indicate specific needs in professional development.
- ✓ Through our master scheduling process, we dedicate copious time to ensuring that we program our staff appropriately and that staff are scheduled to work within their expertise and skill set.

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

- ✓ Incoming students can participate in our Summer Academy Program in which they can obtain credit as well as get acclimated to the culture, climate, and expectations of the school. This is a partnership with the University of Washington's School of Education and provides a rigorous and deep access to STEM and the humanities. It also provides an advisory experience to our students with a focus on restorative justice.
- ✓ We are going to build off our work with the Link Crew program and develop a process to ensure ASG and other student mentors in the building are utilized to support 9th grade and new students with peer mentoring.
- ✓ We have parent and student orientations in the spring with the purpose of orienting them to the building.
- ✓ We will implement family education events for the families of incoming students that will include opportunities to have questions and concerns addressed by teachers and concerns
- ✓ We have created ninth grade teacher teams with cross-curricular collaboration time in order to provide a more structured environment for entering students and a staff structure that can be more responsive.

How do we support students identified as Highly capable?

To meet the needs of advanced learners Garfield High School continues to offer a wide variety of Advanced Placement Courses. These courses allow our advanced learners to challenge themselves academically and take college level courses within the high school, further accelerating their development and allowing them to experience a wide variety of subjects. AP courses are approved by the College Board and students may earn college credit by scoring 3 or better on the subject area AP test in the spring. These courses include Advanced Placement (AP) Language Arts, AP Literature, AP Calculus, AP Environmental Science, AP Chemistry, AP Biology, Oceanography 101 (UW in the High School), AP Physics, AP World History, AP American Government, AP US History, AP Japanese, AP Latin, AP Spanish, AP French and an AP art studio. Additionally, we offer engineering courses as well as a robust selection of courses within the visual and performing arts for our advanced learners.

Homework Policy: Every Advanced Placement class may have up to 2 hours of homework per night and there is up to an hour of homework in our General Education classes daily.

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
2018-2019	Combined	Learning Assistance Program (LAP)	113,651	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2018-2019	Combined	Basic Education	7,495,640	Instruction for all students aligned to state standards.
2018-2019	Combined	Supplemental Funding	111,810	Additional support for students
2018-2019	Combined	Free & Reduced Lunch (FRL)	267,272	Funding to support MTSS supports at all schools.
2018-2019	Specific Use	Transitional Bilingual	184,266	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2018-2019	Specific Use	SPED	1,628,996	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 2018-19 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
Students in danger of failing courses are not identified until the quarter grades are released, at which point it is often too late for them to legitimately recover.	We will increase the percentage of 9th grade students successfully completing core courses by the end of the 18-19 school year. LA 71% to 81% Math 75% to 85% Science 75% to 85% Social Studies 68% to 78% Successful completion will be measured by a B or better in core courses, i.e. Language Arts, Math, Science and Social Studies. Baseline data is from 2017-18 school year.	9th Grade team. (Core content teachers)	June 2019

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
	We will increase the percentage of 10th and 11th grade students successfully completing core courses by the end of the 18-19 school year. **10th Grade** LA 67% to 77% Math 68% to 78% Science 65% to 75% Social Studies 64% to 74% **11th Grade** LA 54% to 64% Math 56% to 66% Science 53% to 63% Social Studies 54% to 64% Successful completion will be measured by a B or better in core courses, i.e. Language Arts, Math, Science and Social Studies. Baseline data is from 2017-18 school year.	Core content teachers 10th and 11th.	

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
We have a percentage of students who are not fully engaged in accessing AP classes	We will increase the number of students enrolled in AP classes from 44% for 17-18 school year to 54% for the 18-19 school year. We will increase the number of students who successfully pass the AP exam pass from 83% for 17-18 school year to 93% for the 18-19 school year. We will utilize Equal Opportunity Schools to track goal.	Entire school	June 2019

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
We have a percentage of students who are not fully engaged in the learning process. They don't walk out of GHS college and career prepared	We will increase the on-time graduation rate from 92% for the 17-18 school year to 100% for the 18-19 school year and 100% for the 19-20 school year. We will increase documentation of post-secondary enrollment. We will establish a baseline this year by developing a mechanism to gather information on post-secondary enrollment to set an appropriate goal for the 19-20 school year. We utilize our partnership with Seattle Central CC's 13th year program to support this goal. Student surveys and clearing house information to support establishing this goal.	Entire School Admin, Counseling, College and Career Specialist	June 2020

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
There is a significant culture divide where students (students of color, poverty) see themselves as "less than", and we see our students of color being referred for discipline issues and displaying more "off track" indicators than their peers. This impacts their sense of self, academic achievement and what they see as	We will reduce our number of out of school suspensions of our disproportionally underserved population from 67 incidents in the 17-18 school year to 60 incidents a decrease of 10% by the end of the 18-19 school year. We want to specifically decrease suspension for disruptions referrals for cell phones, classroom disruption, and misuse of hall pass/ leaving without permission We will utilize advisory opportunities to discuss social emotional concerns that effect all students and specifically race and equity issues around implicit bias that hinder learning for students of color and/or a feeling of low expectations from teachers. We will increase the percentage of favorable responses to classroom environment from 46% on the 17-18 student climate survey to 56% an increase of 10% by the spring 18-19 student climate survey.	Admin	June 2019

Problem of Student Learning	What will success look like? (SMART Goal[1] to target level of performance desired)	Assigned to:	Target Date for Completion:
possible for their futures.			