



**Continuous School Improvement Plan (C-SIP)**  
**Rainier Beach High School**  
**2016 - 2018**  
**Principal: Keith Smith**

**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:**

To empower our students to become lifelong learners through the support of family, staff and community and to excel academically and creatively in a multicultural world!

**Vision:**

**Rainier Beach High School prepares students to be innovative problem solvers who share responsibility for their success.**

### 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.**

### Introduction

**Mission and Vision** Reviewing SBAC data and the school climate student survey gave evidence that although there has been growth in our SBAC score, we still need to increase student achievement. We've grown in in ELA, Science, and math, yet we are still below district and state averages in all three areas. In addition to academic achievement data, the student survey show that students do not feel safe in school, nor do they think the classroom environment is conducive to student success.

We are committed to creating a safe and secure school, implementing system through PBIS, building positive relationships, implementing restorative practice, implementing ACE's trauma informed practice, and having HQ instruction in every classroom.

Our Mission to empower our students to become lifelong learners through the support of family, staff and community, and to excel academically and creatively in a multicultural world! We want to create a stable and viable school providing a rigorous curriculum; a school in which all students are successful; and a school that embodies through its programmatic design the vision of students, teachers, parents and community.

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

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- Careful constructed testing schedule. Students assigned by content teacher. Teacher set expectation for testing.
- Teachers sent lists of students testing for the day to encourage reluctant students
- Met with parents refusing to have students tested to review benefits of taking the test.
- Calls to students and families to encourage them to take if not a required graduation requirement and they did not test. Primarily Running Start, Special Education and students with chronic attendance issues.

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

We assessed our progress in eliminating the opportunity gap between students of different ethnicities to ensure that our goals addressed the needs of underachieving groups. We are studying and putting into place “best practices” in instructional strategies. Best practices include increasing students’ active engagement in their learning, and differentiating instruction based on students’ readiness, skill levels, and learning goals.

Under Principle 4, Effective Instruction, the Student and School Success Plan (SSSP) includes a SMART goal 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.*

P4: 2017-18 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: • A 10% increase or more on the Smarter Balanced Assessment student achievement scores in ELA, Math and Science, (Comparing spring to spring data) • Percentage of first time ninth grade students earning sufficient credits (at least 5 or more) for promotion to 10th grade will increase by 10% or more. • A 10% increase or more on quarterly standards-aligned, progress monitoring checks, in the following content areas: Language Arts, Math, Science, English Language Learners, Social Studies, World Languages, Art, Physical Education and Special Education.

#### **Tasks:**

- Career Ladder Teachers will provide Professional Development and coaching support around the IB and Danielson Frameworks.
- The ELL and Special Education teachers along with CORE teachers will use IEP and WELPA to meet the learning needs of identified students.
- Teachers will design, enhance, and refine standard aligned lessons and units during departmental PLCs.
- Teachers will create and refine common classroom assessments during PLC time.

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

We are committed to PD that supports PBIS, ACE’s, building positive relationships, and HQ instruction. Effective instruction and our quest for Social Justice makes up the foundation of our pathway to success. We are mission driven and data informed, which allows us to make necessary adjustments when necessary. We have PD days throughout the school year where our staff participates in professional development (PD) based on our schools’ need assessment. 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 best practice into place for curricular materials.

Under Principle 2, Professional Development, the Student and School Success Plan (SSSP) includes a SMART goal 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-IF14: The school sets goals for professional development and monitors the extent to which it has changed practice.**

P2: 2017-18 SMART Goal: During the 2017-18 school year, training and implementation of targeted, continual, job-embedded professional development will result in: • A 10% increase or more on the Smarter Balanced Assessment student achievement scores in ELA, Math and Science, (Comparing spring to spring data) • Percentage of first time ninth grade students earning sufficient credits (at least 5 or more) for promotion to 10th grade will increase by 10% or more. • A 10% increase or more on quarterly standards-aligned, progress monitoring checks, in the following content areas: Language Arts, Math, Science, English Language Learners, Social Studies, World Languages, Art, Physical Education and Special Education.

Tasks:

- The Professional Development Committee will develop a PD Calendar and report to the Building Leadership Team for review.
- The Professional Development Committee will develop PD opportunities within the following areas: Cultural Competency: dealing across culture with refusal to comply; Peer Mentoring; Ell techniques for every classroom; BEACH 5 and restorative practices school-wide and classroom; and IB and Danielson instructional strategies.

- Develop, Calendar and Implement a teacher learning walk process, collecting trend data for IC analysis.
- Professional Development objectives are aligned with IB and Danielson Framework.
- Common planning time is being used to align 9th and 10th grade instruction in all content areas with the skills and standards of our most rigorous course offerings. The goal is that all student will be prepared and all students can choose to enroll in our most rigorous courses.
- Administrative team will engage in Learning Walks and use the reflective process after each walk to monitor the extent to which PD has changed teacher practices aligned to IB and Danielson framework
- Staff teams will plan and deliver PD based on IB Frameworks and strategies and the Danielson instructional frameworks. This collaborative process includes staff sharing their learning from conferences around the school-wide vision of all students being advanced learners.
- The Math department will meet weekly and use district Math instructional coaches to continue tight alignment with the CCSS while using interim assessment data to identify specific gaps for individual students. We will use the gap analysis data to develop instructional plans that will increase student achievement.
- Teachers will schedule and participate in faculty walk-throughs aligned with process developed by IC.

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

We have a growing PTSA and a new Activities Coordinator, who focuses on engaging our families in more creative and substantial ways. We know that increase parent engagement is needed if we are going to go from Good to Great.

Under Principle 7, Increase parent and family engagement, the Student and School Success Plan (SSSP) includes a SMART goal 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-IVA01: Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.

SMART Goal:

During the 2017-18 school year, Rainier Beach will have parent/community representatives on their leadership team and Family Engagement Team to ensure parent and community voice are heard which will result in: • A 10% increase or more on the Smarter Balanced Assessment student achievement scores in ELA, Math and Science, (Comparing spring to spring data) • Percentage of first time ninth grade students earning sufficient credits (at least 5 or more) for promotion to 10th grade will increase by 10% or more. • A 10% increase or more on quarterly standards-aligned, progress monitoring checks, in the following content areas: Language Arts, Math, Science, English Language Learners, Social Studies, World Languages, Art, Physical Education and Special Education.

Tasks:

- Parents will be offered the opportunity to take the annual SPS Parent Perceptual Survey during the 2017-18 school year to provide input on school culture and community from the parent point of view.
- Parents and community representatives will be invited and encouraged to participate on various committees and leadership teams. Parents are currently serving on the PD and culture and climate committees.
- Principle 7: Family and community engagement
- Title Component 6 Strategies to increase parent/family engagement
- Indicator: P7-IVA02: The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.

SMART Goal: During the 2017-18 school year, the school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) will be annually distributed and frequently communicated to teachers, school personnel, parents (families) resulting in: • A 10% increase or more on the Smarter Balanced Assessment student achievement scores in ELA, Math and Science, (Comparing spring to spring data) • Percentage of first time ninth grade students earning sufficient credits (at least 5 or more) for promotion to 10th grade will increase by 10% or more. • A 10% increase or more on quarterly standards-aligned, progress monitoring checks, in the following content areas: Language Arts, Math, Science, English Language Learners, Social Studies, World Languages, Art, Physical Education and Special Education.

Tasks:

- Individual calls are made to each senior parent in reference to graduation checklist and academic status. Individual meetings are also arranged to make sure families are aware of the needs.
- School key documents are mailed early fall, winter, and Spring. We also post messages on Facebook, Twitter and the Rainier Beach High School APP.
- Parent meetings in support of student academic progress will be coordinated by the Parent Engagement Coordinator and the specific support staff for each grade level.
- Principle 7: Family and community engagement
- Title Component 6 Strategies to increase parent/family engagement
- Indicator: P7-IVA04: The school's Compact will include 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).

P7: 2017-18: SMART Goal: During the 2017-18 school year, Rainier Beach High School staff, students and family will implement a school wide compact which will include responsibilities that communicate what parents (families) can do to support students' learning at home resulting in: • A 10% increase or more on the Smarter Balanced Assessment student achievement scores in ELA, Math and Science, (Comparing spring to spring data) • Percentage of first time ninth grade students earning sufficient credits (at least 5 or more) for promotion to 10th grade will increase by 10% or more. • A 10% increase or more on quarterly standards-aligned, progress monitoring checks, in the following content areas: Language Arts, Math, Science, English Language Learners, Social Studies, World Languages, Art, Physical Education and Special Education.

Tasks:

- Hold IB Community Cafes to engage all families in the IB Program happening at Rainier Beach High School.
- Parent coordinator will host several events throughout the community to engage families in their child's education (Somali Mothers & Fathers Night, 9th Grade Parent Night, JAVA With DEE, Etc.).

Principle 7: Family and community engagement

Title Component 6 Strategies to increase parent/family engagement

Indicator: P7-IVA013: The LEA/School has engaged parents and community in the transformation process.

SMART goal: 2017-18

The Building Leadership Team will continue to advise, monitor and support the school transformation process. This will support the successful implementation of classroom best instructional practices, school capacity, and access for all students to a rigorous curriculum. This will result in a 10% increase of students scoring proficient in Reading, Math and Science and a 60% graduation rate.

Tasks:

- Individual calls are made to each senior parent in reference to graduation checklist and academic status. Individual meetings are also arranged to make sure families are aware of the needs.
- Monthly updates of social media, Rainier Beach APP and web page connected to parent, student, school and community activities.

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

We are committed to distributive leadership in which Admin, teacher leaders, and support all staff have voice in decision making. We have created a new decision making matrix that clearly defines how decisions are made and by which body.

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 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-IID12 All teachers will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.

All teaching staff, building leaders, and counselors use leaning data to monitor and enhance the instructional system at Rainier Beach High School. This will result in a data driven system at all levels. Building leaders will increase their scope and knowledge as instructional leaders. Content level teams will regularly collect and analyze student learning data and make adjustments to curriculum and instruction. Student achievement will increase by 10% in reading and math as result of data structures in place. Graduation rate will increase 10% as a result of the monitoring of student learning data.

Tasks:

- Department heads will be informed of PLC goal to have teachers bring shared assessments, including those from data director, state benchmark measures, and teacher designed shared assessments to release days.
- Teacher will use data to bridge the connection of student learning data to standard aligned lessons and units and make necessary adjustments.
- Building Leaders will use walkthrough summary data and student learning data to focus staff meetings, PD, and to collaboratively set professional growth goals with staff.
- Counseling staff will benchmark (Blue, Green, Yellow, Red) all juniors and seniors for graduation requirements. The AIS has updated this at the end of the semester and will continue to move our seniors to Blue for their College and Career status.
- The AIS will benchmark (Green, Yellow, Red) all Freshmen and Sophomores for graduation requirements.
- Teachers are released to collaborate and analyze student work as part of PLC meetings during scheduled release time. Analysis of student work directly informs planning instruction and progress monitoring assessments.
- Building leaders, Math, and LA Department will use classroom based formative and summative assessments to make appropriate curriculum and instruction adjustments..

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

We have a new academic intervention team that works to support student academic success. We've dedicate resources and created community partnerships that extend our school day and offer academic case management for struggling students.

Under Principle 3, Extended and Maximizing learning time and collaboration, the Student and School Success Plan (SSSP) includes a SMART goal 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.

P3: 2017-18 SMART Goal: During the 2017-18 school year, Rainier Beach High School staff will monitor progress of the extended learning time programs and strategies being implemented, and use data to inform modifications which will result in: • A 10% increase or more on the Smarter Balanced Assessment student achievement scores in ELA, Math and Science, (Comparing spring to spring data) • Percentage of first time ninth grade students earning sufficient credits (at least 5 or more) for promotion to 10th grade will increase by 10% or more. • A 10% increase or more on quarterly standards-aligned, progress monitoring checks, in the following content areas: Language Arts, Math, Science, English Language Learners, Social Studies, World Languages, Art, Physical Education and Special Education.

Tasks:

- Develop a schedule and process for progress monitoring to determine if interventions are effective to determine if they should be removed or revised.
- SIT will collect, and analyze student data and recommend interventions for targeted students.
- We have a support team that will review and enact SST recommendations. The administrative team collects data from the summer academic program and uses that data to make modifications.
- We will use the Risk Assessment, student credits, current grades and interim assessments and use the data to inform, adjust and modify interventions..

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

We provide mentors teachers for those new to our school to help them with instruction and district requirements. We have onsite mentor teacher who facilitates a Professional Learning Community (PLC) for all new teachers. The focus of this PLC is instructional strategies; behavioral management; classroom management; class organization; time management; communication with parents; grading/reporting; Danielson's framework/domains; etc. We also provide many professional development opportunities for teaches to leave the building and shadow other classrooms. These activities help new staff feel supported and maximize their skill base in order to best serve students.

We are 100% committed to implementing PBIS systems and multi-tiered support systems. We are currently implanting universal supports and targeted supports that will address all of our student's social/emotional and academic needs. Addressing our student's complex trauma through implementing ongoing ACE's PD will continue to be a high priority for RB High School. WE have the most diverse population in the School District and giving social/emotional and academic support is paramount in our student's development.

Under Principle 6, Provide a safe, supportive environment promoting social, emotional, and physical health, RBHS's Student and School Success Plan (SSSP) includes a SMART goal 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-IIIC13: All teachers reinforce classroom rules and procedures by positively teaching them.**

P6: 2017-18 SMART Goal: During the 2017-18 school year, Rainier Beach High School staff will ensure the school environment is safe and supportive through all staff training, implementing and monitoring PBIS and Trauma Informed practices, which will result in:

- A 10% increase or more on the Smarter Balanced Assessment student achievement scores in ELA, Math and Science, (Comparing spring to spring data)
- Percentage of first time ninth grade students earning sufficient credits (at least 5 or more) for promotion to 10th grade will increase by 10% or more.
- A 10% increase or more on quarterly standards-aligned, progress monitoring checks, in the following content areas: Language Arts, Math, Science, English Language Learners, Social Studies, World Languages, Art, Physical Education and Special Education.

Tasks:

- The PBIS Team will conduct a School Climate and Culture survey to families, community members, students, and staff. The PBIS Team will also brainstorm and implement different themes to the school (BEACH 5, Start on time, Reflection Room, etc.).
- Implement a discipline referral data collection system and implement it.
- Administration will conduct walk through with the lens of positive engaged atmosphere and implementation of best instructional practices in all classrooms.
- Develop and implement a Restorative Reflection room for students to attend.
- The administrative Team will conduct Learning Walks with a focus on a positive, safe learning environment that is conducive to student learning.
- The Administrative Team will conduct Learning Walks to observe instructional practices used to implement lesson plans.
- Students will receive a Certificate of Recognition ticket for following the Beach 5. Recognition tickets will be given randomly to students by staff as they observe students following the Beach 5.
- Develop and implement data collection format for classroom referrals. Display and share this data with all staff twice a month.
- Communicate school rules to students.
- Record and keep track of use of in school suspension room.
- Document classroom environment using non-teacher walk-throughs

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

We have a bridge program called Freedom School that supports students and families effectively transition to high school. We've hosted a freshmen orientation night for incoming students and families. We've hosted an open house for ALL families to come and build the partnerships that we know are necessary for high student achievement. Family engagement is a very high priority for RB High School.

Under Principle 5, Recommend appropriate supports for each student's transitions between grade levels, schools, interventions, the Student and School Success Plan (SSSP) includes a SMART goal 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).**

P5: Transition 2017-18 SMART Goal: During the 2017-18 school year, Rainier Beach High School Teams will review student data to recommend appropriate support for each student's transition from grade 8-9 and Diploma +/High School and Beyond Plans which will result in:

- A 10% increase or more on the Smarter Balanced Assessment student achievement scores in ELA, Math and Science, (Comparing spring to spring data)
- Percentage of first time ninth grade students earning sufficient credits (at least 5 or more) for promotion to 10th grade will increase by 10% or more.
- A 10% increase or more on quarterly standards-aligned, progress monitoring checks, in the following content areas: Language Arts, Math, Science, English Language Learners, Social Studies, World Languages, Art, Physical Education and Special Education.

Tasks:

- Expand the 8th to 9th grade Prep For Success summer program. Collaborate with the Successful Youth coordinator in designing and implementing this expansion.
- Implement a 9th to 10th grade Prep for Success summer program and a Successful Youth Program model for the 10th graders during the school year.

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

Staff teams will plan and deliver PD based on IB Frameworks and strategies and the Danielson instructional frameworks. This collaborative process includes staff sharing their learning from conferences around the school-wide vision of all students being advanced learners..

## Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	220,100	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	3,756,303	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	112,550	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	275,714	Funding to support MTSS supports at all schools.
2017-2018	Specific Use	Transitional Bilingual	429,358	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	1,732,586	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:
Reviewing SBAC data and the school climate student survey gave evidence that although there has been growth in our SBAC score, we still need to increase student achievement.	All teaching staff, building leaders, and counselors use learning data to monitor and enhance the instructional system at Rainer Beach High School. This will result in a data driven system at all levels. Building leaders will increase their scope and knowledge as instructional leaders. Content level teams will regularly collect and analyze student learning data and make adjustments to curriculum and instruction. Student achievement will increase by 10% in reading and math as result of data structures in place. Graduation rate will increase 10% as a result of the monitoring of student learning data.	Admin/BLT/IC	June 1, 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:
We've grown in in ELA, Science, and Math, yet we are still below district and state averages in all three areas	2017-18 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: <ul style="list-style-type: none"> <li>• A 10% increase or more on the Smarter Balanced Assessment student achievement scores in ELA, Math and Science, (Comparing spring to spring data)</li> <li>• Percentage of first time ninth grade students earning sufficient credits (at least 5 or more) for promotion to 10th grade will increase by 10% or more.</li> <li>• A 10% increase or more on quarterly standards-aligned, progress monitoring checks, in the following content areas: Language Arts, Math, Science, English Language Learners, Social Studies, World Languages, Art, Physical Education and Special Education.</li> </ul>	Admin/BLT/IC	June 1, 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:
Implementing school wide systems to ensure a safe and supportive school environment, which will allow students and staff to focus on academic and social/emotional	2017-18 SMART Goal: During the 2017-18 school year, strong leadership through the administrative team and building leadership team will result in: • A 10% increase or more on the Smarter Balanced Assessment student achievement scores in ELA, Math and Science, (Comparing spring to spring data) • Percentage of first time ninth grade students earning sufficient credits (at least 5 or more) for promotion to 10th grade will increase by 10% or more. • A 10% increase or more on quarterly standards-aligned, progress monitoring checks, in the following content areas: Language Arts, Math, Science, English Language Learners, Social Studies, World Languages, Art, Physical Education and Special Education.		June 1, 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:
In addition to academic achievement data, the student survey show that students do not feel safe in school, nor do they think the classroom environment is conducive to student success. We are 100% committed to PBIS implementation and improving our Trauma	2017-18 SMART Goal: During the 2017-18 school year, Rainier Beach High School staff will ensure the school environment is safe and supportive through all staff training, implementing and monitoring PBIS and Trauma Informed practices, which will result in: • A 10% increase or more on the Smarter Balanced Assessment student achievement scores in ELA, Math and Science, (Comparing spring to spring data) • Percentage of first time ninth grade students earning sufficient credits (at least 5 or more) for promotion to 10th grade will increase by 10% or more. • A 10% increase or more on quarterly standards-aligned, progress monitoring checks, in the following content areas: Language Arts, Math, Science, English Language Learners, Social Studies, World Languages, Art, Physical Education and Special Education.	Admin/BLT/IC	June 1, 2018