



**Continuous School Improvement Plan (C-SIP)**  
**Interagency Academy**  
**2016 - 2018**  
**Principal: Kaaren Andrews**

**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

#### Vision:

Interagency Academy assesses each student's unique qualities; challenges him or her to achieve educational, career, and social goals through personalized learning plans and collaboration with families and agency partners; and inspires each to become self-sufficient and a good citizen of the community.

#### Shared Values and Beliefs:

1. We believe in the value of being present.
2. We believe in the value of knowing every student well academically, socially, and emotionally.
3. We believe that everyone matters and should be treated with kindness.
4. We believe that we can create an environment that is physically, emotionally, and spiritually safe for everyone.
5. We believe in meeting every student where they are and supporting them as they grow.
6. We believe in celebrating success.
7. We believe in the value of team.

We believe joy should be experienced every day.

### 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.**

We will spend time during our pre-service days in August 2017 analyzing our data to determine our areas of focus for the year. We're using the Data Wise book as a guide for the process of establishing problems of practice and the cycle of inquiry for planning and addressing our problems of practice.

Our needs assessment last year led us to choose goals in the areas of:

1. Credit attainment
2. Understanding childhood trauma and the brain as adults and for students, purposely building restorative practices, and developing advisory as a means of belonging and support for students
3. Assessment as barrier to graduation – Collection of Evidence for ELA and Math

Building a culture of learning that empowers students to be academic resources for each other We anticipate goals staying in in these areas, but we will look closely at our data after the year is done.

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

We build an individual learning plan for each student as they enter Interagency. This plan is based on data we collect during our week long intake process. Based on the data collected, appropriate, research- based interventions are then assigned to each student as they move to their school sites. Interventions are monitored on a weekly and monthly basis to assess effectiveness. Our interventions are in the areas of social/behavior, reading, writing, math, and communication.

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

Interagency's professional development model is centered on our weekly early release time. Because our staff is spread out across 12 school sites, we use the weekly PD time to work together in subject area teams (through Professional Learning Communities), site based teams (with focus on individual students, assessing data, creating intervention plans, and reaching out for support), and whole staff training focused on understanding the impact of trauma on the brain, creating trauma sensitive environments, building robust communities where every student feels connected and that they belong through advisory and community circles, and building restorative practices that allow our students to fix problems and maintain important relationships.

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

We encourage family engagement through initial connection through our unique, site-based, week long enrollment process. We engage families in circles to hear their voices and dreams for their children. We then encourage them to participate as much as possible in their child's plan. We offer formal opportunities to participate during Student Led Conferences, events,

and restorative circles. Family is defined at Interagency as a supportive team for each student. Sometimes it involves family, sometimes community members like counselors, probation officers, foster care advocates, or extended family.

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

We have several mechanisms for staff input and decision making in establishing focus for school growth, processes, and professional development. During the 2016-17 school year, we have 3 certificated teachers who are Career Ladder Teachers and trained to lead their content area PLCs. They also work together with the administrative team to establish common goals across content areas. The Building Leadership Team champions the process for developing the CSIP, budget and staffing processes, safety planning, and problem solving in our school. Our weekly early release meetings allow the whole staff to come together to discuss issues as they come up.

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

By definition, students who come to Interagency are behind academically and have not had their needs met within the traditional system. Through our intentional, week long intake process that allows us to know where are students are performing when they start with us, we create plans that are about growth. Some students are close to standard and with targeted, appropriate instruction will meet standard. Some are very far below standard and we commit to growing them as quickly as possible toward standard. We consider growth as the most important factor in our success.

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

It takes a very special educator to work at Interagency. Not only do they need to be exceptionally skilled, they must also share a commitment to Interagency's Core Values and Beliefs. We hire with this in mind and aim to support our staff through the PLC teams, site teams, and admin support structures we have in place. Most of our hiring is due to growth and not turnover, however, some turnover is good if it's based on a mis-match of our unique school and teacher/staff member.

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

We are experts in transition. Our week long intake process that happens every week from August through June allows us to create relevant plans for each student based on his or her individual goals and performance levels. Our intake team works closely with sending schools and all referral sources to facilitate smooth transitions. They also transition students between Interagency sites when it is appropriate. We have support staff that specialize in specific areas of transition both in and out of Interagency:

- transition from juvenile detention / JRA,
- transition from other high schools because of suspensions and expulsions for violent offenses and drug/alcohol issues,
- transition related to issues of homelessness or teen parenting,
- transition for students involved in truancy proceedings and for whom getting to school is an incredible challenge,
- transition for students who have fallen behind academically due to unmet needs (credit retrieval), &
- transition for students with IEPs.

All of our support planning relies heavily on team input and reaching out to each student's individual support team/family.

## **Building Based Goals**

**We have chosen to focus on the following area(s) over the 2017-18 school year**

## Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>The amount of trauma our students have experienced (and are still experiencing) has impacted student success in school and life. With our understanding now that childhood trauma is the #1 public health crisis of our time, we understand that we must do things differently for our students to have a chance at success and non-system dependence.</p> <p>When brain development, specifically the Hippocampus, is impacted by trauma, vocabulary development (particularly emotional vocabulary) is stunted. This vocabulary is essential for identifying feelings, creating plans to react safely and appropriately, and building resilience skills.</p>	<p>100% of students will have the opportunity to learn about the impact of trauma on their brain development and how to build resilience. This will happen through the REACH class.</p> <p>100% of our students will have the opportunity to participate in an advisory group every day with the focus of increasing belonging, establishing an adult advocate for each student, supporting progress monitoring toward goals, teaching the Chain of 9 (Non-Cognitive Variables for Success), and empowering each student to explore their post-high school vision. Our High School 2 Life team is involved in supporting students for college and career readiness (through our own partnership program and other community based opportunities).</p> <p>We will use our School Climate Survey data as well as our REACH course evaluations as evidence of student learning around resilience.</p> <p>Build emotional vocabulary using the RULER high school program at all sites. We will build in lessons for our existing advisory program as well as train staff on consistent language around emotional vocabulary, meta-moments, and regulations.</p> <p>Students who are part of RULER advisory lessons will demonstrate improvement in self-expression and problem solving as measured by observation, self-assessment, and other tools we will develop.</p>	Kaaren	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:
<p>With the switch to SBA, our students are having a more challenging time meeting the graduation testing requirements in math and reading/writing. More students are working on Collection of Evidence to meet this requirement so it makes sense to measure our success</p> <p>Our students come to us significantly below standard in math with high standards for high school graduation requirements (3 years of high school math and exit exam).</p> <p>Students are required to meet standard on the Biology EOC Exam, and if students are far behind in reading and writing, an alternative path is needed. We do not have certificated science teachers at each site.</p> <p>40% of our students in intake are testing below 7th grade reading level on the MAP. This makes accessing online credit retrieval curriculum as well as LA, math, and biology very challenging. We are seeing 10% of students who need phonics/phonemic awareness intervention (K-2 level).</p>	<p>80% of students who submit COE in ELA will meet standard.</p> <p>We will identify and support 20% more students in submitting the COE in ELA.</p> <p>80% of students who submit COE in mathematics will meet standard.'</p> <p>We will identify and support 20% more students in submitting the COE in Math.</p>	All Staff	June 2018
	<p>Intervention classes (algebra and geometry labs) in combination with regular high school math classes lead to tremendous growth in math as well as success on alternative assessments (COE and LDA). We will continue to offer lab support classes (Tier 2) and special education intervention (Tier 3) support to students in math.</p> <p>All students who receive Tier 2 services will demonstrate a minimum of 1 year's growth in math as measured by MAP or another pre-determined tool.</p>	Math PLC	June 2018
	<p>All Tier 3 students will meet standard on the LDA thus meeting their graduation exam requirement and opening the door to graduation.</p> <p>We have hired a Biology Teacher to implement the Biology Collection of Evidence (COE) at sites where it is needed for graduating seniors. This will expand our ability to meet students where they are.</p> <p>100% of students who submit COE in Biology will meet standard.</p> <p>We have added 2 intervention reading teachers to develop MTSS in reading at all sites. This includes building out our Tier 2 reading intervention (Academic Reading) class and building in Tier 3 reading intervention for students below the functional reading level.</p> <p>All students who receive Tier 2 services will demonstrate a minimum of 1 year's growth in reading.</p> <p>All students who receive Tier 3 services will demonstrate a minimum of 2 year's growth in reading.</p> <p>We will determine measurement tools before the start of school. In lieu of a new tool, we will use MAP testing.</p>	<p>Biology Teacher</p> <p>Reading Specialists, LA Teachers, Rysemus</p>	<p>June 2018</p> <p>June 2018</p>

## 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>Almost all of our students come to Interagency off track for on time graduation. Many of them have little understanding of how credits are earned and where they are on the path to graduation. We need systems to track, communicate, and evaluate our success in supporting students in meeting graduation requirements.</p>	<p>When students attend 70% or more of the time, they will meet credit attainment goals (earning credits at or above the standard rate of 5 credits/year or .5/month). We will use the Monthly Credit Tracker tool to measure and monitor our success.</p> <p>We will evaluate credit tracker data on a monthly basis by site to evaluate our success and adjust plans where needed. Credit Tracker data will also be shared monthly with students so they see their progress throughout the semester, not just at the end.</p>	<p>All Staff</p>	<p>June 2018</p>

## 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>Building a positive school culture with a constantly changing student population is challenging. Circles have helped us, and we are seeking another level of school wide culture building through examining RULER.</p> <p>African American male students are achieving at the lowest rates in our district. We need to quickly engage them and get buy in for our school when they start. Starting at our school always comes as a result of failure elsewhere. This means that we are concurrently striving to heal past school failure and build confidence and connection at our school.</p>	<p>By implementing RULER across our sites, we will develop common student agreements about culture and behavior that are in line with our <i>Interagency Core Values and Beliefs</i>. It will also give us a school wide tool for consistently supporting student led problem solving.</p> <p>We are proposing to change the way we support African American male students and how we teach American history at Interagency. We've learned from Oakland's African American Male Achievement (AAMA) program which has created structures and spaces that aim to guarantee success for all African American male students in Oakland. The Manhood Development Course, the cornerstone of the program and also called "Mastering Our Cultural Identity: African American Male Image," helps students identify the negative cultural stereotypes and expectations for black men and boys that wreak havoc on self-image. The course takes a deep dive into African-American history and culture, from ancient civilizations to the civil rights movement to contemporary media. It does this in a classroom led by an African American teacher, called a "facilitator" by AAMA, through building a powerful community of black males learning and supporting each other.</p> <p>We will closely monitor our African American male students' improvement as measured by school attendance, credit earning, and happiness.</p> <p>We also believe that we will see the effect of targeted universalism - by transforming our support to our lowest performing subgroup (African American males), we will improve academic and social- emotional outcomes for all of our students.</p>	<p>PLC teams, BLT</p>	<p>June 2018</p>