

Seattle Excellence Continuous School Improvement Plan (CSIP)

Cleveland High School

Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

Introduction

WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

Seattle Public Schools Foundational Beliefs for Supporting Student Learning

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.



As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **By collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

School Profile

Cleveland High School endeavors to provide our students access to powerful post-high school choices—our mission is “real world preparation for real world success in college and careers.” In service of this mission, all teachers work collaboratively to design challenging curriculum that is project-based, authentic, and rooted in a commitment to social justice. To enhance our school-wide PBL approach, Cleveland provides a 1:1 laptop program for students, and utilizes an 8 period, A/B block schedule. We work to integrate curriculum across disciplines, through interdisciplinary projects and an integrated humanities program. Other instructional approaches that we use in connection with PBL include: complex instruction in math, readers’ and writers’ workshop in literacy, and Ethnic Studies across disciplines.

Though we are an option school, Cleveland primarily serves our neighborhood community in South Seattle. Our student body is comprised mostly of students of color, many of whom speak languages other than English at home. Most families’ incomes are below the poverty level. As a school community, we provide robust intellectual challenge as well as support, wherever needed, for our students. Support systems like advisory, student-led conferences, restorative justice approaches, and a variety of intervention programs help us personalize and differentiate for student needs.



Priorities and Measurable Goals

High School Focus Goal: 9th Grade On-Track

Priority Goal:

The weighted historical average percentage of African-American male 9th graders who earned 6+ credits in 9th grade is 88.%. In 2020-21, it is our goal that the percentage will be at least 91%.

The weighted historical average percentage of 9th graders with IEPs who earned 6+ credits in 9th grade is 82.%. In 2020-21, it is our goal that the percentage will be at least 85%.

Safe and Welcoming Environment Goal

Priority Goal:

In 2019-20, only 34% of African-American male students at Cleveland attended classes at a rate of 90% or more. Over the next two years, our goal is that at least 46% of African-American male students will attend at a rate of 90% or more.

Supplementary Goals

Supplementary Goal 1: AAM focus

Problem of Student Learning: The average GPA for Black male students is 2.49. The average GPA for non-Black male students is 3.22. There is a .73 gap between the GPA of Black male and their non-Black male peers.

Success will look like: African American male students will close this average gap by .24 GPA points each year for three years. Success in this goal will achieve an elimination of the gap between disproportionate outcomes for Black male students.

Supplementary Goal 2: IEP focus

Problem of Student Learning: Data collected from 2018-2019 school year showed sharp grade disparities between students with IEPs and those without, in the area of math. Those qualifying for Special Education services had lower semester grades compared to their peers.

- In the 2019 Fall semester, 73% of students on IEPs had a C- or higher in their core math class.
- In the 2018-2019 school year, 72% of students with an IEP had a C- or higher in their math classes.

What will success look like? (SMART Goal to target level of performance desired)

- Each year, the number of students earning a semester grade of C- or higher in their math class will increase by 2.67%. By the end of 2022-2023 school year, 80% of all students on IEPs will earn a C- or higher in their math class.
 - 2020 - 2021: 74.67%
 - 2021 - 2022: 77.34%

- 2022 - 2023: 80.01%

Supplementary Goal 3: ELL focus (add from workgroup document)

Problem of Student Learning: In 2019-20, 79% of all students earned a C- or better in core classes 1st semester. When disaggregating this data by students receiving ELL services, we see a gap: only 49% of these students earned a C- or better in core classes during Semester 1.

What will success look like? (SMART Goal to target level of performance desired)

- In 2020-21, 59% of students receiving ELL services will earn a C- or better in core courses in Semester 1.
- In 2021-22, 69% of students receiving ELL services will earn a C- or better in core courses in Semester 1.
- In 2022-23, 79% of students receiving ELL services will earn a C- or better in core courses in Semester 1.

Progress Monitoring: We will monitor progress via analysis of first and second quarter grades, Echo reports, and ELL department data.

High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.



ESSENTIAL PRACTICE 3: Support the Tier 2 and Tier 3 supports for helping all 9th graders stay on track to graduating college and career ready. At Cleveland, these include: referring students to CASH (Cleveland After School Help, which also meets at lunchtimes); building in test re-takes within classroom curriculum, as well as making re-takes possible at Saturday School sessions and CASH; inviting students to take part in the ongoing Independent Learning Center, where students with demonstrated ability to connect with SOCFEJ are trained and paid to lead collaborative study groups; participating in restorative practices such as harm repair circles or circles to address particular challenges (e.g. grief, or a particularly challenging incident in the community; referrals to school social worker, school counselors, school nurse, or other health/mental health partners in the community.

Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

Focus: Students with IEPs

From SPS recommended practices:

Progress Monitoring: Ensure an effective, consistent process for IEP goal progress monitoring, and a schedule of progress reporting to parents at least as often as general education progress reporting.

Delivery of SDI: Ensure an effective continuum of service implementation for flexible, adaptive, and responsive tiered instruction, including Tier 3 specially designed instruction, for all students with IEPs. This should include evidence-based practices in SDI, and frequent progress monitoring to monitor IEP goal progress, and adjust instruction as needed to ensure student growth. Determine the role of general education staff as well.

At Cleveland, these strategies will be implemented in these ways: we will monitor progress via analysis of semester grades, Echo reports, and Special Education case management team data. In addition, the school’s budget has allowed the addition of one special education teacher. This teacher will be strategically placed in upper-level math classes. In addition, more Instructional Assistants will be placed in math classes.



FOCUS: African-American Male students

Strategies to achieve the goal:

- Continue creating engaging, relevant curriculum—benefit from partnership with NTN, work with Ethnic Studies, and teacher-led professional development, including Racial Equity Team and Career Ladder Teachers.
- Case management for opportunity youth
- Additional IAs in classes with demonstrated need for SEL support
- Additional college tutors from UTSS in classes with demonstrated need for academic support
- CASH (Cleveland After School Help) for all students
- Independent Learning Center for classes in which SOCFEJ have persistently struggled (e.g. Algebra 2 and Chemistry B/Physics B), with paid, trained peer tutors
- Continued education for students around GPA calculation, understanding impact of GPA on post high school opportunities, graduation, etc.

Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

Seattle Excellence Practices include:

- **ESSENTIAL PRACTICE 1:** Increase academic supports for Tier 1 instruction to promote a culture of caring and belief in Black Excellence and to help all students stay on track to graduating college and career ready.
- **ESSENTIAL PRACTICE 3:** Support the Tiers 2 and 3 supports for helping all 9th graders stay on track to graduating college and career ready.

CLEVELAND-SPECIFIC STRATEGIES:



- Continue creating engaging, relevant curriculum—benefit from partnership with NTN, work with Ethnic Studies, and teacher-led professional development, including Racial Equity Team and Career Ladder Teachers.
- Case management for opportunity youth
- Additional IAs in classes with demonstrated need for SEL support
- Additional college tutors from UTSS in classes with demonstrated need for academic support
- CASH (Cleveland After School Help) for all students
- Independent Learning Center for classes in which SOCFEJ have persistently struggled (e.g. Algebra 2 and Chemistry B/Physics B), with paid, trained peer tutors
- Continued education for students around GPA calculation, understanding impact of GPA on post high school opportunities, graduation, etc.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

Seattle Excellence strategies being used include:

Essential Practice 1: Positive Climate: Relationships and Connection

Essential Practice 3: Talking Circles and Restorative Practices

Cleveland will expand and improve its advisory program to support students being known well by at least one caring adult, and to build independent learners who can advocate for themselves. We will continue to build up our restorative practices, including regular community building circles at Tier 1, harm repair circles at Tier 2, and specific Tier 3 circles as needed (e.g. truancy, grief, impacted by incarceration). The Racial Equity team will continue to design professional development in partnership with students and in a way that amplifies student voice.

Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Family and Community Goals

Priority Goal:

Almost all areas of our most recent family survey increased in percent of positive responses. One area that went down in positive responses by two percentage points was responses to this statement: “The school encourages feedback from parents and the community.” Over the next two years, our goal is that this statement will improve from a 75% positive response rate to at least an 80% positive response rate

Plans for Family Engagement

STRATEGIES:

- Family Engagement Action Team to be organized as Monthly/Quarterly Affinity Group Listening Sessions (grouped by language, racial identity, etc.)
 - Agenda: What should Cleveland keep doing? What should Cleveland change? How has Cleveland admin responded since we last heard from you? What events could be co-designed with students and families (e.g. Student-Led Conferences)?
 - Recruitment: using levy team and other support staff to personally invite multiple families of SOCFEJ, utilize affinity groups to build comfort and solidarity for families.
 - Continued PD on use of Remind or other two-way communication systems
- Design and deliver PD on how to authentically connect with families as resources to Tier 1 instruction.
Progress monitoring: interim surveys of families, exit ticket surveys following events.

2020 – 2021 COVID-19 CSIP Addendum

Cleveland High School

The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

Required Practices:

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.
7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.

School Based Practice(s):

Monthly listening sessions with families and students in affinity groups (e.g. Latinx/Spanish-speaking families, Black/African-American families, etc.). Student-Led Conferences in November and April. Emphasis on advisor as primary family contact. Weekly distribution events based on the needs of Families. Weekly robo-calls from the Principal to help inform families of important announcements, events, and deadlines.

Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

Required Practices:

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
4. School Based Practice(s): Cleveland Teachers will be expected to greet all students with warmth and joy, using preferred names and post daily echo agendas for students and families. Teachers are also expected to include authentic student voice through collaborative creation of classroom norms and curriculum options. Staff will lead classroom community circles to build community and create a safe and inclusive environment. Cleveland teachers will build positive relationships with students through mini conferences during asynchronous instruction and advisory teachers will play a major role in supporting student's social, emotional, and academic needs through mentorship.

Curriculum, Instruction, and Assessment:

Required Practices:

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
 - A systemic plan to track and monitor learner experience data



- (e.g. determine level of engagement to inform supportive practices.)
 - Collection and review of meaningful and purposeful data
 - (e.g. aligns to SPS assessment plan for 2020-21 school year.)
 - Adult collaboration between educators and families
 - (e.g. review of data in collaborative PLCs)
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
1. Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
 2. Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
 3. McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
 4. School Based Practice(s): CRT 5: Honoring student experience in curriculum, instruction, and relationships

Cleveland teachers will provide quality instruction and build authentic relationships with their students by connecting with students at the beginning of each period to conduct a (SEL) temperature check through community circles, ice breakers, and by using essential questions. Teachers will engage their student through positive energy, modeling belief in their abilities, and creating a safe and warm environment in each classroom. Teachers will also review classroom expectations, daily agendas, and student outcomes every period. Our instructional staff will establish clear and consistent routines for synchronous learning, asynchronous learning, break- out room's norms & expectations, and by providing consistent feedback to students. Cleveland teachers will clearly scaffold the learning in multiple ways to reach different types of learners. Cleveland instructors will use formative and informative assessment to determine student progress and which students needs extra support during synchronous and asynchronous instruction.