Garfield High School

Seattle Excellence Continuous School Improvement Plan (CSIP)

Garfield 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**

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.

In practice, Garfield is a school with a large population of high performing students whose success masks the needs of another large group of students in simple statistical measures such as schoolwide graduation rate or attendance rate. Hidden within school averages are a sizable group of students who are struggling and need additional resources to move toward improved performance. Unfortunately, this dividing line between success and disengagement often runs along racial and ethnic lines, making Garfield a school that struggles to reconcile the demands of high performing students with the needs of struggling students. Our goal is to establish a dedicated set of resources for the students on the wrong side of the disparity, in an attempt bridge the gap between those two groups within the building, and ultimately to improve the lives of students through an improved and reinforced system of supports. The promise that everyone has a chance to thrive, no matter how they identify or what mistakes they have made.

**In order 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.
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- Help students to identify their unique gifts and the belief that they can reach their dreams.
- Create pathways for all students to be successful.

We focus on ensuring racial equity in our educational system, addressing 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 the office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice
- Making clear commitments and delivering on them

Priorities and Measurable Goals

High School Focus Goal: 9th Grade On-Track

**Priority Goal:**
The number of 9th grade African American Students who are on track for graduation at the end of their freshmen year will increase by 10% between the 20-21 school year and the 21-22 school year. We will assess this progress quarterly.

- We will work with core departments (e.g. Science) on sub-goals for African American Students in their areas.
- We will strive for a 97% graduation rate in the 20-21 school year.
- We will increase documentation of post-secondary enrollment.
- We will accurately collect information from student surveys, clearing house info, and more on this post-secondary enrollment to make sure we are meeting our goals.

We want all students to feel comfortable at Garfield. We will increase the percentage of favorable responses in classroom environment surveys from 46% in the 2018-2019 school year to 50% in the 2020-2021 school year. (Note that the 2018-2019 data was based on 731 responses in a school of 1742.)
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Safe and Welcoming Environment Goal

Priority Goal:
For the 2020-21 school year, as measured in the On-Line Platform Utilization Report, our average daily attendance % will be at or above district average. Additionally, we will work to align our average daily use %, as measured in Team, within 5% of our average daily attendance rate (%).

Current Daily Attendance Rate % (10.19.2020) – District Average: 96.8%; Garfield HS: 97.5%
Current Daily Attendance Rate % compared to TEAMs Daily Usage Rate % (10.14.2020) – Garfield Daily Attendance Rate % - 97.5%; TEAMs Daily Usage rate 89.8 %

We will prioritize student participation and engagement during our remote learning. Our goal is to make sure student attendance continues to grow and stabilize at least 80%-90% or higher for each online class. We will follow SPS attendance policy/ protocols and generate data for each teacher to continue monitoring and fostering a safe and welcoming online class, so all students continue to participate.

Supplementary Areas of Focus:

- Advanced (AP) classes will be more accessible to students of color as determined by EOS data.
- Teachers of advanced (AP) classes will be held accountable for creating a sense of belonging and retaining their population of students of color.
- We are interested in tracking and addressing reasons why students take classes outside of our building at running start.

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.
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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.

Two priority areas of focus are the expansion of data use for all staff and the development of an Early Warning Team. The development of a Data Team to direct and report data initiatives to the administration and staff can help center the use of data in all student support activities and combat bias within existing systems. The Early Warning Team will provide an extra layer of student support to help organize and improve efficiency of the student support process. Both teams will expand opportunities for all staff to participate in the student support process and place a spotlight on struggling students and the school’s response systems.

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.

The goal is to combine the creation of new decision-making teams with alignment with existing organizations, to construct a new caseload style system of student support. This system will use data to identify students in need of support and evaluate program performance. The stages of the multi-tiered system are identified below:

Data Team (Tier 1) — to manage the school data room, make decisions regarding the school data systems, and initiate new areas of data inquiry. The Data Team will work in conjunction with other MTSS bodies by providing the information for those bodies to best support students. Team members will present data findings to PLC’s, Administration, at staff meetings, and to the community when appropriate. Team consists of staff members who show an interest in data analysis.
Early Warning Team (Tier 2) – Analyzes data supplied by the Data Team to consider schoolwide trends as well as monitoring live student performance data that can inform practice. Team consists of Data Team members and all content teachers, on a rotating basis.

Student Intervention Team (Tier 3) – Manages referrals from the Early Warning Team to provide more in-depth interventions and connect students in crisis to appropriate resources. Evaluates effectiveness of interventions and can escalate to higher tiers of intervention. Team consists of counselors, administrators, interventionists, and other relevant staff members.

Student Support Organizations – Combination of CBO’s and in-house support programs that receive referrals from the Student Intervention Team and implement interventions. Progress of interventions is reported back to SIT.

The data from Garfield shows that students who receive individualized, caseload style support (students with IEP’s and enrolled in ELL courses) are less likely to withdraw from school, than peers with similar risk factors. Expanding this style of support is difficult without an increase in staffing. The result is to build structures that allow content teachers to engage with, and participate in, the student support process in a consistent, formal way. Expanded individualized support for struggling students will produce an increase in student performance, and data shows any expansion will disproportionately benefit students of color, and Black students specifically. An expansion of supports will target high need students first, a group that consistently ranges between 80-90% students of color (SOC make up 58% of total school population).

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.
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An African American male leadership group will be created in order to hear from and support African American male students and staff through surveys, regular meetings, and conversations with school leadership, in order to acknowledge their experiences in school, in attempt to identify barriers to academic success. The goal is to nurture the talents of each student and staff member and give them a voice so that they can be heard. Surveys and data will be collected and measured to determine if supports are positively impacting students and improving academic achievement for struggling students and their mentors. (Next steps: How will the information gathered impact teacher practice? How will we know we’re on track over time?)

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can to 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.

A new system will be developed to recognize student success, predicated upon recognition of growth rather than sustained success. This will open the door to a more varied group of students being recognized including students furthest from educational justice. Increased recognition will communicate to students an understanding, by staff, of their value and lead to more marginalized students feeling welcomed and appreciated. Success of this initiative will be measured by annual growth in the climate survey. Additionally, Existing EOS data will be shared with teachers to provide space for reflection on existing practices, focusing on Black students feeling marginalized.

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:**
Staff will contact every student's family/community at least once each semester. Regularly engage families in our efforts to promote a culture of caring and belief in Black Excellence and to help all 9th graders stay on track to graduating college and career ready.

**Plans for Family Engagement**
To strengthen and build lasting relationships among students, families, and staff, staff members will reach out to all students at least once per semester with a priority towards Black students, other marginalized students, and students furthest from educational justice. This will create opportunities for families to share valuable knowledge and information of their children with staff members, to ask crucial questions and receive immediate feedback, and to have their voices heard and shared with the community. A call log will be created and delivered to teachers by the first official day of the school year to record attempts and successes made upon contacting families. These logs will be shared and collected by each department at the last department meeting before the end of the first and second semesters. Departments will compile a list of students whose contact attempts were unsuccessful. The lists will be collected from each department and distributed to the staff as a whole. Additional contact attempts are to be made by designated staff members to families with unsuccessful first contact attempts.