

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.

- 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.

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.

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.

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.

2020 – 2021 COVID-19 CSIP Addendum

Garfield 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.

8. Recommended School Specific Strategy as outlined in the Playbook:

Garfield will host a virtual town hall meeting monthly for parents and community members.

Format:

- We will begin with a brief news and information portion hosted by Administration with College and Career, Counseling, Athletics and BLT input. We will facilitate key language translation to Spanish, Somali, Vietnamese, Triginya, Chinese, Amharic, Tagalog.
- Break out rooms will be used to facilitate family and community member questions with translation support in key languages for the remainder of the Town Hall meeting.
- Administration will follow up either in an all parent, group or individual parent response (as appropriate) on any questions or concerns generated in the Town Hall meeting.

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:

- Have a plan for checking in with staff to foster relationships and support their well-being.
- 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.
- All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
- Recommended School Specific Strategies as outlined in the Playbook:
- Promote a positive school climate that enhances students' feelings of belonging to the school community and with each other, and is characterized by caring staff and harmonious interrelationships among students.
- Create standardized Schoology pages in order to support student navigation in each class.
- Staff will communicate with the Student Intervention Team about any concerning behaviors they witness in the classroom so that wraparound support can be provided in a timely manner.
- Additionally, we will work with our designated point of contact staff regarding the identification and analysis of those signs of depression and self-destructive behaviors. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize there is no stigma
- Implement plan for checking in with staff to foster relationships and support their well-being.
- Support mindfulness and self-reflection through school-selected Professional Development offerings (e.g. Oct 9: Pause for Presence w/ Dr. Bre Haizlip)
- Monthly direct check-in plan for Administration team to ensure contact with ALL staff on their rosters at least one time per month.
- BLT members are offering weekly support groups and check-in times for both new staff and all staff. These groups will look to problem solve with common challenges and concerns.

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
 - 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.
 - 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.
 - 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.
9. **Recommended School Specific Strategy as outlined in the Playbook:**
 - Frequent checks for understanding that support risk taking and support likely misconceptions
 - Ensuring accessibility through creative usage of technology tools and make instruction and thinking visible as much as possible using visual tools.