

Seattle Excellence Continuous School Improvement Plan (CSIP)

Ingraham 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

Ingraham High School is a diverse and comprehensive high school of 1500 students. Here at Ingraham our mission is to empower Multi-Ethnic Urban Youth to participate fully in post-high school training in the world of work and in society. Our mission is to enable our students to become productive and responsible citizens within our local and global community. Our students represent many ethnic and racial backgrounds and we take pride in celebrating the diversity within our school. Ingraham is comprised of Asian (10%), Black (10.7%), White (52%), Hispanic (15.7%), American Indian (0.5%), Multiracial (10.4%) and Pacific Islander (0.3%) students. Ingraham also focuses on supporting the 27% of our student population receiving FRL (Free and Reduced Lunch) services. Ingraham High school respects and listens to every student's story, strength and need; these are recognized through integrating Perseverance, Respect, Integrity, Diversity and Encouragement (PRIDE) into our school-wide practices. PRIDE is a lens through which we focus and build our connections between students, families, staff and our community.

Priorities and Measurable Goals

High School Focus Goal: 9th Grade On-Track

Priority Goal:

For the 2020-21 school year, at least 81% of 9th grade students of color furthest from educational justice will accumulate enough credits (6+ or more) to be on-track to graduate in 4 years.

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Target Goal #1:

By June 2021, BIPOC/FFEJ Ingraham High school students will increase the taking and passing rate of advanced/college level courses from 23.6% to 28% as measured by key performance indicators and the atlas data dashboards.

Target Goal #2:

By June 2021, BIPOC/FFEJ students will increase math proficiently as measured by SBA from 31.3% to 35% measured by key performance indicators and the atlas data dashboards.

Safe and Welcoming Environment Goal

Priority Goal:

During the 2020-21 SY Students of Color Furthest from Educational Justice will maintain their Wednesday participation in online platforms Schoology and Teams within 3-5% of their peers as measured by the Daily Summary by School dashboard.

Supplementary Goal#1

When we return to in-person learning, Ingraham High school will decrease the disproportionality of discipline in BIPOC/FFEJ student populations from 3.4% to 1.5% as measured by the Atlas data dashboard.

Supplementary Goal#2

During the 2020-21 school year, Students of Color Furthest From Educational Justice will increase their online participation across three metrics - Attendance, Schoology usage and Teams usage to within 3-5% of their peers as measured by the Daily Summary by School.

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.

Ingraham has an MTSS (Multi-Tiered Systems and Supports) Team. This team consists of administrators, school counselors, school mental health, special education, ELL (English Language Learners), career and technical education (CTE) and IB programs. The MTSS team meets on a weekly basis. The team reviews school data and implements and tracks targeted interventions for students requiring Tier 2 and Tier 3 supports. Ingraham's MTSS team is focusing on the following MTSS best practices.

All intervention/support decisions are made using valid and reliable data and processes: Steps are taken to ensure quality; sufficient data is collected to inform decisions regarding supports and intervention after considering expansion at tier one regarding support/intervention. Decision-making protocols ensure accurate, consistent, and equitable use of data for interventions, supports, and implementation of PBIS and framed through an equity lens. Staff receive training and support to ensure clarity, quality, and consistency in decision-making for intervention and supports.

All students have access to high quality, standards-based, responsive classroom instruction. Staff collaborate to understand and calibrate essential High Leverage Strategies for every classroom. Leadership provides professional learning and development support for staff to improve and align instructional practices and provide learning supports and scaffolds to ensure equitable access to learning (including linguistic supports, culturally responsive practices, and assessment-based differentiation)

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.

At IHS we believe that every student is capable of excellence. As a predominately white teaching staff we are intentional about recognizing and eliminating our own biases. We work to recognize the unique qualities of all students. In particular, we recognize the cultural and social qualities of students with different backgrounds. With this filter in place we are continuously revising our plans and approaches to these systems:

1. Inclusion Classrooms – increased availability for special education staff to offer targeted in-class and pull-out interventions for students with IEPs.
2. Differentiated Instruction – an increased focus on providing multiple entry points for learning in all classrooms, including differentiated material, as well as assignments and materials that reflect the many cultures and perspectives represented in our school.
3. Assessment – opportunity for multiple approaches to demonstrate mastery of concepts/products; use of retakes in assessment providing opportunities for intellectual safety and ensured growth.
4. Differentiated Grading Practices – when appropriate, using modified grading to accommodate the uniqueness and ability of students.

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.

Ingraham will increase academic supports for Tier 1 instruction to promote a culture of caring and belief in Black Excellence and to help all 9th grades stay on track to graduate college and career ready.

- Our foundational systems and structures:
 - We provide 9th grade tutoring supports for core classes offered before school, lunch and after school and during remote learning we provide additional support in asynchronous time.
- Our routines and high leverage instructional strategies:
 - We provide multiple opportunities to reach mastery on assignments and assessments.
- Our culturally responsive practices & materials:
 - We provide instructional scaffolding that leads to independence in all our classrooms; each student has a pathway to access the class material. Our materials and assignments are culturally responsive and represent multi-cultural perspectives.
- Our Targeted Universalism:
 - We provide African American males exhibiting signs of struggle with one-on-one tutoring with the teacher or a high performing designated tutor during synchronous and asynchronous instruction.
- Our use of assessments to inform instruction:
 - We provide multiple opportunities and at least two varied methods for students to demonstrate understanding and or proficiency on assessments

Ingraham will support collaboration, use of assessment, and data practices to help all 9th graders stay on track to graduating college and career ready.

- With our teachers, we promote formative assessment strategies to inform instruction and gauge where students are in their learning. These include pre/post assessments, frequent checks for understanding and use of frequent and substantive feedback to students on their work.

Ingraham will provide Tiers 2 and 3 supports for helping all 9th graders stay on track to graduating college and career ready.

- We promote content area teachers' collaboration with counselors, special educators and English Language Learning specialists (facilitated by an MTSS team). This team meets weekly to review student progress and to determine appropriate interventions to keep students on track for career and college readiness.

Ingraham regularly engages 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.

- 9th grade teacher teams develop resources for 9th grade families to support learning at home.
- Our staff provide outreach to families for positive communications about progress and student achievement.
- These practices and strategies will be monitored through weekly MTSS meetings, monthly PLC meetings as well as grade level and content area department meetings.

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.

Our approach to improving the culture and climate of Ingraham High School for our students and families include these essential practices:

- Promoting a Positive Climate Through Relationships and Connections
 - Advisory once a week; 5:1 relationship building; check in and check out
- Talking circles and Restorative Practice
 - Restorative Justice model implemented and utilized, administrators, counselors and many staff are trained to lead Restorative Justice Practices, Democratic Classrooms are taught and practiced
- Establish, teach and reinforce school wide and classroom behavior expectations
 - School wide PRIDE (Perseverance, Respect, Integrity, Diversity, Encouragement) expectations are taught, rewarded and modeled
 - Recognition of students with PRIDE cards when ‘You were caught demonstrating Ram PRIDE’
 - Rammy Awards recognize teachers exhibiting PRIDE values.
- Track data at the school, classroom and student levels
 - Weekly MTSS team meeting, tracking missed instruction logs (MIL), tracking attendance and online platform usage and analyze school climate surveys.
- Engage in problem solving to expand universal supports
 - We engage data in problem solving to improve universal supports. We use the MTSS team meeting along with the Team Initiating Problem Solving (TIPS) protocol to address areas of concern.

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:

During the 2020-21 SY Ingraham families will increase their participation rate in SPS Pulse Surveys to 75% by the third and End of Year survey.

Target Goal:

During the 2020-21 SY Families of Color Furthest from Educational Justice will increase their participation rate in SPS Pulse Surveys to 75% by the third and End of Year survey.

Plans for Family Engagement

Ingraham will engage our families, supporting our CSIP goals, by using these essential practices:

- Prioritize the Four Pillars of Family Engagement:
 - Share Power and Responsibility
 - Welcoming Environments are established
 - 2-Way Communication is implemented and monitored for success
 - Facilitate Respectful Interactions with families at all levels of contact
Ingraham will incorporate training on the pillars within the professional development school calendar.
- Ingraham will develop a three (3) year family engagement plan impacting Core Instruction at Tier 1
 - Teachers will develop family engagement compacts
 - Administration in collaboration with the BLT will embed Family Engagement strategy outcomes into Professional Development for all staff
- Ingraham will systemically focus support on students furthest from educational justice with more intensive supports on African American males.
 - Engage staff in professional development on tier 2 and tier 3 supports.
 - Utilize the professional development calendar agreed upon by SPS and SEA.
- Intentional assessment and data practices that engage a racial equity-based approach to analyzing and responding to varied data
 - We will know all students by name and face plus two personal facts (Fall baseline, spring check-in and end of year follow up).

Ingraham High school is committed to demonstrating inclusive and authentic engagement with families and students. Ingraham High school wants to partner with students, families, and communities of BIPOC/FFEJ students by conducting inclusive and authentic engagement. This includes proactively and consistently working in partnership with students, families, and communities to identify needs, determine solutions, and support the implementation of initiatives that will best meet the needs of our students.

Ingraham High School



The Four Pillars of Family Engagement at Ingraham high school are action steps towards authentic family engagement. Our efforts will focus on sharing power and responsibility, facilitating respectful interactions, two-way communication and a welcoming environment. The Four Pillars of Engagement will help to structure and focus authentic family engagement at Ingraham high school.

Ingraham High school will engage culturally responsive practices building trusting relationships to empower the voices of our students and families. Ingraham high school will use a variety of best practices and data sources to inform our decisions in support of students and families. These include student and family climate surveys, attendance data and the atlas data dashboard. Collaboration and discussion of efforts with staff and families will be essential for success, along with continued training of staff and a commitment to essential practices. Ingraham high school is committed to recognizing and building excellence for our students and families and we are dedicated to creating opportunities for each student to reach college and career readiness.

2020 – 2021 COVID-19 CSIP Addendum

Ingraham 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:**
Two-way communication – Ingraham will host virtual Town Hall meetings; is creating a Latinx parent group; is creating a newsletter for Familias Unidas (FUn)

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. **Recommended School Specific Strategy as outlined in the Playbook:**
Ingraham is using Brain Breaks and Optimistic Closings; staff are working on strategies from the menu of options: Utilizing 5:1, Create Safety for Academic Courage, Closing Prompts, Invite Reflection ; teachers are receiving professional development from peers on the Teacher Leader Cadre to implement the strategies.

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:**

Ingraham is unifying its grading practices across grade levels, content areas and teaching teams. We are implementing selections from the Recommended Grading Practices List – allowing retakes/resubmits to show growth, eliminating zeros, bi-weekly progress monitoring, anything below D assessed at 50%. The Teacher Leadership Cohort is providing coaching and mentoring for teachers trying new grading practices.