



2023-26 Continuous School Improvement Plan (C-SIP)

Ingraham High School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Ingraham High School

Principal: Martin Floe

Members of the Building Leadership Team and Parent/Guardian Partners: Tristie McJilton, Felica Sundquist, Paige Boland, Blake Sevens, Martin Floe, Julia Frances, Grishma Singh, Zack Elvig, Tamar Coleman, Trina Nonis, and Kathleen Zagers

Community Partners (Community Based Organizations): Graduation Success/Treehouse, ACRS Family Services, Dream Project, University District Food Bank, and YMCA of Greater Seattle



[Ingraham High School School Report](#)

[Ingraham High School Climate Survey](#)

School Overview

Ingraham High School is a diverse and comprehensive high school of 1450 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 (8.1%), Black (10.9%), White (49.3%), Hispanic (18.8%), American Indian (0.2%), Multiracial (12.1%) and Pacific Islander (0.6%) 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.

Seattle Excellence – Culture of Equity and Educational Justice

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

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

[*African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

By June 2024, Ingraham HS will see an improvement in missed instruction and attendance for our students furthest from educational justice by 5 percentage points as a result, we will see improvement student climate data of favorable responses to belonging and relationship from 79% to 83% while focusing on Ingraham students of color favorably responding 79% to 84% by directing staff through intentional PD focused on inclusive and equitable practices, analyzing quarterly student surveys, and communicating with families about needs and supports of students.

One-year Goal:

By June 2026, Ingraham HS will improve student climate data of favorable responses to belonging and relationship from 79% to 87% while focusing on Ingraham students of color favorably responding 79% to 87% by directing staff through intentional PD focused on inclusive and equitable practices, analyzing quarterly student surveys, and communicating with families about needs and supports of students.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

Evidence of alignment to student outcome focused governance:

Ingraham HS's vision is to create a warm and welcoming environment, where all students are connected to school and feel like they are welcome and belong in our community. In order to achieve this, Ingraham will ensure students receive instruction from their teachers rather than be pulled out of class for services or as a result of disciplinary action. Additionally, in lieu of punitive disciplinary action, staff will use culturally responsive behavioral and social emotional supports and restorative practices for all students.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Continue to grow understanding and implementation of UDL practices through frequent PD
- Continued link crew work with a focus on building community
- Consistent MTSS practices –Aligned tier 1 practices, system for tier 2 and tier 3 identification, and frequent reassessment of data to make sure students are receiving the supports that they need.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

Ingraham HS's professional learning plan prioritizes improving teacher practice to be more culturally and racially aware. The PD plan is as follows:

The umbrella over all of Ingraham's Professional Development is Racial Equity and Educational Justice. We will achieve this through:

- Including RET in all building and PD decisions
- Continued development of restorative practices and programs through use of a consultant
- Years 2-4 of UDL implementation
- Expansion of Inclusionary Practices through frequent staff training and mentoring

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

Tier one strategies that center around the student. Creating a warm and welcoming environment. At Ingraham it's a tier one strategy to welcome students by knowing their name, their story, and their interests. As well as, increasing opportunities for staff to acknowledge and celebrate positive behavior and adding more tier 1 strategies to the staff toolbox. This includes conducting SIT team meetings during a time when staff are available to attend and seek guidance on students or classes they're struggling with. We are also continuing to and expanding our use of the PRIDE (Perseverance, Respect, Integrity, Diversity, and Encouragement) acronym to make Ingraham a better place.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

Beginning in the 2023-2024 school-year, Ingraham is focusing on developing systems that increase tier 2 and tier 3 supports for students. By having one person oversee and track which students are receiving mental health and wraparound services, we will better ensure all of our students are receiving the interventions they need. We have streamlined our referral process and made it so anyone can refer a person for care. We are also continuing our work with empowering staff to have restorative conversations instead of an office referral. As well as, incorporating circles and SEL openers to gauge how students are feeling.

Priority Area: Classroom Instruction and Academic Success— Graduation and Advanced Course Completion

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

By June 2026, the percent of Ingraham High School students completing one advanced course and graduating on time will increase from 84.4% to 95%, with a focus on:

- Students of color furthest from educational justice increasing from 71.2% to 90%
- African American males increasing from 66.6% to 95%
- Students with IEPs increasing from 67.8% to 90%
- Multilingual students increasing from 28.9% to 75%

One-year Goal:

By June 2024, the percent of 9th grade Ingraham High School students earning enough credits to be on track to graduate will increase from 84% to 88% with a focus on:

- Students of color furthest from educational justice increasing from 82.4% to 85%
- African American males increasing from 80% to 85%
- Students with IEPs increasing from 77.4% to 83%
- Multilingual students increasing from 75% to 80%

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

We will collect and use common formative/classroom-based assessments to measure the effectiveness of our Tier 1 academic supports and identify students who need Tier 2 and 3 academic supports. Our professional development sequence and learning walk tool will reflect UDL best practices (including flexible and formative assessments). In PLCs, we will collaboratively examine student work, create common assessments, and align our practices to grow our individual and collective instructional practices.

We will collect and use qualitative/Street Data via weekly learning walks, student surveys and focus groups, and class meetings during advisory. This data will inform how we embed the IB learner

profile into 9th and 10th grade coursework so that all students see themselves as IB learners and are ready to succeed in IB courses in 11th and 12th grade. This data will also inform our advisory curriculum, including SEL supports we offer at the Tier 2 level. Our learning walk data will inform our PD scope and sequence and nurture a professional environment of collaboration and lifelong learning.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Ingraham P.R.I.D.E., our schoolwide values and expectations, are aligned with our district-wide vision, values, and anti-racism initiatives. Our matrix identifies behaviors we are committed to exhibiting in our school community—from students, staff, and community members—and reflects Seattle Public Schools' commitments towards advancing racial equity.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

By enrolling 11th grade students in IB language arts and IB History of America, monthly meetings with counselors, administration, social worker and academic support staff, and meeting/engaging families about their student's current standing. We are also embedding elements of the IB learner profile across grade levels and contents to ensure that all Ingraham students see themselves as IB learners and are prepared to be successful in IB classes.

- More college in the high school courses
- Summer program for students receiving incompletes
- Tier 2 academic supports- study groups, mentors, tutoring, advisory

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- Integrating UDL practices, with a focus on flexible methods, flexible assessments, and self-reflection
- Restorative Justice (at the classroom and school-wide level)

We will also integrate UDL and Restorative Justice in our PLCs, Department Goals, and Learning Walks as extended professional learning opportunities.

This professional learning will mitigate, disrupt, or dismantle systemic inequities because it transforms our systems in a holistic way to be more just, inclusive, and anti-racist.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

By aligning our department and grade-level Tier 1 policies around late work, revision, and retakes as a part of our MTSS systems, holding monthly meetings with counselors, administration, social worker and academic support staff, meeting/engaging families about their student's current standing, quarterly student focus groups/surveys, and using Atlas data to identify students who

need additional supports. Our Tier One strategies center around the student, including providing curriculum that expresses every students' identity and interest. At Ingraham it's a tier one strategy to welcome students by knowing their name, their story, and their interests.

Tier 1: Wraparound supports:

- Schoolwide advisory curriculum that focuses on building positive relationships with peers and academic support, including study and organizational skills.
- Access to a library program that reflects the identities and interests of students of color furthest from educational justice.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

Tier 2: Case management:

- Proyecto Saber, our program for Latinx students that provides opportunities for community building, academic support, and uses an ethnic studies framework
- Meetings with Academic Intervention Specialists, Counselors, and Admin in small groups
- Meetings with special education staff in small groups during advisory for Tier 2 academic support (students can reflect on their progress, set goals, and plan ahead; staff can check whether student supports are effective)

Tier 3: Individualized support from Specialists:

- Meetings with Academic Intervention Specialists, Counselors, and Admin one-on-one
- Meetings with special education staff one-on-one during advisory for Tier 2 academic support (students can reflect on their progress, set goals, and plan ahead; staff can check whether student supports are effective)
- Referrals and support from behavior health specialists, social worker, prevention and intervention specialist, substance abuse specialist, and community partners
- PRIDE Closet to meet students basic needs

Advanced Learning and Highly Capable Services: In Progress

Expanded Learning opportunities for students through afterschool or summer programs:

- Tutoring twice weekly after school, coordinated by intervention specialists. School staff and volunteers attend to provide tutoring.
- Saturday school monthly, coordinated by intervention specialists.
- Apex learning courses to help students retrieve credits and become on-track for graduation.

Homework Policy: In Progress

Priority Area: Family and Community Engagement

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that 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.

Family and Community Engagement Measures and Targets

Three-year Goal:

By the spring of 2025-2026, the number of SoCFFEJ family and community participation will increase through SPS Pulse Surveys to 85%, with a focus on our families of color by increasing their rate to 88% by sending regular communication about the survey, connecting with parents via TalkingPoints, email, and phone, and holding family engagement nights.

One-year Goal:

By June 2024, the Ingraham families will increase their participation rate in SPS Pulse Surveys to 78%, with a focus on our families of color by increasing their rate to 80% by sending regular communication about the survey, connecting with parents via TalkingPoints, email, and phone, and holding family engagement nights.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

Affinity parent groups will collaborate throughout the school year to address the need for meaningful family and community engagement that will lead to positive student outcomes for SoCFFEJ. These work groups will intentionally shift power dynamics through creating more inclusive team that focuses on equitable representation that reflects our school community's demographics.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

- Back to school Family Night 9th Grade Families
- Create Family and Community Outreach Team
- Parent Informational Sessions
- Community Outreach Events
- PD Plan that focuses on:
 - We will work on positive two-communication.
 - How to use Talking Points
 - How to have a culturally responsive conversation with families
 - Teachers going to a community events.
 - Home visit
 - Having a career day where teachers can invite community partners into the school.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

This work will be carried out through affinity parent groups like Families Latinas, parent volunteers, Friends of Ingraham (FOI), BLT, and RET. These groups will collaborate throughout the school year to address the need for meaningful family and community engagement that will lead to positive student outcomes for SoCFFEJ. These work groups will intentionally shift power dynamics through creating more inclusive team that focuses on equitable representation that reflects our school

community's demographics. This process should be guided by a commitment to diversity, equity, and inclusion. Which will in return help to elevate diversity family voices and disrupt the traditional power held by dominate cultures and inviting new engagement and leadership. Ingraham will outline this process in a cycle of inquiry and determine how the teachers, school leadership, families, and community partners can work together to improve student's outcome. In completing this task, Ingraham hopes to grow through research-based culturally responsive practices that will create, maintain, and grow positive families and community partnerships with our school.

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Ingraham PRIDE is engulfed in the district wide vision. It identifies behaviors our school community including staff should exhibit, which is in line with the district wide vision, values, and anti-racism initiatives.

Staff and student surveys will show our success in progress in anti-racist initiatives.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- PLC team develops opportunities for cross-departmental collaboration and engagement.
- Teacher leader cadre that works with staff on a regular basis.
- Teacher Induction led by the teacher leadership cadre to welcome and create sense of belonging to new Ingraham staff.
- Streamlined communication among Ingraham's groups (BLT, IC, RET, TLC, and MTSS).
- Involve all Ingraham groups in decision making process.
- Learning walks that include staff.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- Staff of color being part of leadership opportunities- TLC, BLT, IC, and bright futures.
- Professional development on microaggressions and how to respond to them, restorative circle work, and work to identify bias.
- UDL supports increased collaboration and sharing.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

We aim to nurture equity champions, with a particular focus on teachers from diverse backgrounds, who will play a pivotal role in providing guidance, mentorship, and advancing professional growth throughout the school and district.

TLC, BLT, IC, and part of family groups. Being intentional on who is represented in these roles, making sure there is a diverse group of people in these positions.

Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Baseline

Amount: \$152,513

How will funds improve student learning? Academic Intervention Specialist

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Equity

Amount: \$141,789

How will funds improve student learning? Counseling & Teaching FTE to support FFEJ students

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: LAP

Amount: \$151,685

How will funds improve student learning? Academic Intervention Specialist to provide educational supports.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Levy Performance Reserve

Amount: \$14,000

How will funds improve student learning? University Tutors and online credit retrieval support.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Student Mental Health Services DEEL Grant

Amount: \$227,687

How will funds improve student learning? Student Mental Health Supports

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: SERV Project Grant

Amount: \$225,325

How will funds improve student learning? School Security Specialist & House Administrator

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: SERV Project Grant

Amount: \$140,000

How will funds improve student learning? Professional services including mental health supports

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: Friends of Ingraham

Amount: \$60,000

How will funds improve student learning? Classroom/Teacher grants to support student learning

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Friends of Ingraham

Amount: \$6,700

How will funds improve student learning? Academic and Social Support for Students: College & Beyond event, Link Crew, Student Success Support

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Friends of Ingraham

Amount: \$10,500

How will funds improve student learning? Direct Student Support: Bright Futures & Invest Ed