



2024-25 CSIP Review and Updates Garfield High School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: Garfield High School

Principal: Tarance Hart

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Garfield Administration Team, James Rees, Jared Sessink, Jessica Allen, Porcia Beard, Tiffany Bigham, Erik Burnett, Jeremiah Firman, Jacques Pugh, Malea Reed, Shikita Trahan, Mary Cohan, Ryan Austin, and Garfield PTSA

[2023-26 CSIP Garfield](#)

[Garfield High School Report](#)

[Garfield High School Climate Survey](#)

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

Measures and Targets

2023-26 Three-year Goal:

By the 2025-26 school year, students of color furthest from educational justice will report an average favorability of 70% or higher in the subcategory of the Student Climate Survey, “My teachers connect with what we learn to my interests, experiences, or cultural background” up from the current 63% data reported in Spring of 2023.

2024-25 One-Year Goal:

During the 2024-25 school year, students of color furthest from educational justice will report an increase of 5% in the subcategory of the Student Climate Survey, “My teachers connect with what we learn to my interests, experiences, or cultural background” up from 63% to at least 68%.

Action Plan

In Progress

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The Percentage of Black boys and teens who graduate having completed at least one advanced course will increase from 54% in June 2019 to 62% in June 2026.

2024-25 One-Year Goal:

By the end of the 2024-25 school year, the percentage of 9th African American Male 9th graders who are on track to graduate with 6 credits will increase by 5-10%, from the current 77% rate who are on track to 80-85%.

Action Plan

In Progress

Advanced Learning and Highly Capable Services:

The Highly Capable (HC) Service Plan for Garfield High School is designed to foster a diverse, equitable, and inclusive environment for advanced learning, aiming to ensure that all students, especially those from underrepresented backgrounds, have access to and can thrive in advanced coursework tailored to their unique strengths and interests.

Proactive Recruitment:

- **Teacher Recommendations:** Encourage teachers to identify students showing potential for advanced coursework based on classroom performance, engagement, and interest in learning.
- **Student Grades:** Analyze grades to identify students who excel academically but may not self-select into advanced courses, ensuring a focus on equity and inclusion.
- **Performance on Renaissance Screeners:** Utilize results from Renaissance learning assessments to identify strengths and areas of potential growth, targeting students who could benefit from advanced coursework.

Support Structures:

- Develop targeted tutoring programs that provide academic support in key subject areas, ensuring students have the foundational knowledge required for advanced courses.
- Establish mentorship programs connecting students with peers and educators in advanced courses to guide, inspire, and provide insights into the opportunities these courses offer.

Curriculum and Instruction:

- Revise curricula to include diverse perspectives and culturally relevant content, making advanced courses more appealing and accessible to a broader range of students.
- Train teachers in inclusive pedagogical strategies that cater to a variety of learning styles and backgrounds, fostering an environment where all students feel valued and supported.
- Incorporate Universal Design for Learning (UDL) principles to ensure that educational experiences are accessible and engaging for all students. UDL offers multiple means of representation, action and expression, and engagement, catering to diverse learning styles and abilities.

- Additionally, training educators in culturally responsive pedagogy will equip them with the skills to recognize and utilize students' cultural experiences in teaching, thereby creating a more inclusive and supportive learning environment. This approach not only enriches the curriculum but also fosters a classroom culture that values and leverages diversity.

Awareness and Outreach:

- Launch informational campaigns targeting students and families, highlighting the benefits of advanced coursework and the support available to ensure success.
- Organize workshops and informational sessions for students and families to demystify advanced coursework and address any concerns or misconceptions.

Continuous Monitoring and Evaluation:

- Implement a system for ongoing assessment of enrollment trends and student performance in advanced courses, focusing on the representation of diverse student groups.
- Adjust recruitment, support, and curriculum strategies based on evaluation findings to continually enhance diversity and inclusion in advanced coursework.

Expanded Learning:

- Seattle Skill Center – District Programming
- Y Scholars
- Civil Rights HBCU Tours
- Summer Bridge Program
- Upward Bound
- SPS Summer School and Credit Retrieval
- UNCF College Portfolio Program
- Career Connected Learning, credit coordination
- Peer Tutoring Program
- After-school on-campus tutoring and academic support

Homework Policy:

It is the policy of the Seattle School Board to recognize that homework can be a constructive tool in the teaching and learning process when it is geared to the needs and abilities of students.

Purposeful homework assignments not only enhance student achievement but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned, organized, and connected to the learning objectives of the lesson.

The purposes of homework assignments, the basis for evaluating the work performed and the guidelines and/or rules should be made clear to the student at the time of the assignment. Assigned homework should be able to be completed independently by the student.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By the 2025-26 school year, we will integrate the use of Talking Points as a primary communication tool for family engagement with consistent use by at least 75% of all classroom educators.

2024-25 One-Year Goal:

By the end of the 2024-25 school year, we will implement the use of Talking Points as a primary communication tool for family engagement by providing staff with training and best practices, measuring consistent schoolwide use by at least 50% of all classroom educators.

Action Plan

In Progress

2024-25 Budget Allocations to Support Continuous Improvement

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

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$11,187,806
- **Activities Implemented:**
 - Library services.
 - Supplies and textual materials.
 - Standards aligned instruction for all students.
 - Office and administration support.
 - School counselor and social worker services.

Multilingual Learners (Title III)

- **Intent and Purpose:** Support the district's language instructional program to assist multilingual learners in attaining English proficiency and high academic achievement.
- **Dollar Amount:** \$606,461
- **Activities Implemented:**
 - Provide instructional support to students who qualify for multilingual services.
 - Translation and interpretation services.

Learning Assistance Program (LAP)

- **Intent and Purpose:** Provide services to students who have not met or are at risk of not meeting state/local graduation requirements.
- **Dollar Amount:** \$60,784
- **Activities Implemented:** Provide instructional supports to students who qualify for LAP-funded interventions.