



2025-26 Annual CSIP Garfield High School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

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

2025-26 School Information and Leadership Team Members

School Name: Garfield HS

Principal: George Breland

Instructional Vision: 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.

Members of the Building Leadership Team: Jessica Allen, Nigel Anders, Kat Barr (parent), Missy Chow, Mary Cohan, Simone Parker, Jamie Rees, Jack Tillmann, Trinia Washington (parent), Rafael Brewer (student)

[2023-26 CSIP Garfield](#)

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 1,509

Special Education Percentage: 10.3%

Multilingual Learning Percentage: 10.6%

Highly Capable Percentage: 20.7%

Free and Reduced Lunch Percentage: 41.8%

Washington School Improvement Framework Status: Foundational

[Garfield OSPI School Report](#)

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- Course Enrollment
- Graduation Credit Tracking in Atlas
- SPS Climate Survey (staff or students)
- Family Participation/Attendance (e.g., Events, Team Membership)

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

- Discipline rate is .6%
- YTD attendance 86.8%
- Record number of CBOs working with students on site
- Active and engaged parents shown through committee engagement, PTSA, and attendance at school events.
- High percentage of 12th-graders matriculating to four-year colleges

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

- Tracking interventions delivered to students experiencing academic challenges to determine efficacy.
- Improving 9th-grade on track to graduate percentage
- Improving school climate survey response rate

Disproportionalities: What disproportionalities exist among student groups?

- MLL and SpEd served students, and students of color are more likely to be off track for graduation.
- Black students are more likely to be absent from class.
- Black male students are more likely to receive exclusionary discipline.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

- Generational and societal trauma impacting families of color
- Lack of access to basic needs and abundant economic resources in our community
- Historical segregation and bias in education causing non-white and non-American-born students to fail more classes or have insufficient credits.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

- Focus on fostering positive relationships and community belonging among students and families of color.
- Targeted, effective interventions using the MTSS framework to increase on-track for graduation percentages.

- Facilitating two-way communication with families to increase school engagement.

Interconnected Needs: How are needs related to each other or influencing each other?

There are strong correlations between grades, attendance rates, and whether a student is on track to graduate.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

- Accurately tracking and evaluating interventions.
- Improving response rate on school climate survey.
- Giving time during professional developments and meetings for teachers to communicate to families.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

- Math Dept uses Amplify as a primary instruction tool
- Electronic exit tickets in science classes
- Teachers utilize Schoology and OneNote to facilitate assignment completion

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

- Communication from building educational technologists
- District-provided extra time pay for tech learning

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

Measures and Targets

2023-26 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.

2025-26 Goal:

For the 2025-26 school year, Garfield's response rate on the Student Climate survey will increase to 50%.

Action Plan

Evidence-based Practice 1:

Student Engagement (Addressing Absenteeism): MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Implementation Activity:

Professional development by RET and TLC

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data

- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans) School-based Survey (staff or students)
- Professional Development Attendance and Exit Tickets
- Student Attendance Agreement Plan Care Coordination Plans
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Discipline/Suspensions

Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- End of Year
- Beginning of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- RET
- AIS

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 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.

2025-26 Goal:

The percentage of 10th Black boys and teens on-track will increase from a baseline of 51.4% to a target goal of 53.4% by Spring 2026.

2025-26 School-based Goal:

By the end of the 2025-26 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 68% rate who are on track to 75%.

Action Plan

Evidence-based Practice 1:

Graduation & Course Data Tracking: Staff regularly review credit-earning, pathway completion, advanced coursework access, and other college and career readiness data (e.g., in Atlas).

Implementation Activity:

- PD for Tier 1 instruction
- Learning Walk feedback

Process Data Measures:

- Walkthrough/Observational Data
- School-based Survey (staff or students)CBO collected data in Unified Insights
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

Graduation Credit Tracking in Atlas

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- TLCs
- AIS
- 9th Grade Counselor

Highly Capable Services

- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.
- Advanced Course Work: All students have access to advanced courses. Options include AP and dual enrollment at local colleges.

Expanded Learning

Garfield utilizes Universal Design for Learning to serve students with expanded learning needs.

Homework Policy

Varies by department, check your student's class syllabus.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 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.

2025-26 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

Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Implementation Activity:

Set aside staff meeting time for staff to use Talking Points.

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- Talking Points usage data

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- BLT
- TLC

2025-26 Budget Allocations to Support Continuous Improvement

The following table describes how the school allocates specific funds to improve student learning.

Fund Program: Basic Education

Intent and Purpose: Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade-level specific state standards that includes differentiation and enrichment. The intent and purpose of Basic Education dollars include, but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports for all students.

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: \$752,230

Activities Implemented to Meet Intent and Purpose: 4.6 FTE bilingual staff support multilingual instruction and access to core curriculum

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: Provide services only to students who have not met, or are at risk of not meeting, state or local graduation requirements.

Dollar Amount: \$156,507

Activities Implemented to Meet Intent and Purpose:

- One full-time teacher supporting 9th-grade on-track efforts
- Targeted instruction
- Credit recovery
- Coordination with counselors and teachers to improve student progress and course completion

Fund Program: PTSA Grant

Intent and Purpose: Support staffing stability and equitable access to instruction and counseling services.

Dollar Amount: \$242,001

Activities Implemented to Meet Intent and Purpose:

- Partial funding for instructional positions
- Partial funding for counseling positions
- Maintenance of course offerings despite salary and enrollment changes
- Support for student access to social-emotional supports

Fund Program: Nesholm Grant

Intent and Purpose: Support and sustain the school's performing arts program.

Dollar Amount: \$96,000

Activities Implemented to Meet Intent and Purpose:

- Funding 0.55 FTE of a music teacher position
- Maintaining full music course offerings that would otherwise be reduced