



## 2024-25 CSIP Review and Updates Ingraham 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:** Ingraham High School

**Principal:** Martin Floe

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), 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

[2023-26 CSIP Ingraham](#)

[Ingraham High School Report](#)

[Ingraham High School Climate Survey](#)

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### Summary of Risks and Desired Outcomes

**Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.**

During the 2023-2024 school year, we implemented systems for the following priority areas:

- Growing Link Crew program and added advisors
- Established an MTSS team that met twice monthly to create Tier 1 areas of academic focus and examine school-wide data together
- Advisory curriculum focused on priorities identified through student climate surveys (SEL & Academic needs).
- Used formative assessments and data to measure effectiveness of Tier 1 academic interventions.
- PLCs collaborated and examined student work (common assessments, aligned practices with UDL)
- Embedded IB learner profile into 9<sup>th</sup> & 10<sup>th</sup> grade course work

- Increased family engagement using climate survey data
- Affinity parent groups, parent information sessions, family engagement group

Our student priority goals are focused on improving credit attainment for students of color furthest from educational justice, specifically African American Males, Students with IEPs, and Multilingual Students.

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## Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

### Student Groups

**Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:**

- 88% of students who graduated complete one or more advance courses.
- In the spring of 2024, 80% of 9<sup>th</sup> graders are on track with completed credits.
- We held monthly affinity family groups for Latinx families, sharing information and resources and building community.
- We shared student and family voices in 3 of 12 PD sessions.

### Staff Groups

**Professional learning that needs to be strengthen or is no longer being implemented due to minimal impact on student outcomes:**

We conducted learning walks with staff and facilitated reflective conversations between staff about aligned UDL areas of focus (5, 7, 8, and 9). We used staff reflections from learning walks to adjust PD for the 23-24 year and inform priorities for the 24-25 school year.

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

### Measures and Targets

#### 2023-26 Three-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.

#### 2024-25 One-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 84% to 89% while focusing on Ingraham students of color favorably responding 82% 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.

## Action Plan

The following action plan highlights evidence-based practices (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

### 2024-25 Evidence-based Practice 1:

Student Engagement: 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.

#### Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Missed Instruction Log

#### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

#### Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- Professional Development Attendance and Exit Tickets
- Student Attendance Agreement Plan

#### Timeframe for Reviewing Process 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:

- MTSS Team
- BLT
- AIS
- Administration

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## Priority Area: Classroom Instruction and Academic Success

### Measures and Targets

#### 2023-26 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%

## **2024-25 One-Year Goal:**

By June 2025, the percent of 9<sup>th</sup> grade Ingraham High School students earning enough credits to be on track to graduate will increase from 80% to 88% with a focus on:

- Students of color furthest from educational justice increasing from 67% to 72%
- African American males increasing from 73% to 78%
- Students with IEPs increasing from 56% to 61%
- Multilingual students increasing from 46% to 51%

## **Action Plan**

The following action plan highlights evidence-based practices (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

### **2024-25 Evidence-based Practice 1:**

High Quality Tier Instruction: Educators will implement adopted instructional resources and inclusionary practices that serve all students, including students with IEPs, multilingual learners, and advanced learners.

### **Student Outcome Data Measures:**

- Curriculum-Embedded Assessments (CEAs)
- Student Grades Reports
- Graduation Credit Tracking in Atlas

### **Timeframe for Reviewing Student Outcome Data Measures:**

Quarterly

### **Process Data Measures:**

- Walk-through/Observational Data
- Teacher Observational Data
- Professional Development Exit Tickets

### **Timeframe for Reviewing Process Data Measures:**

Quarterly

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

- MTSS Team
- BLT
- Administration
- AIS

## **Advanced Learning and Highly Capable Services:**

Students are provided advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) differentiated instruction is provided by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement and acceleration in depth and complexity to grade level curriculum, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Curriculum supports in content areas are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

## **Expanded Learning:**

- 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:**

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.

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## **Priority Area: Family and Community Engagement**

### **Measures and Targets**

#### **2023-26 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.

#### **2024-25 One-Year Goal:**

By June 2025, 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.

### **Action Plan**

The following action plan highlights evidence-based practices (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

#### **2024-25 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.

**Student Outcome Data Measures:**

- Student Attendance
- Missed Instruction Log
- Student Grade Reports

**Timeframe for Reviewing Student Outcome Data Measures:**

Quarterly

**Process Data Measures:**

- Participation/Attendance (e.g., Events, Membership)
- Volunteer Count

**Timeframe for Reviewing Process 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:**

- MTSS Team
- BLT
- Administration

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## 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:** \$9,692,437
- **Activities Implemented to Meet Intent and Purpose:**
  - Staff provide standards aligned instruction to all students
  - School counselor services
  - Administrative support
  - Academic Intervention Specialist

**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:** \$734,119
- **Activities Implemented to Meet Intent and Purpose:**
  - Multilingual staff provide instructional supports to students who qualify for multilingual services.
  - Translation and interpretation services.

## **Learning Assistance Program (LAP)**

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$60,784
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for LAP funded interventions.