



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

Garfield 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: Garfield High School

Principal: Dr. Tarance Hart

Members of the Building Leadership Team 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

Community Partners (Community Based Organizations): Garfield PTSA



[Garfield High School Report](#)

[Garfield High School Climate Survey](#)

School Overview

Garfield High School is a diverse school enrolling 1650 students in the Central District of Seattle. Racially, 11.7% identify as Asian, 1.4% as Pacific Islander, 27% as Black, 10.5% as Latinx, .5% as Native American, 12.9% as multiracial, and 36.1% as White.

It is a school often associated with contradictions. Garfield has legacy as a historical center of black excellence in Seattle and plays a vital role in the well-being of the Central District community. Garfield is also at the center of discussions around neighborhood gentrification and the Highly Capable cohort of students. Garfield is an institution with a strong reputation and deep legacies and traditions. It is also a school that is attempting to become more agile and responsive to student needs, particularly of those furthest from educational justice.

This course change revolves around the acknowledgment and centering of students in general, and marginalized student groups specifically. Student need, and the school response to it, are at the core of the decisions being discussed in this document. An emphasis on Tier 1 (all students, in MTSS language) interventions is designed to improve the educational experience of all students. This includes improving classroom instruction, developing more comprehensive measures of student performance, and recognizing student excellence in its many forms. For students who need more than their peers to attain success, the MTSS and mental health support systems are undergoing changes to expand capacity and identification.

These changes to school systems are significant and require that staff be fully prepared through training, practice, and introduction to new tools. A professional development plan that is focused on the needs of classroom educators and delivering actionable, relevant content is critical to the multi-year plan underway.

Undertaking these ambitious projects will improve the experience of students and eventually lead to the statistical growth on which schools are measured. It is the belief of the Garfield staff that accommodating student needs within a framework of high-quality instruction, high expectations, and genuine care and concern for the well-being of individual students is the key to moving statistical indicators such as attendance, graduation rate, and the many other benchmarks that point to whether a school is living up to the ideals and mission that were entrusted to it.

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 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.

One-year Goal:

During the 2023-24 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%.

Student Outcome Focused Governance

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

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Evidence of alignment to student outcome focused governance:

Guardrail 4 supports the vision of the school through the implementation of PBIS, MTSS, and UDL Principles being implemented during the 2023-24 school year. These systems are centered in restorative practices.

This Guardrail supports the vision of the school through continued analysis of survey data; mentorship participation; student participation in student-led activities; classroom attendance data; club, extracurricular, and sports participation; drop-in counseling office hours; professional development related to a safe, welcoming, and anti-racist environment; and to align the Garfield High School continuous school improvement plan, district, and state goals.

Evidence, artifacts, and data may include:

- Climate Survey Data
- Attendance Reports
- Grade Reports
- MTSS and SRT reports
- RET and NHS Reports
- Mentorship Participation
- Club and Community Participation
- Sports and Community Participation
- Extracurricular Participation
- Professional Development

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:

Culturally responsive strategies, processes, and procedures staff will implement to meet the Three-Year Learning Environments Goal include PD focused on the Principles of Universal Design Learning (UDL), Multi-Tiered Systems of Support (MTSS), and Positive Behavioral Interventions and Support (PBIS), all of which will be centered in student identity. Educators engaging with PLCs in their department to improve instructional practices and review curriculum, centering student identity and expanding ways for students to demonstrate their learning. Use of Advisory/Mentorship to build relationships with students and build community through community circles.

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

As a district pilot school for Universal Design Learning (UDL), Garfield will implement a professional learning plan that provides ongoing PD and training on the core principles of UDL. Staff will also receive ongoing training and support for our continued implantation and expansion of MTSS and PBIS. Mentorship (Advisory) will be used as an opportunity for staff to increase the usage and effectiveness of community circles.

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:

The components of Garfield's multi-tiered system of support that reflect our inclusive practices include: equitable access and shared vision amongst the learning community (staff, students, specialists, and families), PLC's, teaming structures (grade level, departmental, inter-departmental, inter-committee, staff inclusive, student aligned, family inclusive) to support sustained collaboration, increased responsibilities and leadership within our school ASB program, assessment and reliable data informed practice and processes, and alignment to Garfield's continuous school improvement plan.

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

The components of Garfield's multi-tiered system of support that reflect our inclusive practices include enhanced and targeted parent outreach, emphasis on tier 1 interventions including academic support and positive behaviors, evaluating interventions and systems for efficacy, reorganizing PLC's, and student performance monitoring of academic and SEL benchmarks for all 9-11th graders.

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:

District 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.

One-year Goal:

By the end of the 2023-24 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%.

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

Starting in the 2023-2024 academic year, Garfield High School will introduce Renaissance, an interim assessment system, to evaluate student performance in grades 9 through 11. Specifically, these assessments will focus on English Language Arts (ELA) and Math. Tests will be administered three times a year—at the beginning, middle, and end of the academic year—to measure not only the current skill levels of each student but also their growth over time.

Data from these assessments will be particularly useful for various subgroups within the student population, including multi-language learners, students with Individualized Education Plans (IEPs), and different racial and ethnic groups. One of the key features of this new system is that the data will be sorted by teacher. This enables educators to make data-driven instructional decisions at a very granular level, down to individual students and specific lessons or units.

The rich dataset provided by Renaissance will equip teachers with the information needed to tailor their instruction to student needs better. This data will also be instrumental in identifying specific areas where intervention or enrichment is needed. For example, the data could help pinpoint students who may be struggling areas and require additional support, as well as identify those who are ready for more challenging, advanced-level courses.

By using Renaissance's robust analytics, teachers will be better positioned to develop targeted strategies that can improve student outcomes in ELA and Math. This aligns with the broader goal of not just measuring student progress but also using that information to inform teaching practices in a meaningful way.

Evidence, artifacts, and data may include:

- Climate Survey Data
- Renaissance student performance monitoring
- Grade Reports
- Atlas School Leader Dashboard

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:

This Guardrail supports the vision of the school through continued analysis of survey data; mentorship participation; student participation in student-led activities; classroom attendance data; club, extracurricular, and sports participation; drop-in counseling office hours; professional development related to a safe, welcoming, and anti-racist environment; and to align Garfield continuous school improvement plan, district, and state goals.

Evidence, artifacts, and data may include:

- Climate Survey Data
- Attendance Reports

- Grade Reports
- Advisory and ASB participation
- Extracurricular Participation
- Professional Development

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:

To achieve meaningful progress in academic outcomes, particularly for 9th-grade African American students, our three-year goal centers around implementing a multi-tiered, culturally responsive strategy. The focus will be on elevating Tier 1 instruction through the adoption of Universal Design for Learning (UDL) principles. Here are the targeted strategies, processes, and procedures:

Academic Reinforcement:

- **Peer Tutoring Program:** A structured peer tutoring program will pair 9th and 10th graders with high-performing seniors. This one-on-one interaction is beneficial for freshmen who may require additional academic support.
- **Seattle University Tutoring Support:** In addition to peer tutoring, tutors from the University of Washington will provide in-class support during the school day to further reinforce academic skills.

Enhancing Tier 1 Instruction:

- **Universal Design for Learning (UDL) Implementation:** Tier 1 instruction is the foundation of academic success and will be enhanced by adopting UDL principles. By focusing on flexible, inclusive instructional methods, UDL aims to accommodate the diverse learning needs of all students, thus minimizing the need for specialized Tier 2 interventions.
- **Professional Development and PLC Support:** Educators will receive comprehensive training and ongoing Professional Learning Community (PLC) support to effectively implement UDL in their classrooms. This is critical for the success of the UDL initiative, ensuring that teachers are well-equipped to adapt their teaching methods in real time to suit varying student needs.

Data-Driven Instruction:

- **Renaissance Student Performance Monitoring:** This system will provide teachers with granular, classroom-level data to better assess student understanding and performance. This enables targeted instructional decision-making.

Importance of Tier 1 and UDL:

Focusing on Tier 1 instruction is crucial because it is the first point of academic contact for all students. By making Tier 1 instruction as effective and inclusive as possible through UDL, we can significantly reduce the need for additional academic reinforcement or specialized intervention. Implementing UDL principles in Tier 1 also aligns with our goal of providing a culturally responsive and equitable education.

These strategies are designed to work cohesively to support the academic success of all students, with a particular focus on 9th-grade African American students. By elevating the quality of Tier 1 instruction and supporting it with data-driven insights and academic reinforcement, we aim to improve student outcomes and reduce systemic educational inequities.

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

At Garfield, the enhancement of Tier 1 instruction involves a critical distinction between the feedback cycle's components and the high-leverage opportunities that inform professional learning.

Feedback Cycle:

The feedback cycle at Garfield primarily involves ongoing observation, timely feedback, and iterative adjustments to instructional practices. Teachers at Garfield are expected to receive consistent, actionable feedback that guides adjustments in their instructional methodologies.

High-Leverage Professional Learning Opportunities:

Several critical sources of information are utilized at Garfield to pinpoint high-leverage professional learning opportunities aimed at improving Tier 1 instruction:

- **Assessment Data:** Data from Renaissance and other interim assessments guide the identification of areas where instructional improvements may yield the most significant outcomes.
- **Teacher Identification:** The teachers' own insights and firsthand classroom experiences offer invaluable contextual details, pinpointing specific areas that can be addressed through targeted professional development.
- **Observations and Learning Walks:** Real-time classroom observations and Learning Walks at Garfield serve as qualitative measures of instructional efficacy, contributing to a holistic understanding of where professional learning can be most impactful.

Expanded Inclusion in Learning Walks: Learning Walks at Garfield will now feature a more comprehensive set of participants, including administrators, teachers, students, and Academic Intervention Specialists (AIS).

- **Teachers:** Their participation enriches the observational data, adding a peer-to-peer evaluation component.
- **Students:** Their inclusion provides immediate user-experience feedback, further enriching the qualitative data collected.
- **Academic Intervention Specialists (AIS):** These specialists contribute their expertise in academic intervention, adding a valuable perspective to Learning Walks.

Targeted Professional Learning:

Garfield will design professional learning sessions that specifically address the high-leverage areas identified. This targeted approach ensures that professional development is both immediately applicable and focused on enhancing student outcomes.

Garfield's approach combines a continuous feedback cycle with targeted, high-leverage professional learning opportunities. The strategy is bolstered by the expanded participation of diverse stakeholders in Learning Walks. Through this integrated approach, Garfield aims to improve student outcomes while addressing systemic instructional disparities substantially.

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:

The heavy emphasis on tier 1 interventions is designed to be an inclusive approach to helping students access learning in general education classrooms. Shifting toward UDL principles, a PBIS system that is centered on growth and recognizing different forms of achievement, improvements to the code of conduct that include restorative principles and consequences that prioritize learning and growth over punishment, and an MTSS system that has an evaluative capacity are all components of MTSS that will support all students and help them move toward academic success without utilizing tier 2 and 3 tactics and resources.

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

All components of Garfield's MTSS system should meet the needs of all student groups. Considering the needs of all students, not just the most, or the most successful, is essential to the Garfield MTSS. Increased parent involvement, consequences that prioritize learning and growth over punishment, and an intervention toolbox that addresses academic, attendance, behavior, and basic needs are all ways that the MTSS system is designed for all students.

At Garfield High School, the introduction of the Bulldogs Bucks program represents a key component of a broader Multi-Tiered System of Support (MTSS) aimed at fostering student success. Within the MTSS framework, this Positive Behavioral Interventions and Supports (PBIS) initiative serves as a Tier 1 intervention, offering universal strategies to encourage positive behavior and academic achievement among all students.

By integrating the Bulldogs Bucks system into the existing MTSS structure, Garfield High School aims to achieve several interconnected goals:

- **Academic Improvement:** Through the incentivization of high academic performance, the program supports the school's objective of increasing average test scores and class grades.
- **Behavioral Enhancement:** The program will systematically reward responsible and respectful behavior, thereby reducing the incidence of disciplinary issues and enhancing the learning environment.
- **Social and Emotional Development:** By rewarding positive peer interactions and leadership skills, Bulldogs Bucks will promote a more inclusive and emotionally supportive school climate.
- **Teacher Autonomy:** Providing the faculty with the flexibility to reward behaviors based on classroom-specific needs and objectives aligns with the school's commitment to empowering educators as decision-makers.
- **Family Engagement:** By extending the PBIS principles into family conversations about school behavior and performance, the program seeks to foster a home-school partnership for comprehensive student support.
- **Data-Driven Decision-Making:** The PBIS program will be regularly assessed through quantitative and qualitative measures, allowing for continuous improvement and alignment with MTSS goals.

In sum, the Bulldogs Bucks initiative will not operate in isolation but as an integral part of Garfield High School's MTSS. This holistic approach ensures that the program contributes to the academic, behavioral, and emotional well-being of every student.

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 opportunities for students through afterschool or summer programs:

- 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: 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 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.

One-year Goal:

By the end of the 2023-24 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.

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:

This Guardrail supports the vision of the school through continued analysis of survey data; participation in in-building leadership opportunities; student participation in student-led activities; classroom attendance data; club, extracurricular, and sports participation; professional development related to a safe, welcoming, and anti-racist environment; and to align Garfield continuous school improvement plan, district, and state goals.

Evidence, artifacts, and data may include:

- Climate Survey Data
- Attendance Reports
- ASB participation
- Grade Reports
- Extracurricular Participation

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. The needs assessment is available upon request from the principal.

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:

The teacher-generated professional learning plan at Garfield for the 2023-24 school year will continue a multi-part professional development series that seeks to expand educators' toolboxes regarding the methods to improve parent-teacher communication. These sessions have included workshops on talking points, protocols for parent phone calls and emails, strategies for contacting families that do not speak English as the primary language, and the importance of positive feedback to families.

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:

Culturally responsive strategies, processes, and procedures staff at Garfield will implement to share power with families to support new structures of parent leadership and centering families' voices, include: Amplifying the voices of parents through school-based decision-making, particularly the role of the PTSA in BLT, Community Listening Sessions, Engagement with families for volunteer opportunities, involvement in various parent-led organizations including music, theater, and other departmental booster organizations, and through the analysis of parent feedback and data collection from a variety of formal and informal data sources and relationships.

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:

This Guardrail supports the vision of the school through continued analysis of survey data; mentorship participation; student participation in student-led activities; classroom attendance data; club, extracurricular, and sports participation; drop-in counseling office hours; professional development related to a safe, welcoming, and anti-racist environment; and to align Garfield's continuous school improvement plan, district, and state goals.

The Professional Development team and Racial Equity Team will develop a plan to foster and improve a culturally responsive workforce using data, evidence, and artifacts through teacher-generated workshops and committees.

Evidence, artifacts, and data may include:

- Climate Survey Data
- Attendance Reports
- Grade Reports
- MTSS and SRT reports
- RET and NHS reports
- Mentorship Participation
- Club and Community Participation
- Sports and Community Participation
- Extracurricular Participation
- Professional Development

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. The needs assessment is available upon request from the principal.

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

The Staff Survey data at Garfield reveals concerning patterns in the area of "Leadership Opportunities and Support," especially when compared to both the School Region and District averages. These concerns are particularly significant given the low average score and notable percentages of staff dissatisfaction in multiple areas.

Strategies to Address Identified Concerns:

- Professional Goal Alignment Meetings: Considering the data showing limited administrative support for staff professional goals, Garfield will implement quarterly Professional Goal Alignment Meetings. In these sessions, teachers will discuss their goals and progress with administrators, ensuring alignment and receiving the necessary support.
- Recognition Programs: To tackle the lack of positive feedback and recognition, Garfield will introduce monthly or quarterly recognition programs, such as "Teacher of the Month," backed by tangible rewards.
- Decision-Making Committees: To increase staff satisfaction in decision-making, the BLT will establish various committees composed of staff members, which will focus on different aspects of school governance. These committees will have real input into decisions affecting the school environment and educational practices.
- Professional Development Re-Evaluation: Given the poor reception of existing professional development programs, Garfield will conduct a comprehensive re-evaluation of its offerings. Feedback will be collected from staff to design more targeted and effective professional learning opportunities.
- Teacher Leader Cadre (**TLC**): Empowering the TLC at Garfield to act as mentors and leaders, facilitating peer support, and serving as a liaison between staff and administration.
- Staff Input on Instructional Strategies: Garfield will provide channels for staff to give regular input and feedback on instructional strategies, ensuring that teacher expertise is incorporated into planning and implementation (learning walks).

Garfield will implement these strategies with the aim of improving the "Leadership Opportunities and Support" domain. It is anticipated that these initiatives will not only address the identified concerns but will also contribute to an environment where all staff feel supported, recognized, and part of the decision-making process.

Staff Recognition:

The development of more school events centered on joy and community that incorporate staff participation will support the goal of furthering the staff's sense of belonging and improved relationships. These events include an annual schoolwide dance battle at lunch with a staff category, an annual student-staff basketball game, and staff awards modeled after the student PBIS system.

Garfield High School is extending the concept of Bulldogs Bucks to its teaching staff as part of a comprehensive strategy to elevate educational practices and student well-being. Funded by the Parent-Teacher-Student Association (PTSA), the Staff Bulldogs Bucks initiative is designed to celebrate and incentivize faculty who demonstrate innovative and culturally responsive teaching methods.

Similar to the student focused PBIS program, Staff Bulldogs Bucks operates within the context of the school's Multi-Tiered System of Support (MTSS). The intent is to support the school's commitment to data-driven and culturally responsive pedagogy while also fostering a positive school climate and contributing to student success.

Key Objectives

1. **Promotion of Best Practices:** The program encourages teachers to adopt innovative, research-backed teaching methods that align with the school's educational goals.
2. **Cultural Responsiveness:** Special emphasis will be placed on rewarding teachers who integrate culturally sensitive and inclusive practices into their teaching methods.
3. **Peer Recognition and Morale:** The initiative aims to boost staff morale and promote a culture of mutual respect and professional development among colleagues.
4. **Administrative Support:** Administrators will observe and reward teaching practices, adding an extra layer of institutional support and recognition for faculty efforts.

By introducing Staff Bulldogs Bucks, Garfield High School aims to create a more cohesive, effective, and culturally sensitive educational environment. This program not only incentivizes positive behaviors and practices among students but also fosters professional excellence among its teaching staff.

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

Extensive training on MTSS systems, UDL, tier 1 interventions, and professional development workshops on supporting students with unique needs, such as disabilities and multi-language learners, all support the overall principle that is at the core of Garfield's efforts, becoming a more student-centric school that meets the educational needs of all students. Providing staff with the necessary training to execute the mission will enable staff to feel more prepared and competent.

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

Garfield administration has actively worked to develop new leadership opportunities for staff and identify staff members who may be well suited to fill those roles. This has included expanding the number of co-teaching opportunities, transitioning to teacher-led professional development creation and delivery, more co-department leads, and recruitment of new members of the instructional council, RET, and BLT.

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Discretionary

Amount: 0.2 FTE

How will funds improve student learning? Increase counseling services and access to supports and improve graduation Tracking and outcome.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Equity

Amount: 1.0 FTE

How will funds improve student learning? Attendance Intervention & Success Coordinator to improve attendance outcomes and community engagement supports as aligned with CSIP goals.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: LAP

Amount: 1.0 FTE

How will funds improve student learning? Provide Academic Intervention supports for students identified and in alignment with CSIP goals.