

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

African American Academy

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Revision History

| Revision Number | Date | Comments |
|-----------------|--------------------|---|
| Revision 1 | September 28, 2008 | Completed by Carter with assistance with Ms. Johnson and coaches. |
| Revision 2 | November 10, 2008 | Edits by Office of School Improvement |
| Revision 3 | December 2, 2008 | Edits by Office of School Improvement |
| Revision 4 | December 3, 2008 | C-SIP Peer Reviews |
| Revision 5 | January 13, 2009 | Edits by Office of School Improvement |
| Revision 6 | January 15, 2009 | Edits by Office of School Improvement |
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2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: OVERVIEW

Special Note about Transformation: If Seattle’s School Board votes to discontinue this program, there will be at least one meeting held by 6/30/09 for school, staff, parents, and community to discuss the transition and provide input on how to make the transition as beneficial as possible for the students and adults involved.

What are our school’s mission, vision, and theory of action?

Please briefly describe your school’s overall mission, vision and theory of action in 1-2 paragraphs.

Mission
“To prepare our scholars to flourish in the future, persevering in the scholarly traditions of our ancestors, who have enriched civilizations and provided knowledge of our beauty, unity, and hope.”

Vision
The African American Academy is a K-8 afro-centric school. The Academy’s nurturing and culturally relevant instructional practice(s) help to create an environment that is safe and help to connect its scholars and families to a relevant educational experience. Although academic achievement is the baseline of how we are measured our WASL scores, do not gauge the full range of achievement of our scholars.

Academic Vision

- Achievement of every scholar
- Individualized learning plans for every scholar & smaller class size
- Gender grouping in middle school
- Utilizing a walk to model of instruction & offer enrichment and ALO classes
- Music and technology K-8
- Effective use of assessments to inform meaningful instruction, provide targeted intervention and to set achievable and rigorous academic goals for our scholars.

Social Vision

- A safe environment conducive to learning
- Afro-centric approach using the 7 principles of Nguzo Saba principles as our foundation
- Cross grade level partnerships K-8 to help build a sense of family and community
- Active parent and community involvement to support a strong home to school partnership
- Community service program that supports stewards in the community.

Theory of Action

Use of data:
Staff looks at data around specific achievement levels in reading and math to provide targeted intervention, inform instruction, and goal setting with scholars.

Organization of the learning community:
Master schedule is structured to meet the needs of our scholars by providing extended learning time in reading and math, and providing intervention and enrichment opportunities. The Village Team structure meets the philosophy of community and reinforces the afro centric focus. The BLT has viewed the school year calendar to effectively coordinate school wide needs.

Professional Development:
The use of WASL achievement data has focused our professional development needs around reading and math. Curriculum alignment, pacing, instructional pedagogy, formative and summative assessments in reading and math are identified areas for professional development.

Curriculum and Instruction:
The use of WASL achievement data has focused our instructional practices including common planning/collaboration times, coaching, and aligned curriculum K-8.

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What have we learned from our data?

Please briefly describe 3-5 main insights from your data. For each insight, write 3-5 sentences about how your C-SIP addresses this insight.

| Insight | | How is this insight addressed in our C-SIP? |
|---------|---|--|
| 1 | We have a significant number of scholars in grades 3-8 at level 2 in reading WASL. | <ul style="list-style-type: none"> We have set a SMART goal to increase the percentage of scholars meeting reading standards to 71.4% in '08-09, 79.7% in '09-10, to the uniform bar of 88.1% in 2011 from 67% in grades 3-5. This percentage equates to 37 continuously enrolled scholars in grades 3-5 moving from Level 1 or 2 to Level 3 in '08-09. We have set a SMART goal to increase the percentage of scholars meeting reading standards to 60.2% in '08-09, 71.3% in '09-10, to the uniform bar of 82.5% in 2011 from 47% in grades 6-8. This percentage equates to 35 continuously enrolled scholars in grades 6-8 moving from Level 1 or 2 to Level 3 in '08-09. We will utilize School Turn Around Reading assessments to drive our reading data team, inform reading groups, and inform reading skills instruction. |
| 2 | We have a significant number of scholars in grades 3-8 at level 1 in math WASL. | <ul style="list-style-type: none"> We have set a SMART goal to increase the percentage of scholars meeting math standards to 45.5% in '08-09, 63.9% in '09-10, to the uniform bar of 82.4% in 2011 from 27% in grades 3-5. This percentage equates to 25 continuously enrolled scholars in grades 4-5 moving from Level 1 or 2 to Level 3 in '08-09. We have set a SMART goal to increase the percentage of scholars meeting math standards to 37.8% in '08-09, 58.5% in '09-10, to the uniform bar of 79.3% in 2011 from 17% in grades 6-8. This percentage equates to 33 continuously enrolled scholars in grades 6-5 moving from Level 1 or 2 to Level 3 in '08-09. We will utilize School Turn Around Math assessments to drive math data team, inform math groups and inform math skills instruction. |
| 3 | Discipline data indicates significant disparity in referrals and suspensions toward African American males. | <ul style="list-style-type: none"> We have set a SMART goal to decrease the percentage of African American males receiving behavior referrals from 77% to 47% (proportional representation of male scholars in grades K-8). In order to attain this goal we will need to decrease the number of referrals over the course of 9 months by an average of 40 less referrals per month throughout the duration of the school year. We will implement a discipline data team to work on developing strategies targeted to support our African American male scholars. Such as gender classes in the middle school in order to better meet behavior and instructional needs of male scholars. Incorporating mentorships and instructional strategies to effectively engage scholars. |
| 4 | We have a high number of scholars in grades 5 & 8 at level 1 in science WASL. | <ul style="list-style-type: none"> We have set a SMART goal to increase the percentage of scholars meeting science standards to ---- from 11% in grade 5, and to --- from 8%. In order to attain this goal we will need to move --- scholars from Level 2 to Level 3. We have set a SMART goal to increase the percentage of scholars meeting science standards to --- from 8% in grade 7. In order to attain this goal we will need to move --- scholars from Level 2 to Level 3. Teachers will use WASL like science prompts along side inquiry based curriculum to prepare scholars for the science WASL. |
| 5 | We have seen significant gains in writing WASL scores at 4 th & 7 th grades. | <ul style="list-style-type: none"> We have set a SMART goal to increase the percentage of scholars meeting writing standards to 75% from 46% in grade 4, and to 80% from 68% in grade 7. Writers Workshop will be implemented in all grades K-8. Publishing dates for writing will be established and writing will be celebrated school wide. |

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Note: 2008-2009 data for student achievement, budget, etc. will be assessed in the Spring of 2009 for goal revisions for the 2009-2010 school year.

What are our major areas of focus?

| Major Focus Area | Rationale for Choosing this Major Area | S.M.A.R.T. Goal |
|------------------|---|---|
| Math | <ul style="list-style-type: none"> • AYP required goal area. | <ul style="list-style-type: none"> • In grades K-2, we have set a SMART goal to increase the average overall performance on the district math assessment to 75% from 35.6% in 1st Grade, 37.1% in 2nd Grade, and 35.3% in 3rd Grade. • In grades 3-5, we have set a SMART goal to increase the percentage of scholars meeting math proficiency to 45.5% in '08-09, 63.9% in '09-10, to the uniform bar of 82.4% in 2011 from 27%. This percentage equates to 25 continuously enrolled scholars in grades 4-5 moving from Level 1 or 2 to Level 3 in '08-09. • In grades 6-8, we have set a SMART goal to increase the percentage of scholars meeting math proficiency to 37.8% in '08-09, 58.5% in '09-10, to the uniform bar of 79.3% in 2011 from 17%. This percentage equates to 33 continuously enrolled scholars in grades 6-8 moving from Level 1 or 2 to Level 3 in '08-09. |

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| Major Focus Area | Rationale for Choosing this Major Area | S.M.A.R.T. Goal |
|------------------|--|--|
| Reading | <ul style="list-style-type: none"> • AYP required goal area. | <ul style="list-style-type: none"> • In grades 3-5, we have set a SMART goal to increase the percentage of scholars meeting reading proficiency to 71.4% in '08-09, 79.7% in '09-10, to the uniform bar of 88.1% in 2011 from 67%. This percentage equates to 37 continuously enrolled scholars in grades 3-5 moving from Level 1 and 2 to Level 3 in '08-09. • In grades 6-8, we have set a SMART goal to increase the percentage of scholars meeting reading proficiency to 60.2% in '08-09, 71.3% in '09-10, to the uniform bar of 82.5% in 2011 from 47%. This percentage equates to 35 continuously enrolled scholars in grades 6-8 moving from Level 1 and 2 to Level 3 in '08-09. |
| Writing | <ul style="list-style-type: none"> • Writing is a window into thinking. We believe that the skill and practice of writing supports content area development, but also serves as a strategy that engages our scholars, builds on academic strengths, and supports thinking across content areas of reading, math, and science. | <ul style="list-style-type: none"> • In grade 4, we have set a SMART goal to increase the percentage of scholars meeting writing proficiency to 75% from 46%. To reach this SMART goal we will move 9 more scholars from Level 1 & 2 to Level 3. • In grade 7, we have set a SMART goal to increase the percentage of scholars meeting writing proficiency to 80% from 68%. To reach this SMART goal we will move 5-6 more scholars from Level 1 & 2 to Level 3. • We will monitor progress through school wide and classroom writing assessments. • Writers Workshop will be implemented in all grades K-8. |

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| Major Focus Area | Rationale for Choosing this Major Area | S.M.A.R.T. Goal |
|-------------------------|--|---|
| Science | <ul style="list-style-type: none"> As a Title school in the school improvement process we have spent a significant amount of time teaching reading and math. Science has not been an area of focus. Our scholars have not received consistent science instruction K-5. Our science scores reflect this. | <ul style="list-style-type: none"> In grade 5, we have set a SMART goal to increase the percentage of scholars meeting proficiency in science to 50% from 11%. To reach this SMART goal we will move 14 more scholars to proficiency. In grade 8, we have set a SMART goal to increase the percentage of scholars meeting proficiency in science to 50% from 8%. To reach this SMART goal we will move 18 more scholars to proficiency. Science will be taught at each grade level K-8. We will focus on the inquiry process and informational writing. All staff will attend needed science training in order to teach each grade level unit. We will monitor progress through school wide and classroom assessments. |
| Nguzo Saba & Discipline | <ul style="list-style-type: none"> The fundamental mission of our academy is to provide a nurturing and culturally responsive educational experience. We will use the 7 Nguzo Saba principles along with effective instructional practice(s) to create an environment that is safe and connects our scholars and families to a relevant education. Our Nguzo Saba/Equity Team works hand and hand with teachers and the discipline team to ensure full implementation of the 7 principles. These principles impact instruction and discipline. | <ul style="list-style-type: none"> A school wide SMART goal will be 100% of scholars in grades K-8 able to articulate the 7 principles and what each means and looks like. We will development a measurement tool in order to establish baseline data and determine a measurement toward attaining our goal. AAA will reduce the referral rate of African American males by 30%. Reducing the current referral rate from 77% to 47% in order to be proportional with the male/female gender population of scholars at the African American Academy. |

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What is the contribution of our school's plan to the District's strategic plan?

Please describe how your major areas of focus will explicitly support or contribute to the district's Strategic Plan.

- **Math:** By increasing the percentage of 3-8 grade students meeting the WASL proficiency standards our school will contribute to the district student performance targets of 80% of 7th grade students meeting or exceeding standards by 2012-2013, and the district's academic milestone of 7th graders being ready for algebra by the 8th grade.
- **Reading:** By increasing the percentage of 3-8 students meeting the WASL proficiency standards our school will contribute to the district student performance targets of 88% of 3rd grade students meeting or exceeding standards by 2012-2013, and the district's academic milestone of all 3rd graders reading on grade level.
- **Science:** By increasing the percentage of 5th and 8th graders who meet WASL science proficiency standards by 39% and 42% our school will contribute to the district's student performance target of 80% by 2012-2013.
- **Writing:** By increasing the percentage of 4th and 7th graders who meet the WASL writing proficiency standards by 19% and 12% our school will contribute the district's academic milestone of 90% of 9th graders ready for high school by 2012-2013.
- **Nguzo Saba/Discipline:** By decreasing the referral and suspension rate of African American students (males in particular) by 30% our school will contribute to the district's academic milestones of all 7th graders ready for algebra by 8th grade, all 9th graders ready for high school, all tenth graders passing WASL and all students ready for college and career.

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What are the school-wide strategies that cut across major focus areas?

Are there any school-wide strategies or themes that would be helpful to understand before discussing each major focus area?

- **High Leverage Practices:** As a K-8 school it is critical that we matriculate scholars who are prepared to tackle the content and instructional rigor that encompasses the span of a Kindergarten through 8th grade. As we work as a PLC we must know the developmental needs of scholars from age Pre-K through the age of 14. There are several high leverage strategies occurring at the African American Academy. Approaching instruction with clear and explicit teaching points, modeling, student discourse, public records, and the use of formative assessments will be common and consistent practices observed K-8.
- **Data Teams:** All staff will participate in a bi-monthly data team process. Frequently looking at student work to inform instructional practice and lesson plan design.
- **Village Team Concept:** AAA is organized by Village Teams (K-2, 3-5, 6-8). This organization allows for age appropriate strategies, activities, routines and procedures. Although we have school wide routines and procedures each team, facilitated by Village Team leads works with each Village to determine age appropriate processes within the school wide framework. For instance, a school wide motivational plan looks different for grades K-2 than it does for grades 6-8.
- **Nguzo Saba Principles:** As reflected in the C-SIP, our Nguzo Saba principles are unique to the African American Academy. The principles are the cornerstone to our work in reinforcing our afro-centric approach. The principles are evident in our daily practice; instruction, discipline, and school wide routines and procedures.

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Which of the “Nine Characteristics of Effective Schools” are addressed in this C-SIP, and how?

| | Characteristic | Where in C-SIP? | How is it addressed (one or more examples from C-SIP)? |
|---|---|--|--|
| 1 | Clear and Shared Focus | Section 1: School Overview | <ul style="list-style-type: none"> • School has a mission, vision and theory of action. • School has analyzed relevant data and expressed insights, as well as data-driven goals based on data analysis and insights. |
| 2 | High Standards and Expectations | Section 1: School Overview | <ul style="list-style-type: none"> • School’s SMART goals for WASL areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor. • Student achievement goals are data-driven. |
| 3 | Effective School Leadership | Section 2: Major Focus | <ul style="list-style-type: none"> • School identifies lead responsibilities for every major goal area; includes principal, instructional/content coaches, and classroom teachers. |
| 4 | Supportive Learning Environments | Section 3: Other Focus | <ul style="list-style-type: none"> • School addresses non-academic student learning goals. |
| 5 | High Level of Community and Parent Involvement | Section 2: Major Focus, <i>And</i> Section 5: Partnerships | <ul style="list-style-type: none"> • School includes parent/community representation in the development of the C-SIP. • School identifies community partners that engage with the school in support of student learning. • School includes one or more strategies for family/community engagement for every SMART goal. |
| 6 | High Levels of Communication and Collaboration | Section 2: Major Focus | <ul style="list-style-type: none"> • Staff and parents/community collaborate in the C-SIP development and ongoing monitoring/adjusting. • School shares C-SIP goals, strategies, and activities with school community at a parent meeting every Fall. |
| 7 | Frequent Monitoring of Teaching/Learning | Section 2: Major Focus | <ul style="list-style-type: none"> • Goals include details of periodic monitoring/assessment of student learning; these data determine needs for adjusting instruction, interventions, and support. |
| 8 | Curriculum, Instruction and Assessment Aligned with Standards | Section 2: Major Focus | <ul style="list-style-type: none"> • All academic goals are based on the standards of WASL and/or district-approved classroom-based assessments. |
| 9 | Focused Professional Development | Section 2, Major Focus | <ul style="list-style-type: none"> • Every goal area includes the professional development that will occur, in order to ensure effective goal implementation. |

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School Improvement Review

| Topic | Description | |
|---|--------------------|--|
| How were constituencies involved in the self-review of school's program that led to the development of the C-SIP? | School Staff: | <ul style="list-style-type: none"> • Building Leadership Team (BLT) includes 9 Teachers, One Classified, Principal, Head Teacher, Two Parents:: <ol style="list-style-type: none"> (1) Three Village Team Leads: K-2 Team Lead, 3-5 Team Lead, 6-8 Team Lead. (2) Three Specialists: Librarian, PE, Computer plus Three Academic Coaches. (3) Principal and Head Teacher. (4) One classified staff person. (5) Two Parents • BLT leads the process of comprehensive school review including studying WASL data and classroom-based assessments, and gaining input from staff, parents/community, students, instructional/content coaches, Instructional Directors (IDs), and other district support staff/outside experts. |
| | District: | IDs; School Improvement (SI) Department. |
| | Parents/Community: | <ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT; 2 parents serve on BLT • C-SIP & Parent Involvement Plans were presented at Curriculum Night (October 7, 2008) and other parent/community meetings (September 16, and October 21, 2008) and input is included in C-SIP. |
| | Outside Experts: | Instructional Directors oversee school operations and supervise/ evaluate principals, instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. |
| What was the process of developing the C-SIP? | Spring: | Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft. |
| | Summer: | Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP. |
| | Fall: | Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans. |
| | Ongoing: | Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin. |

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School Improvement Review, *continued*

| Topic | Description |
|---|--|
| <p><i>(Title I Schools)</i> How is the school using the 10% set-aside for professional development?</p> | Central Office provides instructional / content coaches in academic areas of need. |
| How were parents notified of the school's Parent Policy? | In October, copies of both our District Parent Policy (translated in 10 major languages of district families) and School Parent Policy were sent home with all students, via newsletters or separate letters. |
| What are the district's responsibilities in this process? | <ul style="list-style-type: none"> • Provide ongoing technical assistance and support by developing the C-SIP framework • Assist schools in completing the C-SIP. • Provide instructional / content coaches in any academic subject not making AYP. • Train principals in the development of SMART Goals and how to use data to drive instructional decisions. • Remind schools of OSPI and district deadlines for completion of tasks/submission of documents. • Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning. |

Technology

We have a separate Technology Plan that addresses how we will use technology to enhance instruction and student learning. This plan has been developed and reviewed by our Building Leadership Team (BLT) and our Instructional Director. It is a 3-year plan, 2007-2010, and will be reviewed and updated by the start of the 2010/11 school year.

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Adequate Yearly Progress (AYP) on the Washington Assessment of Student Learning (WASL)

Our school did not make AYP in Spring 2008 in Math (All, Black, Low Income) and Student Attendance Rate for two or more years in a row. So, we are identified as a “School in Improvement” in Step 5.

Title I status

This school receives Title I funds.

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Title I School-Wide Program 10 Components

| Component | How school has addressed each Component |
|---|--|
| 1 What type of needs assessment did we conduct, to determine C-SIP goals? | <p>Our AYP goals pre-determine and/or guide our Math, Reading, and Writing goals. Our Science goal is based on the need to see significant improvement, and our Discipline goals align with our population of students.</p> <p>The process used to select goal areas and determine specific targets included a participation in a staff wide Data Carousel where each staff member was able to spend time with colleagues to analyze data (WASL and classroom-based assessments.) on (date/s _____) and identify content area needs. Additionally, each Village Team (Grade Level) used the data to begin determining SMART goals in the areas of Reading and Math on (date/s _____) Furthermore, the BLT reviewed the CSIP goals and presented to staff on (date/s _____) Finally, the CSIP has been reviewed with our community partner group (FOAAA) on (date/s _____)</p> |
| 2 What reform strategies are we using to improve student learning? | <ul style="list-style-type: none"> • We created a master schedule to maximize available student learning time especially in Literacy and Mathematics in the Spring of 2008 (date/s _____). We have extended Reading and Math time, along with utilizing Title resources to provide intervention in both Math and Reading. • Each goal identified in our C-SIP plan is supported by the implementation of best practices (e.g. High Leverage Practices), and supported with professional development that align with instructional implementation. |
| 3 Are all our staff considered “highly qualified” by NCLB rules? If not, what’s our plan for ensuring they are all highly qualified in the future? | Teachers: No, we have one teacher (for English) who is not Highly Qualified and does not meet the NCLB rules. This information was made available to all parents in the fall. |
| | Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall. |
| | <u>Correction plan.</u> Teacher will be expected to pass Praxis test or obtain endorsement for the necessary endorsement areas by Fall 2009, or will not be assigned to teach non-endorsed subjects for 2009/10. We will work through Human Resources to ensure that all our instructional staff meet NCLB highly-qualified requirements by the start of 2009/10 school year. |

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| 4 | How are we providing staff with professional development that is high-quality and ongoing? | <ul style="list-style-type: none"> • We have several days each school year where staff participate in professional development (PD) based on our schools' PD plans and where our data indicate a need for enhanced instruction. • The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science. • We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials. |
| 5 | What do we do to attract and retain high-quality, highly-qualified staff? | We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for PD (please see #4 above). These activities help new staff feel supported and maximizes their skill base in order to best serve students. |
| 6 | What do we do to increase parent involvement? | <p>Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.</p> <p>Additionally, African American Academy has completed a specific plan to involve and increase parental participation. This plan is through our work as a Flight school. It is our Family Engagement Action Team plan.</p> |
| 7 | How do we assist students transitioning into and from our school? | <ul style="list-style-type: none"> • We host a Back to School event for each of our Village Teams (Grades K-2; 3-5, 6-8) in the summer (date/s _____) before school begins. Specifically for Kindergarten we work with area daycare providers and their families and we host a fair aimed at supporting the transition from pre-school to Kindergarten. (date/s _____) • As students transition into school our Counselor meets with each student, reviews policy and procedure, and tours the school with families. • At AAA we invite high school counselors to come visit our school in the Spring and provide our students with information about the transition from AAA to high school. • All high school tour dates are included in the school newsletter as soon as the dates become available. • AAA participates in the Lakeside LEAP program and College Success Foundation program called HERO throughout the year where 7th and 8th graders are provided extra assistance in their transition |

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|----|---|---|
| | | into high school. |
| 8 | How do we involve teachers in decision-making? | Teacher representatives (and parents) participate in our BLT. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and reps report back to their grade level/department teams. They also bring issues to BLT meetings from their teams. Our decision making matrix supports and guides appropriate participation in the decision-making process. |
| 9 | How do we assist students in meeting standards? | Our C-SIP targets underachieving students in a number of specific areas of student learning (please see Section 2: Major Focus Areas, and Section 3: Other Areas of Focus). |
| 10 | How do we coordinate/integrate programs? (Federal, state, district, school-based) | Please see Component #10 Below. |

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School improvement process as a result of AYP Status

Here's what we've done to meet the No Child Left Behind (NCLB) requirements of Step 5 schools:

- Notified our families of the opportunity to transfer to another Seattle school that is not identified for school improvement.
- Notified our families of the opportunity to receive Supplemental Educational Services (SES) for low-achieving students who qualify for free/reduced-price lunch.
- Revised our C-SIP to focus on improving academic achievement for students not yet meeting standards – on WASL and other classroom-based assessments. Examples of new elements to our C-SIP for Step 3:
 - **Math: S.M.A.R.T. Goals:**
 - In grades K-2, we have set a SMART goal to increase the average overall performance on the district math assessment to 75% from 35.6% in 1st Grade, 37.1% in 2nd Grade, and 35.3% in 3rd Grade.
 - In grades 3-5, we have set a SMART goal to increase the percentage of scholars meeting math standards to 45.5% in '08-09, 63.9% in '09-10, to the uniform bar of 82.4% in 2011 from 27%. This percentage equates to 25 continuously enrolled scholars in grades 4-5 moving from Level 1 or 2 to Level 3 in WASL '08-09.
 - In grades 6-8, we have set a SMART goal to increase the percentage of scholars meeting math standards to 37.8% in '08-09, 58.5% in '09-10, to the uniform bar of 79.3% in 2011 from 17%. This percentage equates to 33 continuously enrolled scholars in grades 6-8 moving from Level 1 or 2 to Level 3 in WASL '08-09.
 - **Attendance: S.M.A.R.T. Goals**
 - Decrease the percentage of unexcused absences from 1.2% to less than 1%.
 - Strategies to address attendance include proactive approach of identifying scholars who are absent each day, including scholars who are tardy. Develop a list twice per month of scholars who have 3 or more absences (excused or unexcused), and send notification letter #2 to each scholar. Additionally, Ms. Howard (counselor) will work with Family Support Workers (Mr. Ervin and Ms. McGhee) in setting up meetings with scholars and families with attendance contracts. We will monitor tardies and assign detentions for 3 or more tardies. Finally, S.A.A. will be signed and sent to SPS truancy office as well as remain on file here at the Academy.

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- Included outside experts to increase the curriculum knowledge and instructional skills of our teachers. These “outside experts” include receiving instructional / content coaches to work directly with instructional staff in the areas we did not make AYP; instructional leadership from Instructional Directors (IDs); and, technical assistance from our district’s School Improvement (SI) Department.
- Under the authority of our Chief Academic Officer (CAO), our Instructional Director (ID) provides increased oversight and direction in how to improve our instructional practices, creation of best possible master schedule, use of district curriculum, and interventions for students below standards on WASL and classroom-based assessments.
- The district has allocated us full-time instructional coaches in reading/literacy and math. Our coaches collaborate with the district’s Director of Curriculum & Instruction (C&I), C&I Content Managers in literacy and math, and IDs to work directly with classroom teachers on the improvement of instruction, content delivery/pacing, and engaging learners in culturally competent ways.
- Throughout school year 2008/09, we will be working with our ID and the SI Department to refine and implement a major restructuring plan in accordance with No Child Left Behind (NCLB) requirements.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Math

Lead Responsibility:

Math coach and math teachers

S.M.A.R.T. Goal:

- In grades K-2, we have set a SMART goal to increase the average overall performance on the district math assessment to 75% from 35.6% in 1st Grade, 37.1% in 2nd Grade, and 35.3% in 3rd Grade.
- In grades 3-5, we have set a SMART goal to increase the percentage of scholars meeting math standards to 45.5% in '08-09, 63.9% in '09-10, to the uniform bar of 82.4% in 2011 from 27%. This percentage equates to 25 continuously enrolled scholars in grades 4-5 moving from Level 1 or 2 to Level 3 in WASL '08-09.
- In grades 6-8, we have set a SMART goal to increase the percentage of scholars meeting math standards to 37.8% in '08-09, 58.5% in '09-10, to the uniform bar of 79.3% in 2011 from 17%. This percentage equates to 33 continuously enrolled scholars in grades 6-8 moving from Level 1 or 2 to Level 3 in WASL '08-09.

Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

| Strategy | Target Students | Timing | Lead | Description |
|---|--|--|---|---|
| <i>Please provide a brief title of the strategy</i> | <i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i> | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i> |

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

| Strategy | Target Students | Timing | Lead | Description |
|--|--|-----------------------------------|---|--|
| High Leverage Practices: 1. Clear and explicit teaching points. 2. Modeling/models 3. Scholar discourse 4. Formative assessments | <ul style="list-style-type: none"> All scholars | Fall 2008 | Principal, Coaches, Teachers | <ul style="list-style-type: none"> Clear and explicit teaching points: Evidence will include posted agendas, written & stated lesson purpose points. Modeling/Models: Evidence will include anchor charts, exemplar models inside and outside classrooms. Scholar discourse: Evidence will include scholar discussion, routines and procedures to support discussion as a learning strategy. Formative assessments: Evidence will include the use of exit tickets and teacher produced assessments. <p>These practices will be used daily.</p> |
| Data Teams | <ul style="list-style-type: none"> All scholars | Fall 2008 | Principal, Coaches, Team Leads, Teachers | <ul style="list-style-type: none"> Twice a month staff will be involved in the 5-step data team process. First and third Wednesdays of each month will focus on the Data Team process. Village Teams 3-5 & 6-8 will focus on mathematics. |
| SLPs | <ul style="list-style-type: none"> All scholars | Fall 2008, PTC, Home visits | Team Leads, Teachers | <ul style="list-style-type: none"> All teachers will complete Scholar Learning Plans for each scholar in their class. SLPs will be shared with scholars and families during the fall PTC. SLPs will be reviewed quarterly and guide quarterly goal setting process with scholars. Every scholar will know and be able to discuss individual goals. Each parent will have knowledge of SLPs and be able to monitor and support progress through School Turn Around assessments. Updates will go home during each reporting period. |

Note: Please delete or add rows as necessary.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?

| Instrument or Method | Target Students & Frequency | Lead Responsibility | Using the Results to Take Action |
|--|---|---|--|
| <i>What is the assessment instrument and/or method (e.g. classroom observation)?</i> | <i>Which students will be assessed and how frequently?</i> | <i>Who will be responsible for administering the assessment and collecting and reporting results?</i> | <i>What information do we expect the assessment to provide and what actions will be taken as a result?</i> |
| Learning Walks (K-8) | <ul style="list-style-type: none"> Weekly focus is on evidence of high leverage practices. All scholars | Principal, Math coach, and teachers | <ul style="list-style-type: none"> Weekly learning walks will be focused on specific strategies and practices. Information gathered during learning walks will be published in our Weekly Bulletin. It will be an on-going process to support common practices and support teaching and learning. Learning walk feedback will support professional development needs for teachers in math instruction and content delivered by the math coach. |
| School Turn Around (Grades 3-8) | <ul style="list-style-type: none"> All scholars Sept 08 Dec 08 Feb 09 | Math & Literacy coach and teachers | <ul style="list-style-type: none"> STA will inform areas of strengths and deficiencies across multiple strand areas. STA will inform reading and math groupings for instruction & intervention. STA will inform goal-setting process for scholars and families, and provide progress information. |
| District Math Assessment (K-5) | <ul style="list-style-type: none"> All scholars K-5 | Teachers will administer the unit assessments. Math coach will work with teachers to analyze results. | <ul style="list-style-type: none"> Math assessment will be used to measure growth in grade level strands. Results will be shared with scholars and families. |
| CMP2 Unit Assessments (6-8) | <ul style="list-style-type: none"> All scholars 6-8 | Teachers will administer the unit assessments. Math coach will work with teachers to analyze results. | <ul style="list-style-type: none"> Math assessment will be used to measure growth in grade level strands. Results will be shared with scholars and families. |

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Professional Development

How will teachers learn about the school's goals and key strategies, and how will they contribute?

| PD Opportunity | Participants | Timing, Frequency & Duration | Description |
|---|---|---|---|
| <i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i> | <i>Who will participate in this PD opportunity?</i> | <i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i> | |
| CMP2 curriculum training provided by the District | All math teachers (6-8) | 3 times, 4 hour trainings | District sponsored CMP2 PD days |
| Studio Lesson Days | All math teachers (6-8) | 4 times per year | TDG facilitated training and teacher observation. |
| Math Club | All math teachers (K-8) | Every other Thursday | School based coach provides content and high leverage professional development every other Thursday from 3:45 – 4:45. |
| Side by Side coaching: <ul style="list-style-type: none"> • By grade level • By teacher | Teachers and math coach | Weekly during PCP time | Math coach will meet with each grade level once per week during PCP time to discuss content and strategies, as well as lesson plan design. |
| Collaborative Coaching Workshop | Grades 3-8 | Second Wednesday of each month | Math and Literacy coach will co-facilitate a high leverage practice workshop focusing on information gathered from previous learning walks and high leverage focus areas. |
| Staff Meetings | All staff | Third Wednesday of each month will focus on high leverage strategy | The all staff meeting will occur on the third Wednesday of each month. The principal will model a high leverage instructional practice that supports reading and math. |

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

How will you involve families & the broader community in achieving your school's SMART goals?

| Strategy | Targeted Families | Timing | Lead to Implement Strategy | Description |
|---|---|--|---|--|
| <i>Please provide a brief title of the strategy</i> | <i>Which families will be the focus of this strategy?</i> | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i> |
| SLPs | <ul style="list-style-type: none"> All scholars will benefit | Fall 2008, PTC, Home visits | Team Leads, Teachers | <ul style="list-style-type: none"> All teachers will complete Scholar Learning Plans for each scholar in their class. SLPs will be shared with scholars and families during the fall PTC. SLPs will be reviewed quarterly and guide quarterly goal setting process with scholars. Every scholar will know and be able to discuss individual goals. Each parent will have knowledge of SLPs and be able to monitor and support progress through School Turn Around assessments. Updates will go home during each reporting period. |
| Academic Family Nights | <ul style="list-style-type: none"> All families will be encouraged to attend | 4 times per year | Coaches, Team Leads, Teachers | The school will hold quarterly Family Nights to engage families in supporting their scholars in math. |
| Written Communication to Families | <ul style="list-style-type: none"> All families | At the beginning of each new math unit | Math coach and teachers | The math coach and teachers will send home letters to families at the beginning of each new math unit to identify skills that will be covered. Letters will be sent home with scholars. In addition, they will inform scholars and families through the Sources. |

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Reading

Lead Responsibility:

Reading First and Literacy coaches. Reading and Literacy teachers

S.M.A.R.T. Goal:

- In grades K-3, we have set a SMART goal to increase the percentage of scholars meeting the DRA assessment from In order to meet this goal we need to move the following scholars to proficiency: K to 80%, 1st grade from 69% to 90% (6 more scholars); 2nd grade from 70% to 90% (9 more scholars). 3rd grade from 66% to 90% (7 more scholars).
- In grades 3-5, we have set a SMART goal to increase the percentage of scholars meeting reading proficiency to 71.4% in '08-09, 79.7% in '09-10, to the uniform bar of 88.1% in 2011 from 67%. This percentage equates to 37 continuously enrolled scholars in grades 3-5 moving from Level 1 or 2 to Level 3 in WASL '08-09.
- In grades 6-8, we have set a SMART goal to increase the percentage of scholars meeting reading proficiency to 60.2% in '08-09, 71.3% in '09-10, to the uniform bar of 82.5% in 2011 from 47%. This percentage equates to 35 continuously enrolled scholars in grades 6-8 moving from Level 1 or 2 to Level 3 in WASL '08-09.

Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

| Strategy | Target Students | Timing | Lead | Description |
|---|--|--|---|---|
| <i>Please provide a brief title of the strategy</i> | <i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i> | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i> |

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

| Strategy | Target Students | Timing | Lead | Description |
|--|---|-----------------------------------|---|--|
| High Leverage Practices: 1. Clear and explicit teaching points. 2. Modeling/models 3. Scholar discourse 4. Formative assessments | <ul style="list-style-type: none"> All scholars will benefit | Fall 2008 | Principal, Coaches, Teachers | <ul style="list-style-type: none"> Clear and explicit teaching points: Evidence will include posted agendas, written & stated lesson purpose points. Modeling/Models: Evidence will include anchor charts, exemplar models inside and outside classrooms. Scholar discourse: Evidence will include scholar discussion, routines and procedures to support discussion as a learning strategy. Formative assessments: Evidence will include the use of exit tickets and teacher produced assessments. <p>These practices will be used daily.</p> |
| Data Teams | <ul style="list-style-type: none"> All scholars will benefit | Fall 2008 | Principal, Coaches, Team Leads, Teachers | <ul style="list-style-type: none"> Twice a month staff will be involved in the 5-step data team process. First and third Wednesdays of each month will focus on the Data Team process. Village Teams 3-5 & 6-8 will focus on mathematics. |
| SLPs | <ul style="list-style-type: none"> All scholars will benefit | Fall 2008, PTC, Home visits | Team Leads, Teachers | <ul style="list-style-type: none"> All teachers will complete Scholar Learning Plans for each scholar in their class. SLPs will be shared with scholars and families during the fall PTC. SLPs will be reviewed quarterly and guide quarterly goal setting process with scholars. Every scholar will know and be able to discuss individual goals. Each parent will have knowledge of SLPs and be able to monitor and support progress through School Turn Around assessments. Updates will go home during each reporting period. |

Note: Please delete or add rows as necessary.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?

| Instrument or Method | Target Students & Frequency | Lead Responsibility | Using the Results to Take Action |
|--|--|---|--|
| <i>What is the assessment instrument and/or method (e.g. classroom observation)?</i> | <i>Which students will be assessed and how frequently?</i> | <i>Who will be responsible for administering the assessment and collecting and reporting results?</i> | <i>What information do we expect the assessment to provide and what actions will be taken as a result?</i> |
| K-2 Progress Monitoring | <ul style="list-style-type: none"> Occurs once a month for all scholars. Occurs twice a month for scholars with intensive needs. | Teachers and Reading First Coach | <ul style="list-style-type: none"> Progress monitoring information is turned into the Reading First coach monthly in order to inform team's "Hot List" (i.e. intervention needs) and determines on-going reading groupings. K-2 Data Review Sessions will occur on October 14th, Jan 27th, June 3rd to monitor and support progress monitoring and DIBELS testing process. |
| Learning Walks (K-8) | <ul style="list-style-type: none"> Focus on evidence of high leverage practices | Principal, Literacy Coach, and Teachers | <ul style="list-style-type: none"> Weekly learning walks will be focused on specific strategies and practices. Information gathered during learning walks will be published in our Weekly Bulletin. It will be an on-going process to support common practices and support teaching and learning. Learning walk feedback will support professional development needs for teachers in math instruction and content delivered by the math coach. |
| School Turn Around (Grades 3-8) | <ul style="list-style-type: none"> Sept 08 Dec 08 Feb 09 | Literacy coach and teachers | <ul style="list-style-type: none"> STA will inform areas of strengths and deficiencies across multiple strand areas. STA will inform reading and math groupings for instruction & intervention. STA will inform goal-setting process for scholars and families, and provide progress information. |

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Professional Development

How will teachers learn about the school's goals and key strategies, and how will they contribute?

| PD Opportunity | Participants | Timing, Frequency & Duration | Description |
|---|---|---|---|
| <i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i> | <i>Who will participate in this PD opportunity?</i> | <i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i> | |
| Side by Side coaching: <ul style="list-style-type: none"> • By grade level • By teacher | Teachers and Literacy Coach | Weekly during PCP time | <ul style="list-style-type: none"> • Literacy coach will meet with each grade level once per week during PCP time to discuss content and strategies, as well as lesson plan design. |
| Reading Leadership Team | K-3 Staff and Principal | RLT meets the Second Wednesday of each month | <ul style="list-style-type: none"> • The RLT is facilitated by Reading First Coach. The PD is focused on the Big 5 of reading instruction. |
| Collaborative Coaching Workshop | Grades 3-8 | Second Wednesday of each month | <ul style="list-style-type: none"> • Literacy and Math coach will co-facilitate a high leverage practice workshop focusing on information gathered from previous learning walks and high leverage focus areas. |
| Literacy Club | Grades K-8 | Each Monday | <ul style="list-style-type: none"> • School based coach provides content and high leverage professional development every Monday from 3:45 – 4:45. |
| Staff Meetings | All staff | Third Wednesday of each month will focus on high leverage strategy | <ul style="list-style-type: none"> • The all staff meeting will occur on the third Wednesday of each month. The principal will model a high leverage instructional practice that supports reading and math. |

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

How will you involve families & the broader community in achieving your school's SMART goals?

| Strategy | Targeted Families | Timing | Lead to Implement Strategy | Description |
|---|---|--|---|--|
| <i>Please provide a brief title of the strategy</i> | <i>Which families will be the focus of this strategy?</i> | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i> |
| SLPs | <ul style="list-style-type: none"> All scholars will benefit | Fall 2008, PTC, Home visits | Team Leads, Teachers | <ul style="list-style-type: none"> All teachers will complete Scholar Learning Plans for each scholar in their class. SLPs will be shared with scholars and families during the fall PTC. SLPs will be reviewed quarterly and guide quarterly goal setting process with scholars. Every scholar will know and be able to discuss individual goals. Each parent will have knowledge of SLPs and be able to monitor and support progress through School Turn Around assessments. Updates will go home during each reporting period. |
| Academic Family Nights | <ul style="list-style-type: none"> All families will be encouraged to attend | 4 times per year | Coaches, Team Leads, Teachers | The school will hold quarterly Family Nights to engage families in supporting their scholars in literacy. |
| Written Communication to Families | <ul style="list-style-type: none"> All families | At the beginning of each new writing unit/genre | Literacy coach and teachers | The literacy coach and teachers will send home letters to families at the beginning of each new writing unit to identify skills that will be covered. Letters will be sent home with scholars. In addition, they will inform scholars and families through the Source. |

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Writing

Lead Responsibility:

Grade level teachers (K-5), Literacy teachers (6-8), and Literacy coach

S.M.A.R.T. Goal:

- In grade 4, we have set a SMART goal to increase the percentage of scholars meeting writing proficiency to 75% from 46%. To reach this SMART goal we will move 9 more scholars to proficiency.
- In grade 7, we have set a SMART goal to increase the percentage of scholars meeting writing proficiency to 80% from 68%. To reach this SMART goal we will move 5-6 more scholars to proficiency.

Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

| Strategy | Target Students | Timing | Lead | Description |
|---|--|--|---|---|
| <i>Please provide a brief title of the strategy</i> | <i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i> | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i> |
| Writers Workshop | <ul style="list-style-type: none"> • All scholars | Fall 2008 and daily instruction | Literacy coach and teachers | <ul style="list-style-type: none"> • All staff have been provided Writers Workshop training by the District. • Following the Teacher's College methodology, writing instruction will occur on a daily basis. |

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

| Strategy | Target Students | Timing | Lead | Description |
|--|---|-----------|---|--|
| High Leverage Practices: 1. Clear and explicit teaching points. 2. Modeling/models 3. Scholar discourse 4. Formative assessments | <ul style="list-style-type: none"> All scholars will benefit | Fall 2008 | Principal, Coaches, Teachers | <ul style="list-style-type: none"> Clear and explicit teaching points: Evidence will include posted agendas, written & stated lesson purpose points. Modeling/Models: Evidence will include anchor charts, exemplar models inside and outside classrooms. Scholar discourse: Evidence will include scholar discussion, routines and procedures to support discussion as a learning strategy. Formative assessments: Evidence will include the use of exit tickets and teacher produced assessments. <p>These practices will be used daily.</p> |
| Data Teams | <ul style="list-style-type: none"> All scholars will benefit | Fall 2008 | Principal, Coaches, Team Leads, Teachers | <ul style="list-style-type: none"> Twice a month staff will be involved in the 5-step data team process. First and third Wednesdays of each month will focus on the Data Team process. Scholar writing will be a strategy used as evidence of understanding. |

Note: Please delete or add rows as necessary.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?

| Instrument or Method | Target Students & Frequency | Lead Responsibility | Using the Results to Take Action |
|--|--|---|--|
| <i>What is the assessment instrument and/or method (e.g. classroom observation)?</i> | <i>Which students will be assessed and how frequently?</i> | <i>Who will be responsible for administering the assessment and collecting and reporting results?</i> | <i>What information do we expect the assessment to provide and what actions will be taken as a result?</i> |
| Learning Walks (K-8) <ul style="list-style-type: none"> Use of writing journals | Focus on evidence of high leverage practices | Principal, Literacy Coach, and Teachers | <ul style="list-style-type: none"> Weekly learning walks will be focused on specific strategies and practices. Information gathered during learning walks will be published in our Weekly Bulletin. It will be an on-going process to support common practices and support teaching and learning. Learning walk feedback will support professional development needs for teachers in Writers Workshop instruction and delivered by the Literacy coach. |
| Quick Writes (3-8) | All scholars | Teachers and Literacy Coach | <ul style="list-style-type: none"> Quick writes provide a quick assessment to see what scholars are able to do across genres. It will inform teacher instruction. |
| Publishing Dates | All scholars will participate | Literacy coach and writing teachers | <ul style="list-style-type: none"> Publishing dates are set. These dates will support common pacing and implementation K-8. |

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Professional Development

How will teachers learn about the school's goals and key strategies, and how will they contribute?

| PD Opportunity | Participants | Timing, Frequency & Duration | Description |
|---|---|---|--|
| <i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i> | <i>Who will participate in this PD opportunity?</i> | <i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i> | |
| Writers Workshop Calendar Days | All Writers Workshop teachers | 3 times a year | District supported professional development specifically for Writers Workshop. |
| Writers Workshop TC Site Visits | Coach & Teacher Lead | 8 times a throughout the year with partner school (Aki Kurose) | AAA, as a partner school, will send 1 teacher lead and the literacy coach to Aki 8 times a year for PD with TC. |
| Literacy Club | All K-8 teachers | Occur Monday afternoons from 3:45-4:45 | Literacy coach facilitates instructional and content professional development to support literacy (reading and writing). |

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

How will you involve families & the broader community in achieving your school's SMART goals?

| Strategy | Targeted Families | Timing | Lead to Implement Strategy | Description |
|---|---|--|---|--|
| <i>Please provide a brief title of the strategy</i> | <i>Which families will be the focus of this strategy?</i> | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i> |
| SLPs | <ul style="list-style-type: none"> All scholars will benefit | Fall 2008, PTC, Home visits | Team Leads, Teachers | <ul style="list-style-type: none"> All teachers will complete Scholar Learning Plans for each scholar in their class. SLPs will be shared with scholars and families during the fall PTC. SLPs will be reviewed quarterly and guide quarterly goal setting process with scholars. Every scholar will know and be able to discuss individual goals. Each parent will have knowledge of SLPs and be able to monitor and support progress through on-going assessments. Updates will go home during each reporting period. |
| Academic Family Nights | <ul style="list-style-type: none"> All families will be encouraged to attend | 4 times per year | Coaches, Team Leads, Teachers | The school will hold quarterly Family Nights to engage families in supporting their scholars in math. |
| Written Communication to Families | <ul style="list-style-type: none"> All families | At the beginning of each new writing unit/genre | Literacy coach and teachers | The literacy coach and teachers will send home letters to families at the beginning of each new writing unit to identify skills that will be covered. Letters will be sent home with scholars. In addition, they will inform scholars and families through the Source. |

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Science

Lead Responsibility:

Principal and science content teachers

S.M.A.R.T. Goal:

- In grade 5, we have set a SMART goal to increase the percentage of scholars meeting proficiency in science to 50% from 11%. To reach this SMART goal we will move 14 more scholars to proficiency.
- In grade 8, we have set a SMART goal to increase the percentage of scholars meeting proficiency in science to 50% from 8%. To reach this SMART goal we will move 18 more scholars to proficiency.

Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

| Strategy | Target Students | Timing | Lead | Description |
|---|--|--|---|---|
| <i>Please provide a brief title of the strategy</i> | <i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i> | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i> |
| Science scheduled as part of Master Schedule | <ul style="list-style-type: none"> • All scholars | Fall 2008 | Teachers | <ul style="list-style-type: none"> • Science instruction is reserved for afternoons in alignment with social studies instruction for all classrooms K-5. • Two science teachers in grades 6-8 are responsible for implementing the science curriculum. |
| Writing | <ul style="list-style-type: none"> • All scholars | Fall 2008 | Teachers | <ul style="list-style-type: none"> • Scholars will utilize science journals to support the inquiry based processes and expository writing required in science. |

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

| Strategy | Target Students | Timing | Lead | Description |
|--|---|-----------|------------------------------------|---|
| High Leverage Practices: 1. Clear and explicit teaching points. 2. Modeling/models 3. Scholar discourse 4. Formative assessments | <ul style="list-style-type: none"> All scholars will benefit | Fall 2008 | Principal, Coaches, Teachers | <ul style="list-style-type: none"> Clear and explicit teaching points: Evidence will include posted agendas, written & stated lesson purpose points. Modeling/Models: Evidence will include anchor charts, exemplar models inside and outside classrooms. Scholar discourse: Evidence will include scholar discussion, routines and procedures to support discussion as a learning strategy. Formative assessments: Evidence will include the use of exit tickets and teacher produced assessments. These practices will be used daily. |

Note: Please delete or add rows as necessary.

Progress Monitoring

How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?

| Instrument or Method | Target Students & Frequency | Lead Responsibility | Using the Results to Take Action |
|---|--|---|--|
| <i>What is the assessment instrument and/or method (e.g. classroom observation)?</i> | <i>Which students will be assessed and how frequently?</i> | <i>Who will be responsible for administering the assessment and collecting and reporting results?</i> | <i>What information do we expect the assessment to provide and what actions will be taken as a result?</i> |
| Learning Walks (K-8) <ul style="list-style-type: none"> Use of science journals | <ul style="list-style-type: none"> All scholars | Principal and Teachers | <ul style="list-style-type: none"> Weekly learning walks will be focused on specific strategies and practices. Information gathered during learning walks will be published in our Weekly Bulletin. It will be an on-going process to support common practices and support teaching and learning. Learning walk data will support professional development needs for teachers. |
| Classroom based assessments | <ul style="list-style-type: none"> Scholars in grades 5 & 8 | Principal and Teachers | <ul style="list-style-type: none"> Teachers at 5th and 8th grade levels will give two WASL like science assessments. The results of the assessments will help to inform needed instructional components. |

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Professional Development

How will teachers learn about the school's goals and key strategies, and how will they contribute?

| PD Opportunity | Participants | Timing, Frequency & Duration | Description |
|--|---|---|---|
| <i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i> | <i>Who will participate in this PD opportunity?</i> | <i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i> | |
| All staff will attend needed science training in order to teach each grade level unit/kit. | Teachers | District sponsored science unit/kit training offered throughout the year. | District sponsored science unit/kit training. Various days depending on grade level. |
| Formative assessment professional development provided by OSPI | Science Teachers | Full day release, October 10 th & March 20 th | District sponsored PD focuses on the creation and implementation of WASL like formative assessments based on standards. |

Note: Please delete or add rows as necessary

Family & Community Engagement

How will you involve families & the broader community in achieving your school's SMART goals?

| Strategy | Targeted Families | Timing | Lead to Implement Strategy | Description |
|---|---|--|---|---|
| <i>Please provide a brief title of the strategy</i> | <i>Which families will be the focus of this strategy?</i> | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i> |
| Share science curriculum at Curriculum Night | • All scholars | Fall 2008 | Teachers | Grade level teachers (K-5) and science content specialists will communicate science curriculum as part of our Curriculum Night. |
| Written Communication to Families | • All families | At the beginning of each new writing unit/kit | Teachers | Teachers will send home letters to families at the beginning of each unit to identify skills that will be covered. Letters will be sent home with scholars. In addition, they will inform scholars and families through the Source. |

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #5: Nguzo Saba & Discipline

Lead Responsibility:

All teachers, Nguzo Saba/Equity Team, and House Administrator

S.M.A.R.T. Goal:

- A school wide SMART goal will be 100% of scholars in grades K-8 able to articulate the 7 principles and what each means and looks like. We will development a measurement tool in order to establish baseline data and determine a measurement toward attaining our goal.
- AAA will reduce the referral rate of African American males by 30%. Reducing the current referral rate from 77% to 47% in order to be proportional with the male/female gender population of scholars at the African American Academy.

Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

| Strategy | Target Students | Timing | Lead | Description |
|---|--|--|---|---|
| <i>Please provide a brief title of the strategy</i> | <i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i> | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i> |
| Weekly harambee (assembly) | All scholars | Fall 2008 and weekly harambee | Nguzo Saba Team and Teachers | <ul style="list-style-type: none"> • Monday morning harambee will set the tone for the week, focus academic and behavior expectations, and reinforce principles. • Beginning in October we celebrate 1 principle a month: October – Umoja (unity); November – Kujichagulia (self-determination); January – Ujima (collective work & responsibility); February – Ujamaa (cooperative economics); March-Nia (purpose); April – Kumba (creativity); May – Imani (faith). |

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

| Strategy | Target Students | Timing | Lead | Description |
|---|--|---|---|---|
| School wide celebrations | All scholars | Fall 2008 Winter 2009 Spring 2009 | Nguzo Saba Team & Teachers | <ul style="list-style-type: none"> • To reinforce our principles and integrate community service/participation we will hold at least 4 school wide activities Fall – Panther Prowl (Umoja) Fall/Winter – Career/College Day (Kujichagulia) Winter – Food Drive (Cooperative Economics) Spring – Juneteenth |
| Clarify Discipline/Management Process & Procedure | <ul style="list-style-type: none"> • All scholars | August 2008 | House Administrator, Village Team Leads, Support Staff | <ul style="list-style-type: none"> • All staff training to analyze discipline data, set discipline goals, clarify the discipline process in support of our higher need scholars. • Safe and Civil School routines and procedures using the CHAMPs model should be evident in classrooms. |
| Support Systems for Families and Scholars | <ul style="list-style-type: none"> • Tier 2 & Tier 3 Scholars | Fall 2008 and on-going process | House administrator, Team Leads, Counselor, Family Support Workers, Support Staff | <ul style="list-style-type: none"> • Develop a Pyramid of Academic and Behavior Intervention. • Identify scholars in need during All School SIT process on October 22nd and 23rd and begin to connect needs with resources. • Support the African American Male Project (K-5); connecting scholars and families in need to a mentorship and/or counseling program. • Develop a community partner for grades (6-8) in order to establish mentor program to support our African American males. |

Note: Please delete or add rows as necessary.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?

| Instrument or Method | Target Students & Frequency | Lead Responsibility | Using the Results to Take Action |
|--|--|---|--|
| <i>What is the assessment instrument and/or method (e.g. classroom observation)?</i> | <i>Which students will be assessed and how frequently?</i> | <i>Who will be responsible for administering the assessment and collecting and reporting results?</i> | <i>What information do we expect the assessment to provide and what actions will be taken as a result?</i> |
| Learning Walks (K-8) | All scholars | Principal, Nguzo Saba Team, House Administrator, Team Leads | <ul style="list-style-type: none"> • Weekly learning walks will be focused on gathering evidence specific to the precepts of the Nguzo Saba principles. • Looking for evidence of clear and established rules, routines, and procedures that support teaching and learning. • Evidence collected in learning walk will be shared and support professional development needs for teachers. |
| Discipline Referrals | All scholars with an emphasis on African American males. | House Administrator and Youth Service Assistant | <ul style="list-style-type: none"> • Weekly data reflection and feedback to discipline leadership team. • Discipline Leadership Team meets every other Thursday from 3:45-4:45. To look at data and review effective strategies in accordance with our school model. |

Note: Please delete or add rows as necessary

Professional Development

How will teachers learn about the school's goals and key strategies, and how will they contribute?

| PD Opportunity | Participants | Timing, Frequency & Duration | Description |
|---|---|---|--|
| <i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i> | <i>Who will participate in this PD opportunity?</i> | <i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i> | |
| Nguzo Saba Team | Nguzo Saba Team | Thursday mornings at 8:00 | Nguzo Saba team meets to support school wide implementation of Nguzo Saba principles, weekly school wide harambee, and to plan school wide activities. |
| Staff Meeting | All staff | Third Wednesday each month | All staff meeting includes standing agenda items and professional development from Nguzo Saba and Discipline Teams. |

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

| PD Opportunity | Participants | Timing, Frequency & Duration | Description |
|----------------------------|--|---|---|
| Discipline Leadership Team | House Administrator and teachers | Every other Thursday from 3:45-4:30 | House Administrator meets with teachers to discuss strategies, processes related to discipline. |
| Discipline Data Team | House Administrator, Counselor, Family Support Workers | First and Third Wednesday of each month | Team looks at data and strategies used in order to meet school wide goals. |

Note: Please delete or add rows as necessary

Family & Community Engagement

How will you involve families & the broader community in achieving your school's SMART goals?

| Strategy | Targeted Families | Timing | Lead to Implement Strategy | Description |
|--|---|--|---|--|
| <i>Please provide a brief title of the strategy</i> | <i>Which families will be the focus of this strategy?</i> | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i> |
| Written Communication to Families | <ul style="list-style-type: none"> All families | At the beginning of each school year via: <ul style="list-style-type: none"> Back to School Orientation Parent handbook Scholar planner First day packet | Principal | Our principles of Nguzo Saba, discipline procedures, and school wide rules are published and communicated annually through our Back to School Orientation, first day packet sent home, and Curriculum Night. |
| Family Community Partner Position & Family Engagement Action Team (FEAT) | <ul style="list-style-type: none"> 90 Families identified through the FSW. | <ul style="list-style-type: none"> Fall 2008 FEAT meet the 2nd Friday of each month at 7:30 AM | FCP, FSW, and Family Engagement Action Team (FEAT) | The FCP Coordinator establishes on-going communication with the 90 families identified through the Family Support Workers. In so doing we reach many of the families of need. |

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 3: OTHER AREAS OF FOCUS

Other Areas of Focus

In the table below, please list any other areas of focus for your school. These are different from the Major Focus Areas detailed in this plan.

| Other Area of Focus | Goal(s) | Key Strategies |
|--|---|--|
| <i>Please fill-in the area of focus.</i> | <i>Please describe your school's goals for this area in 3-5 sentences.</i> | <i>Please describe your school's key strategies for this area in 3-5 sentences.</i> |
| Academic Intervention & Support | <ul style="list-style-type: none"> • Provide reading and math intervention time to scholars in need during the school day. • Provide extended day learning opportunities to scholars in needs. • Provide tutors as an intervention to targeted scholars. | <ul style="list-style-type: none"> • Use of Navigator math curriculum as an extended day learning opportunity and/or as math intervention for scholars in grades 6-8. • Use of Accelerated Math as an intervention program for grades 3-5. • Use of Sound Partner tutor and hourly tutors to provide small group and/or one on one intervention for targeted scholars. • Structure an interim session to support WASL readiness for grades 3-8 during Spring Break '09. • Work closely with CLC to structure an effective extended day/enrichment after school program. |
| Accelerated Reader | <ul style="list-style-type: none"> • Increase reading circulation significantly; from a circulation of a 1,000 books checked out to 10,000 books checked out of our school library. • Implement a motivational/incentive program based on identified reading levels and determined reading goals for every scholar K-8. • Use of AR at AAA and neighboring library (New Holly) as a reading support to increase time in text for AAA scholars. | <ul style="list-style-type: none"> • Set clear library goals and procedures to support and encourage book circulation. • Use reading "dog tags" as incentive for scholars to read. • Identify funds to support the purchase of new books for the library. |
| FOAAA | <ul style="list-style-type: none"> • Strengthen school wide partnership(s) with Friends of the African American Academy. • Strengthen community wide partnership(s) with Friends of the African American Academy. • Provide structures for strengthening family participation. | <ul style="list-style-type: none"> • Encourage and support FOAAA membership on BLT. • Encourage and support teacher/staff participation at monthly FOAAA meetings. • Utilize FOAAA as support/mobilizing structure to assist and educate African American families and community. |

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 3: OTHER AREAS OF FOCUS

| Other Area of Focus | Goal(s) | Key Strategies |
|--------------------------------|--|---|
| School Wide Incentive Programs | <ul style="list-style-type: none"> • Support and celebrate academic and behavior accomplishments. • Provide structures for strengthening family and family participation. • | <ul style="list-style-type: none"> • Utilize weekly harambee to celebrate Scholars of the Month/Week. • Panther Paw Pride cards to reinforce positive behavior. • Public displays such as Scholar of the Week/Month and Birthdays to celebrate scholars. |

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

What is your projected budget for implementing the strategies detailed in this plan? From which fund sources do you plan to allocate these resources? What will the impacts on other programs be, if any?

| Major Focus Area | Strategy | 2008-09 Budget | Funds Secured? (Y/N) | Funding Source | Impact to Other Programs, if any |
|-------------------------|--|---|--|--|----------------------------------|
| Math | <ol style="list-style-type: none"> 1. Title Funded Intervention Positions 2. LAP – provides funding for tutoring 3. Coach funded position 4. Release time 5. Extra Time – After/Out of School Tutoring | <ol style="list-style-type: none"> 1. \$41,000 2. \$10,000 3. ---- 4. \$1,500 5. \$10,000 | <ol style="list-style-type: none"> 1. Yes 2. Yes 3. ----- 4. Yes 5. Yes | <ol style="list-style-type: none"> 1. Title 2. LAP 3. Central office 4. Title 5. Title | |
| Reading | <ol style="list-style-type: none"> 1. Title Funded– Sound Partner Tutor 2. Title Funded Intervention Position 3. Reading First Coach funded position 4. Literacy Coach funded position 5. Release time 6. Extra Time – After/Out of School Support | <ol style="list-style-type: none"> 1. \$10,000 2. \$41,000 3. ---- 4. ---- 5. \$1,500 6. \$10,000 | <ol style="list-style-type: none"> 1. Yes 2. Yes 3. Yes 4. Yes 5. Yes 6. Yes | <ol style="list-style-type: none"> 1. Title 2. Title 3. OSPI Grant 4. Central office 5. Title 6. Title | |
| Writing | <ol style="list-style-type: none"> 1. Literacy Coach funded position 2. Release time | <ol style="list-style-type: none"> 1. ---- 2. \$1,500 | <ol style="list-style-type: none"> 1. Yes 2. Yes | <ol style="list-style-type: none"> 1. Central office 2. Title | |
| Science | <ol style="list-style-type: none"> 1. District sponsored training | <ol style="list-style-type: none"> 1. Central office | <ol style="list-style-type: none"> 1. Yes | <ol style="list-style-type: none"> 1. Central office | |
| Nguzo Saba & Discipline | <ol style="list-style-type: none"> 1. Release time | <ol style="list-style-type: none"> 1. \$1,000 | <ol style="list-style-type: none"> 1. Yes | <ol style="list-style-type: none"> 1. General | |

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 5: SCHOOL PARTNERSHIPS

School Partnerships

How is your school partnering with community organizations or other agencies? Does your school receive funds from other sources to partner? Please describe major partnerships that impact your school's academic strategy in the box below.

| Partner(s) | Description | Timing (when, how often) | Outside Funding (if any) | Outside Funding Source | Duration of Partnership |
|----------------------------|---|--------------------------------|--------------------------------|-----------------------------------|----------------------------|
| UrbanImpact (CLC) | AAA's community learning center will offer academically and enrichment focused after school activities for scholars in grades 3-8 | Monday, Tuesday, and Thursdays | | City of Seattle Family Levy \$ | 2008-2009 |
| College Success Foundation | | | | Gates Grant | 2008-2009 |
| The Pacific Institute | As part of our partnership with the Family Support Workers, The Pacific Institute will provide a mentoring for K-8 scholars. They will work with the AAMP and with our scholars in grades 6-8 | TBD | \$20,000 | <i>Possible</i> NFL/Seahawk Grant | 2008-2009 |

Note: Please delete or add rows as necessary