

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Aki Kurose Middle School

Mia Williams, Principal

September 29th, 2008



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Revision Number	Date	Comments
Revision 1	November 3, 2008	
Revision 2	November 7, 2008	Edits by Office of School Improvement
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Revision 5	December 19, 2008	Edits by Office of School Improvement

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

SECTION 1: OVERVIEW

What is 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.

We are committed to building a collaborative school culture focused on instruction and student academic achievement celebrating and embracing cultural differences in order to provide students with a high quality education and create critical thinkers prepared to participate in a diverse and complex society. Every student Achieves, Everyone Accountable.

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	A higher percentage of students have scored Level 1 on the math WASL than on any other WASL subject.	<ul style="list-style-type: none"> • We have set a S.M.A.R.T. goal to increase the percentage of students meeting math standard to 36%, which includes moving 80 students from Level 1 to Level 2 on the math WASL. • In order to meet this goal, Level 1 students will participate in the Math After School Intervention, “PAW Math Academy” for four hours per week. • In addition, all students will receive additional instruction time in math through 100-minute block periods.
2	Many students are very close to meeting reading standards at Level 2 but have not yet mastered the reading WASL.	<ul style="list-style-type: none"> • We have set a S.M.A.R.T. goal to increase the percentage of students meeting reading standard to 71%, which includes moving 38 students from Level 2 to Level 3 on the reading WASL. • In order to meet this goal, Level 2 students will participate in two 12-hour WASL Break Camps during Mid-Winter and Spring Breaks, as well as a four-week, three hour per-day Summer Break Intervention Program to strengthen reading skills. • In addition, all Level 1 and Level 2 students will receive 30 extra minutes of reading instruction per day.
3	Average annual attendance, 88% in 2007-08, was low. Higher attendance rates are needed in order for our school’s strategies to increase achievement.	<ul style="list-style-type: none"> • We have set a S.M.A.R.T. goal of increasing attendance to 90% in 2008-09, 92% in 2009-10, and 95% in 2010-11. • In order to meet this goal, the school will provide student incentives for high attendance, and the school will intervene early (after three absences) by contacting parents and establishing an attendance contract. • The school will use case managers to maintain attendance, if necessary.

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SECTION 1: OVERVIEW

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	A higher percentage of students have scored Level 1 on the math WASL than on any other WASL subject.	Increase the percentage of 7 th grade students meeting math standard to 36%, including moving 80 students from Level 1 to Level 2 on the math WASL.
Reading/Language Arts	Many students are very close to meeting reading standards at Level 2 but have not yet mastered the reading WASL.	Increase the percentage of 7 th grade students meeting reading standard to 71%, including moving 38 students from Level 2 to Level 3 on the reading WASL.
Attendance	Average annual attendance, 88% in 2007-08, was low. Higher attendance rates are needed in order for our school's strategies to increase achievement.	Increase attendance to 90% in 2008-09, 92% in 2009-10, and 95% in 2010-11.
Family Engagement	Engaging families in the goals we set for students will increase support for the goals and the likelihood they will be met.	The school will make home visits to 50% of all families' homes prior to the start of school.

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SECTION 1: OVERVIEW

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 7th grade students who meet WASL standards in math to 36%, our school will contribute to the district's student performance target of 80% of 7th graders meeting or exceeding math standards by 2012-13, and the district's academic milestone of 7th graders being ready for algebra by 8th grade.
- **Reading/Language Arts:** By increasing the percentage of 7th grade students meeting WASL standards in reading to 71%, our school will contribute to the district's academic milestone of 90% of 9th graders being ready for high school by 2012-13.
- **Attendance:** By increasing our school's average annual attendance to 88%, we will contribute the district's student performance target of all 80% of 7th graders meeting or exceeding math standards, and support the academic milestones of 7th graders being ready for algebra by 8th grade and 90% of 9th graders being ready for high school, by 2012-13.
- **Family Engagement:** By increasing family engagement in our school, we will support the district's vision of the whole community being engaged as partners in supporting and strengthening the school system. This work supports the goal in the Strategic Plan to engage our families more often and more effectively.

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?

The school is participating in many school-wide strategies to dramatically improve performance as part of the district's Southeast Initiative (SEI). Our school is receiving additional funds to carry out strategies to improve the quality of education in schools in Southeast Seattle. Specifically, our school is:

- Expanding the range and quality of programs offered;
- Increasing the level of academic rigor in core subject areas;
- Expanding academic and elective offerings;
- Applying research-based programs to improve student achievement;
- Implementing strategically aligned professional development for all staff;
- Building upon and expanding existing university and community partnerships;
- Establishing clear three-year program goals and annual benchmarks to assure that progress is made; and,
- Increasing yellow bus service for students who live near the school.

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SECTION 1: OVERVIEW

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.

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

SECTION 1: OVERVIEW

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"> • Our school's Building Leadership Team (BLT) includes the following members: 6th Grade Team Rep, 7th Grade Team Rep, 8th Grade Team Rep, Multi-Grade Rep/Arts Rep, Support Team Rep, Instructional Assistants Rep, At-Large or SEA Rep, Office staff Rep, Special Education Rep, ELL Rep, Parent Rep, Student Rep, Principal, and School-Based Community Agencies as Advisory Representatives • Our elected Building Leadership Team (BLT) is the body that has the responsibility of promoting and facilitating collaborative decision making which affects academic achievement. The BLT leads the ongoing process of comprehensive school review including studying data such as the WASL and classroom-based assessments, and input from staff.
	District:	Instructional Directors; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT; 1 Parent (PTA President) has participated in BLT and C-SIP planning at this time. More volunteers are always welcome. Members of the BLT attend PTA meetings in order to incorporate feedback into C-SIP and BLT planning. • Our C-SIP was presented at Open House/Title 1 night on October 2, 2008. Again shared at the PTA meeting on October 23, 2008. We will also have copies of the C-SIP available for parent/teacher conferences on November 20, 2008 and their input will be included in our ongoing C-SIP refinement. These events included parents for whom English is not their primary language.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
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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SECTION 1: OVERVIEW

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 Reading (All, Black, Limited English, Special Ed, Low Income) and Math (All, Black, Limited English, Special Ed, Low Income, Asian/Pacific Islander, and Hispanic) 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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SECTION 1: OVERVIEW

Title I Targeted-Assistance Program 8 Components

	Component	How school has addressed each Component
1	What type of needs assessment did we conduct, to determine C-SIP goals that help targeted students meet standards?	<ul style="list-style-type: none"> • In our Department Professional Learning Collaboration Teams, we analyzed student achievement data from WASL and classroom-based assessments daily throughout September. Then we developed data-based SMART goals for student growth in every major goal area on September 17th, 2008. • Teachers and parents/community representatives are included in BLT decision-making. • 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).
2	How have we included plans for our targeted students, into our existing plans?	Our SMART goals include strategies and expected learning outcomes for our targeted students. These goals, strategies and outcomes are part of our comprehensive school improvement plan (please see Section 2: Major Focus Areas, and Section 3. Other Areas of Focus).
3	What effective programs are we using to improve student learning?	<ul style="list-style-type: none"> • We assessed our progress in eliminating the achievement gap/education gap among white students and students of color, to ensure that our goals addressed the needs of underachieving groups daily within in our collaboration teams during the month of September and currently. • We created a master schedule to maximize available student learning time especially in literacy and mathematics in the Spring of 2008 and refined it during the month of September 2008 to meet the increased student population. • We are studying, and putting into practice, best practices in instructional strategies. That includes increasing students' active engagement in their learning and differentiating instruction based on students' readiness, skill levels, and learning goals. • Please see Section 2: Major Focus Areas, and Section 3: Other Areas of Focus for details on programs and activities we're implementing to strengthen our core academic program.

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SECTION 1: OVERVIEW

Component	How school has addressed each Component
4	<p>How do we coordinate targeted-assistance program with our general-education program?</p> <ul style="list-style-type: none"> • Our school day is scheduled so that targeted students receive differentiated learning opportunities in concert with our differentiated instructional model for all students. • We hosted a orientation for incoming 6th graders to tour the school and meet our school’s staff and students on August 27, 2008. Also the first day of school (September 3, 2008) is only for 6th graders to allow them the opportunity to do community building, extra support for middle school transition, learn the building and connect with the entire staff before the 7th and 8th graders arrive. • We have the high school counselors visit our school in the Spring to provide students with some insight as to how they will transition from middle school to high school. • Our teachers work throughout the school year on curriculum alignment with partner high schools to ensure that skills, strategies, and content are taught to specific grade levels and not repeated once students are in high school (i.e. class novels are not re-taught). • We have open house nights for parents in the Spring for them to learn about the high schools their children will be attending. Parents will receive information on the school curriculum, athletic sports, etc. • We publish the high school tours schedule in our newsletter and remind our parents to take advantage of the open enrollment process. • We host WASL family nights for 8th graders so that parents and guardians are aware of the high standards for high school graduation in the state of Washington. • 8th Grade Counselor provides important information to students throughout the year regarding the high school credit system. • Students and families are encouraged to research and visit high schools to determine which programs match their student learners best.
5	<p>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?</p> <p>Teachers: No, one teacher (for Math, English, Reading) was not considered Highly Qualified by NCLB rules. This information was made available to all parents in the fall.</p> <p>Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.</p> <p><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.</p>

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SECTION 1: OVERVIEW

	Component	How school has addressed each Component
6	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.
7	What do we do to increase parent involvement?	Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.
8	How do we coordinate/integrate programs? (Federal, state, district, school-based)	<ul style="list-style-type: none"> • Please see Component #8 on next page.

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

SECTION 1: OVERVIEW

Combining Funds in Schoolwide Programs 2008-09

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Program	Amount	How the intents and purposes of the program will be met
Title I, Part A	308,632	After school program and School Break Camps, additional in class assistance, small group pull out when needs to reinforce grade level GLEs
Basic Education	2, 120, 646	All students receive instruction aligned to the EARLs and GLEs
Learning Assistance Program (state)	49, 386	All 6 th grade students that did not meet standard on the WASL in reading will receive additional support from the content literacy coach; individually and small group instruction.
Neshlom Family Foundation	175, 634	Assistant Principal and literacy coach oversees daily collaboration amongst literacy teachers and aligns the curriculum (pacing guides) for Readers, Writers and Springboard curricula. In addition, funds support professional development and materials needed within the literacy department.
Middle School Support Program (city)	50,000	Student Success Coordinator will set up and monitor SLPs for students that did not meet standard on the WASL. SSC will recruit students for extended learning camps, track student progress and communicate with families regarding the progress of their child.
Southeast Initiative (I-728) (state)	324, 141	Additional staff to provide elective options for students in the arts. In addition, funds support the extended day schedule and daily collaboration time for departments.
YMCA out of school time	2, 950	Supports our partnership with the YMCA
Total	3, 031, 389	
State Bilingual	146,876	
Special Education	966,046	
I-728	75,684	
	1,188,606	

Total Funding **4,219,995**

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SECTION 1: OVERVIEW

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:
 - **Reading/Literacy: S.M.A.R.T. Goal:** Increase the percentage of students meeting reading standard to 71%, including moving :
In 6th grade 50 % (10 students) from level 1 to level 2, 30% (12 students) from level 2 to level 3
In 7th grade 50% (14 students) from level 1 to level 2, 30% (11 students) from level 2 to level 3
In 8th grade 50% (14 students) from level 1 to level 2, 30% (15 students) from level 2 to level 3
 - **Math: S.M.A.R.T. Goal:** Increase the percentage of 7th grade students meeting math standard to 36%, including moving 96 7th grade students from Level 1 to Level 2 on the math WASL.
 - **Attendance: S.M.A.R.T. Goal:** As measured by the School Report we will have 90% Average Annual Attendance in 2008-09.
- 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.

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SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Mathematics

Lead Responsibility:

Rosalind Wise, Math Coach

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

Increase the percentage of students meeting math standard to 36%, including moving :

- In 6th grade 29 % (15 students) from level 1 to level 2, 20% (7 students) from level 2 to level 3
- In 7th grade 36% (25 students) from level 1 to level 2, 59% (19 students) from level 2 to level 3
- In 8th grade 34% (30 students) from level 1 to level 2, 67% (20 students) from level 2 to level 3

Students will be identified and monitored.

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>
Acceleration of Computational Fluency and Problem Solving Skills to Reach Grade Level	<ul style="list-style-type: none"> • 15 Level 1 and 15 Level 2 Special Ed. students (Students targeted for moving from Level 1 to 2 and 2 to 3) 	3 times a year during week long breaks	Math Coach, Rosalind Wise	Students who did not meet standard on their most recent math WASL will receive individualized, extra learning time to accelerate students to grade level.

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Extra Instructional Time/Extended Day Schedule	<ul style="list-style-type: none"> All Students 	Year-round	Math Department	All students will receive 100 minutes of math instruction every day. Teachers will use the additional 50 minutes of instructional time to differentiate instruction for struggling learners using high leverage practices to promote discourse, press for justification and build a sense of efficacy around problem solving in mathematics.
Collaboration with literacy coaches to begin the Integration of literacy strategies used in social studies and science classes	<ul style="list-style-type: none"> All students 	Year- round	Migael Scherer, content literacy coach and Rosalind Wise	Coaches will collaborate to identify common practices across disciplines and provide support and training for teachers so that these are used consistently throughout a student's day.
After school individualized tutoring in mathematics	<ul style="list-style-type: none"> All students not meeting standard on 2008 WASL and qualifying for free and or reduced lunch 	Year- round, two times per week	# μ^{\pm} · \ll^2 ¶ \pm $^3 \mu^2 1 - \S \mu^0 -$ $\S^2 \cdot \cdot \cdot \mu^{\pm a}$	Through an outside approved SES tutoring service
Test Prep	<ul style="list-style-type: none"> 125 Level 1 students and 200 Level 2 students 	Three times per year (Winter, Mid-Winter & Spring Breaks)	Rosalind Wise, Math Department	Students who scored Level 1 or 2 on their most recent reading WASL will enroll in Break WASL Camps to learn test taking strategies and to practice taking the WASL.
Summer Instruction to Accelerate Student Skills to Grade Level	<ul style="list-style-type: none"> Incoming 6th graders 	2 weeks, 4 hrs/day	Rosalind Wise	Students who scored a Level 1 or 2 on their most recent reading WASL will participate in the Summer Break Intervention Program, which will provide math instruction to accelerate students' skills to grade level

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
MESA materials	All math students	One day a week	Rosalind Wise	MESA units will be used to supplement the CMP2 district adopted instructional materials
Navigator and Success Maker	Level 1 and Level 2 students	Fridays	Math Teachers	Navigator and Success Maker will be used to supplement the CMP2 district adopted instructional materials

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>
School Turnaround	All students, 3 times per year	<ul style="list-style-type: none"> Content math coach coordinates the test Teachers administer the test School Turnaround is scored and reports results to teachers. 	Teachers will use assessment data to guide instruction and to an intervention plan for targeted students.
Aki common tools and District CMP2 unit Assessments using Edusoft.	All Math Students	Teachers will administer assessments according to the district curriculum calendar and send results to the Central Office. Results will be used in Data Team work where teachers will select strategies and an implementation create a plan to address specific learning needs for identified students.	Teachers will use assessment data to design lesson plans and guide conferring with students.

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SECTION 2: MAJOR FOCUS AREAS

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Navigator and Success Maker Tools	Level 1 and Level 2 students	Teachers are responsible for administering, scoring and analyzing results.	Teachers will use pre, mid and post assessments to assess students' GLE/Performance Expectation skill development. They will use the data as they develop lesson plans.
Formative Assessments- including check-ups after each math Investigation, Partner Quizzes to help student rethink and revise their solutions, Math Reflections, unit tests and journals.	All students, twice per month	Teachers collaboratively review student work and draw conclusions that inform instruction	Teachers meet by grade level to analyze student work, monitor student progress, and design lesson plans weekly.

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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>	
Math Team Collaborative Planning	All math teachers	Daily, 1 hour including Special Education and ELL teachers	Collaborative Teacher Teams provide teachers an opportunity to meet, discuss student work and plan lessons together as a whole team and by grade level.
Math Instructional Coaching	All teachers	Cycle, two teachers per week	A school-based Math Coach provides job imbedded professional development by providing demonstration lessons, co-teaching, training sessions, Data Team collaboration and work with teachers on high leverage practices.
Collaborative Analysis of Student Data	All Math Teachers	At bi- monthly Data Team sessions	Math teachers will meet to collaboratively analyze student data from the assessments listed above. Based on the data, teachers will develop Classroom Action Plans based on student competencies in identified areas, monitor student progress by skill and develop strategies to be implemented systematically.
MESA Training	All Math Teachers	MESA trainers	Training on the use of the MESA Math/Science units. These trainings prepare teachers to teach the units and also help them strengthen their own math content.
Southeast Initiative Alignment Work	All Math Teachers	Pat Sander and Jerri Harris	Work with Rainier Beach and Cleveland teachers to align the work we do so that students have a smooth transition from middle to high school
Success Maker Training	All Math Teachers	Publisher reps	Training to administer assessment tools and create reports.

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

SECTION 2: MAJOR FOCUS AREAS

PD Opportunity	Participants	Timing, Frequency & Duration	Description
Studio Classroom Training	All new Math Teachers	Studio classrooms are model lessons for grade level, Special Ed and ELL teachers.	Teachers have a 4 phase experience: (1) looking at Best Practices, (2) doing collaborative lesson study on specific CMP units, (3) watching a lesson modeled in a Seattle classroom, and (4) debrief and planning around strategies teachers want to add to their toolkit.
CMP2 Initial Use Training	All CMP2 Math Teaches	For teachers new to CMP2	District-sponsored grade level CMP2 sessions where teachers get to work through the lessons with teachers from other schools and discuss strategies for implementation.

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>
Academically-Focused Family Events (i.e. Family Math Night)	Families of all students, with 100% of participants representing students who are Level 1 or Level 2 in reading	Two times per year	Rosalind Wise, math department	Hold night-time family events, with dinner provided, to engage families so that they can support their children as they develop into mathematicians.
Written Communication to Families	Families of all students	At the beginning of each new math unit (8s/year)	Math Teachers, Math Coach, Rosalind Wise	Math Teachers and the Coach will send letters to families at the beginning of each new math unit to identify skills that will be covered. Letters will be sent home with students.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Numeracy Campaign	All Families	Games and activities and articles will be sent home on Fridays.	Math Teachers	The Numeracy Campaign will include games, activities and news articles that include data representations for parents to do with their children at home to help develop logic and problem solving skills. It will also help students learn to see and use math in everyday life.
Problems of the Week	Families of all students	Every two weeks	Math Teachers	Families will be asked to work with their children on WASL type problems.
Student led Parent-Teacher Conferences	Families of students who are below grade level in math	2x/year (fall and spring)	Math Teachers	Math Conferences with parents will be student led to share learning and review academic progress.
Math projects	Families of all students	1x/year (spring)	Math Teachers	Projects will help students make Real World connections to the mathematics they are learning and give them experiences with multiple resources for solving, displaying and sharing complex problems their solutions.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Reading/Language Arts

Lead Responsibility: Jennifer Hodges, Assistant Principal and Literacy Coach

- S.M.A.R.T. Goal:** Increase the percentage of students meeting reading standard to 71%, including moving :
- In 6th grade 50 % (10 students) from level 1 to level 2, 30% (12 students) from level 2 to level 3
 - In 7th grade 50% (14 students) from level 1 to level 2, 30% (11 students) from level 2 to level 3
 - In 8th grade 50% (14 students) from level 1 to level 2, 30% (15 students) from level 2 to level 3

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
Extra Instructional Time/Extended Day Schedule	<ul style="list-style-type: none"> All Students 	Year-round	Literacy Department	<p>Students who did not meet standard on their most recent reading WASL will receive 50 extra minutes of reading instruction every day. Instructors will use read alouds, shared reading, guided reading, explicit instruction, independent reading and conferring with students. Classroom libraries allow students to access “Just Right Books” at their level. Curriculum includes:</p> <ul style="list-style-type: none"> ▪ Writer’s Workshop ▪ Springboard ▪ Vocabulary acquisition
Explicit literacy instruction in social studies and science classes	<ul style="list-style-type: none"> All students, emphasis on 6th & 7th grade students who did not meet standard in reading 	Year- round	Migael Scherer, content literacy coach	Students will receive explicit instruction in: vocabulary, use of context clues, use of Stephanie Harvey literacy toolkit, expository writing in science notebooks.
After school individualized tutoring in reading	<ul style="list-style-type: none"> All students not meeting standard on 2008 WASL and qualifying for free and or reduced lunch 	Year- round, two times per week	Nick Adams, CLC director will oversee registration, Sylvan staff will provide service	Through an outside approved SES tutoring service
Test Prep	<ul style="list-style-type: none"> 38 Level 1 students and 38 Level 2 students 	Three times per year (Winter, Mid-Winter & Spring Breaks)	Jennifer Hodges, Literacy Department	Students who scored Level 1 or 2 on their most recent reading WASL will enroll in Break WASL Camps to review concepts they will be tested and to practice taking the WASL.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Summer Instruction to Accelerate Student Skills to Grade Level	<ul style="list-style-type: none"> Incoming 6th graders 	2weeks, 4hrs/day	Jennifer Hodges	Students who scored a Level 1 or 2 on their most recent reading WASL will participate in the Summer Break Intervention Program, which will provide reading instruction to accelerate student skills to grade level

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>
School Turnaround	All students, 3 times per year	<ul style="list-style-type: none"> Content literacy coach coordinates the test Literacy Teachers administer the test School Turnaround scores and reports results to teachers. 	Teachers will use assessment data to guide instruction and to create strategy specific strand lessons for targeted students.
Columbia TC Quick Assessments	All Level 1 and Level 2 students, monthly	Literacy Teachers	Teachers will use assessment data to design lesson plans and guide conferring with students.
Formative Assessments- including conferring with students on their reading and writing	All students, twice per month	Literacy Teachers	Teachers meet collaboratively by grade level to analyze student work, monitor student progress, and design lesson plans weekly.

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>	
Grade Level Collaborative Teacher Teams	All Literacy Teachers	Daily, 1 hour including Special Education and ELL teachers	Collaborative Teacher Teams provide teachers an opportunity to meet, discuss student work and plan lessons together by grade level.
Literacy Instruction Coaching	All Literacy Teachers	Cycle, two teachers per week	A school-based Literacy Coach will teach daily lab sessions in classrooms to provide opportunities for other teachers to observe.
Teachers College Calendar Days	Staff Developer from TC & All Literacy Teachers	8 days per year	Workshop modeling, lab classrooms, coaching, and unit planning
Content Literacy	Science and Social Studies Teachers	Daily collaboration by department and individual coaching cycle, two teachers per week	Content Literacy Coach will meet daily with social studies and science teachers to collaboratively integrate reading and writing strategies; individual coaching, workshops, and conferring with students

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>
Academically-Focused Family Events (i.e. Writers Workshop Night)	Families of all students, with 50% of participants representing students who are Level 1 or Level 2 in reading	Two times per year	Jennifer Hodges, literacy department	Hold night-time family events, with dinner provided, to engage families and support their students in as they develop as writers.
Written Communication to Families	Families of all students	Weekly	Mia Williams, principal and literacy coaches	Weekly newsletters (translated into major languages represented) will highlight specific literacy strategies for parents to do at home to strengthen their students' literacy skills. Newsletters will be sent home with students.
Student- led parent-teacher conferences	Families of all students	Two times per year	All staff and students	Student led and focused conferences to share learning and review academic goals.
Writers Publishing Parties with Families	Families of all students	Two times per year	Literacy Teachers	Families will be invited to join in celebrating final published pieces of writing.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Attendance

Lead Responsibility:

Mia Williams, Ron Howard

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

As measured by the School Report we will have 90% Average Annual Attendance in 2008-09.

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>
Student Incentives	All students	Year-round	Mia Williams, Ron Howard & Elvira Canares	Students will compete for and be rewarded monthly for perfect attendance and set goals for participation in school activities.
Family Contact/Early Intervention	Students with 2 unexcused absences	Year-round	Mia Williams, Ron Howard & Elvira Canares	The school will contact the families of students who have 2 unexcused absences in order to intervene early.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Contracts & Case Management by Student Learning Support Team	Students with excessive absences (10+ in one semester)	Year-round	Mia Williams, Ron Howard, Elvira Canares & SLST	The school will initiate a contract requiring attendance with students who have excessive absences. Students will be assigned case managers to meet contract obligations, if necessary. Case managers will do home visit to intervene with truant students.

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>
Daily/Monthly attendance reports	All students, daily	Mia Williams, Ron Howard, Elvira Canares & Teachers	Daily/Monthly attendance reports will allow teachers and administrators to identify students who are absent frequently and to intervene immediately. Teachers will make phone calls home after 3 unexcused absences from class to check-in the families and to offer support.
Truancy Reports	Truant students	Mia Williams, Ron Howard & Elvira Canares	Truancy reports will allow administrators to document attendance behavior and to coordinate with other social services as needed.

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>	
Staff Training on Attendance	All school staff	1 time, 1 hour August 27, 2008	Staff will receive training on the importance of attendance to academic achievement, how to correct absences, and on maintaining an ongoing attendance plan. Staff will review the Rebecca Hedman's story and how the Becca bill was developed.

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>

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Oral Communication to Families	All families	2x/year & year-round through PTSA	Mia Williams Teachers, & PTSA President	School staff will address the importance of attendance to all parents at the 6 th grade Orientation, at parent night, and year-round through the PTSA. Staff will cover the importance of being at school everyday and how critical it's to academic success, the correlation between attendance and academic performance, consequences for unexcused absences (including loss of passing grades) and school contact information for help getting their students to school.
Written Communication to Families	All families	1x at the beginning of the school year	Mia Williams	The Principal will send the district's written attendance policy to families. The policy will be sent home with students.
	All families	4x/year	Principal, AP (names)	School-wide attendance goals will be included in the Quarterly Parent Newsletter sent to all families. The Newsletter will be sent home with students.
Family Engagement in School Events	All families	Monthly	Mia Williams	Invite parents to the Quarter attendance reward celebration. School staff will invite parents to all quarter attendance reward celebrations at the beginning of the year, and all attendance celebration dates will be listed in the Quarterly Parent Newsletter. Also all students with perfect attendance with no tardies will listed in the newsletter.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #4: Family Engagement

Lead Responsibility:

Mia Williams and Family Engagement Team

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

Increase family engagement in our school, including the number of homes visited, number of school events attended by families, and the number of families who attend parent-teacher conferences.

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>
Visit Homes	Students who have not met standards on their most recent WASL, or who have had more than 10 absences in one semester in the prior year.	The summer prior to start of school	Teachers	Teachers will visit 50% of students' families prior to the start of the school year in order to initiate contact with families and encourage ongoing involvement in school.

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Communication With Families	All students	Year-round, every week	Principal	The Principal will send a weekly newsletter to parents, translated into the primary languages spoken at the school. Newsletters will highlight specific literacy and math strategies parents can practice at home with their children.
Building Parent Presence at School	All students	Year-round	Principal, Librarian, Tech. Specialist	The Principal will create opportunities for parents to have access to the library and computer lab at school, as well as build a system for parents to volunteer at school, in order to increase parent presence in the building. We will create a Family center staffed by Bilingual IA's

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>
Home Visit Reports	Students who have not met standards on their most recent WASL, or who have had more than 10 absences in one semester in the prior year.	Teachers conducting home visits	Teachers will report to the principal on the number of successful home visits conducted and information learned that will be incorporated into instructional strategies or SLPs for specific students.
Parent Surveys	All students	Mia Williams and Jennifer Hodges	The Principal & AP will develop and administer a survey of all parents to determine how to best engage them in the school.

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>	
Survey Review	All teachers & administrators	2x/year, 2 hours <Approximate Dates or Months>	Collaborative teacher teams and the administrative team will review parent and student survey data. Based on survey results, action steps to increase family engagement in the school will be identified and implemented.

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>
Writing/Literacy	71% of 7 th graders will meet Writing WASL standards in 2009.	In order to meet this goal, students who have not met the writing standard on their most recent WASL will receive 50 additional minutes of instruction per day in writing, one-on-one tutoring in the Community Learning Center after-school, and small group instruction.
Science	50% of 8 th graders will meet Science WASL standards in 2009.	In order to meet this goal, the school will provide small class sizes in science in order to differentiate instruction for struggling students. Students will also participate in MESA classes after-school and during the summer to enhance science skills.
Arts	Increase the scope of our school's arts program in order to create a signature performing arts magnet in the Southeast.	In order to meet this goal, the school will significantly build up our Digital Technology Program to expose students to state-of-the-art digital media and processing, add a Performing Arts strand to our arts program, and add courses in band, orchestra and jazz to build up our music program.

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	Acceleration of Math Skills to Reach Grade Level	\$50,000= 1FTE	Y	Baseline	Reduced class size
	Extra Instructional Time	\$50,000= 5 math teachers w/ .2 contract	Y	SEEI \$	100 minute math blocks
	WASL Test Prep	\$4000	Y	YMCA/Title I	
Reading	Individualized Tutoring	\$1770	Y	YMCA	
	Extra Instructional Time	\$50,000= 5 math teachers w/ .2 contract	Y	SEEI \$	100 minute literacy blocks
	WASL Test Prep	\$4000	Y	YMCA/Title I	
	Summer Instruction to Accelerate Student Skills to Grade Level	\$35,000	Y	I-728/LAP/YMCA	
Attendance	Student Incentives	\$4500	Y	YMCA	

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)
SECTION 4: 2008-10 KEY BUDGET INFORMATION

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
	Family Contact/Early Intervention	\$32,000	Y	Baseline	
	Contracts & Case Management	\$32,000	Y	Baseline	
Family Engagement	Visit Homes	\$12,000	Y	Flight Schools	
	Communication With Families	\$500	Y	Baseline	Supply budget
	Building Parent Presence at School	\$3600	Y	YMCA/ Title I	

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
YMCA & City of Seattle	The school's Community Learning Center will offer academically-focused after-school activities for students, especially students who have not met standards.	CLC is open 5 days/week; enrolled students attend 3 days/week	\$170,000	City of Seattle Families & Education Levy	MOA through 2008-09 school year
Nesholm Foundation	The Nesholm Foundation invests in teacher professional development in the Readers/Writers Workshop	1 training per year	\$154,688.78	Nesholm Foundation	Through 2008-09
Group Health Cooperative	School Based Health Centers address non-academic barriers to learning through the on-site provision of adolescent-focused primary health and mental health care.	Operating hours of the school w/ some before and after school services.	<ul style="list-style-type: none"> • Family and Education Levy Funds • Sponsor contribution • Patient Generated • Other Revenue 	<ul style="list-style-type: none"> • Approximately \$300,000 (\$200K FEL and \$100K other) 	2003