

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Alternative School#1
Ernie Seevers Principal
September 27, 2008



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Revision History

Revision Number	Date	Comments
Revision 1	October 29, 2008	Edits by Office of School Improvement
Revision 2	November 25, 2008	Edits by Office of School Improvement
Revision 3	December 11, 2008	Edits by Office of School Improvement
Revision 4	December 12, 2008	C-SIP Peer Reviews

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

SECTION 1: OVERVIEW

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.

AS#1 is a socially aware family of free and responsible learners
 AS#1 is a progressive community committed to raising our children to be leaders for positive social Every child will succeed and be a successful, positive member of the world community. A partnership between school and family will help our students become critical readers and thinkers and creative problem solvers.

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	Our 2008 WASL results showed our “met standards” rate for math was at least 20% lower in math than reading at every grade level	We have focused our efforts on S.M.A.R.T. goals to increase the percentage of students meeting math standard to 50%. In order to meet this goal, Level 1 and 2 students will receive support from an instructional assistant in math as well as tutoring in school and after school.
2	Our 2008 WASL results showed that the highest percentage of students not meeting standards in reading are in our grades 6-8 program	We have focused our efforts on S.M.A.R.T goals to increase the percentage of 6-8 students meeting standard in reading to 65%. All middle school students will participate in blocked classes that allow for 90 minutes of literacy instruction per day.

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.

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

SECTION 1: OVERVIEW

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Mathematics	Five years ago at AS#1 math was not a regular part of the instruction for every student. Over the past five years we have reorganized, done staff development and focused on math instruction, and we have seen increased achievement as measured by WASL, edusoft assessments and CBAs. Not all of our students are successful in math at this time, however	Increase the percentage of students meeting math standards in grades 3-8 to 60% on the 2009 WASL, including moving 13 level 2 students to level 3 and 25 level 1 students to level 2.
Reading in grades 6-8	By using leveled classroom libraries, balanced literacy instruction, and collaborative team teaching at grades k-5 we have raised achievement in reading, however the 6-8 grades have not used all of these strategies, and achievement in those grades is less than it can be.	Increase the percentage of 6-8 grade students meeting standard in reading to 70% on the 2009 WASL, including moving students from level 2 to level 3, and 5 students from level 1 to level 2

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.

<p>AS#1's school plan specifically addresses the following district Strategic Plan goals;</p> <p>Over the next five years we will work to ensure that:</p> <ol style="list-style-type: none"> 1. 88% of 3rd grade students will meet or exceed reading standards 2. 80% of 7th grade students will meet or exceed math standards
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2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: OVERVIEW

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?

- Organizing teachers into grade band teaching teams.
- Addition of content specialists to the teaching staff of the middle school.
- Use of an instructional assistant and a tutor in classes and as part of an intervention plan that includes small group and extended day strategies.
- Implementing strategically aligned professional development
- Expanding the work of our data teams to include math with writing as a target area.
- Full alignment of math instruction with EDM and CMP2 curriculum
- Expanding partnerships to include Iwasil Boys and Girls Club after school tutoring program.

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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"> • Building Leadership Team (BLT) includes (five teachers selected at large plus five parents, one classified staff member, and Principal). • BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and 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; five parents serve on BLT, and in the future there will be at least one parent for whom English is not the primary language. • C-SIP presented in the school newsletter and @ Equity Committee meeting (evening program with dinner and child care which includes about 25 parents of students Grades K-8, 10 teachers, and two-three classified staff.). Input included in C-SIP.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional math coach. curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI.
What was the process of developing the C-SIP?	Spring:	Transformation document reviewed/updated by BLT, next by staff at Staff Meeting, and then to Site Council (all staff, parents, students invited, but usually about 30 people show including parents, staff, and three to six Grades 3-8 students). 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.

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

SECTION 1: OVERVIEW

School Improvement Review, *continued*

<i>Topic</i>	<i>Description</i>
<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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SECTION 1: OVERVIEW

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

Our school did not make AYP in Spring 2008 in Reading (for Special Ed and Low Income) and Math (for All, White, Special Ed, and Low Income) for two or more years in a row. So, we are identified as a “School in Improvement” in Step 4.

Title I status

This school does receive Title I funds.

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

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 Building Leadership Team (BLT), we analyzed student achievement data from WASL and classroom-based assessments on October 6th, 2008. Then we developed data-based SMART goals for student growth every major goal area on October 6th 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 on August 27, 28 and September 2 , 2008. • We created a master schedule to maximize available student learning time especially in Literacy and Mathematics on August 28, 2008. • 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.
4	How do we coordinate targeted-assistance program with our general-education program?	<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 an event for pre-schoolers and their families to meet our kindergarten team and tour the school on August 26, 2008. • We hosted a welcoming activity for incoming Grade K-8 students to tour the school and meet our school's staff and students on August 26, 2008. • Counselors from the high schools our students are assigned to visit our school to meet with the rising 8th graders. • AS#1 staff accompany students on high school tours during the choice window in the Spring

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SECTION 1: OVERVIEW

	Component	How school has addressed each Component
		<ul style="list-style-type: none"> • We publish high school tour schedules in our newsletters in the Spring • 8th grade core teachers meet with families of the students to discuss high school transition and choices • 8th grade students participate in a year long program called Rites of Passage that prepares them for transition to high school.
5	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>Teachers: Yes. 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> Not applicable.</p>
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 below.

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

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 4 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. Goal: Increase the percentage of students meeting math standards in grades 3-8 to 60% on the 2009 WASL, including moving 13 level 2 students to level 3 and 25 level 1 students to level 2.**
 - **Reading S.M.A.R.T. Goal: Increase the percentage of 6-8 grade students meeting standard in reading to 70% on the 2009 WASL, including moving students from level 2 to level 3, and 5 students from level 1 to level 2**
- 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, to develop a restructuring plan in accordance with No Child Left Behind (NCLB) requirements. This restructuring plan will be implemented in the event we move to AYP Step 5 next year.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Mathematics

Lead Responsibility:

Principal/math coaches

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

Increase the percentage of students meeting math standards in grades 3-8 to 60% on the 2009 WASL, including moving 13 level 2 students to level 3 and 25 level 1 students to level 2.

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>
Pacing math instruction at a rate that increases rigor and frequency of core content	<ul style="list-style-type: none"> All students k-8 	Daily	Principal	Staff will be expected to plan and implement math instruction/assessment in accordance to EDM and CMP2 pacing guide
Identify L2 or below in order to provide support in class or small group pull out	<ul style="list-style-type: none"> Grade 3-8 students 	5 times per week	Sharon Mason	Sharon Mason and tutor, Tenaya Wright will team with teachers to support students in math groups in the class or in small pull out groups when needed

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Analysis of student work, instructional practice and assessment data for the purpose of improving instruction in math	<ul style="list-style-type: none"> All students K-8 	Twice monthly	Principal, Sara Schroeder, Lauryn Cook	Grade band data teams will meet on alternating Wednesdays to examine student work and current CBAs and other assessments to align instruction to student needs
Provide extended day for intervention for below level students	<ul style="list-style-type: none"> Grade 3-8 L1 and L2 students 	Daily	Tenaya Wright Robin Wright	Small groups of students, (1:3 ratio) will work with a tutor in AS#1 after school tutor program and Iwasil after school tutor program
Administer edusoft assessments and use the data from the results to plan math instruction	<ul style="list-style-type: none"> All students grades 1-8 	Quarterly	Principal and math coaches	Teachers will administer edusoft assessments quarterly, and the math coaches will work with the principal to prepare reports that will give the teachers data that includes % at mastery level, item analysis for looking at what students don't understand, demographic break downs to identify disproportionalities

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>
Math Journals	All students K-3 weekly	Classroom teachers	Insight into student’s understanding of the math concepts and problem solving strategies being learned. Teachers can correct misconceptions, and use the strength that are demonstrated in the journal entries
EDM and CMP2 unit tests and quizzes	All students K-8 at the end of each unit and at 1-2 week intervals between unit tests.	Classroom teachers	Teachers will use test results to determine when reteaching is required, and to identify students that need remediation or enrichment. Teachers can also adjust teaching strategies based on results from tests and quizzes
District math assessments 1-8	All students grades 1-8	Classroom teachers, math coaches, principal	Teachers will use data to develop instructional plans for individuals, small groups and whole class. Teachers will develop student learning plans for students not meeting standards

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>	
District sponsored studio classrooms	Diane Sopphuson and the Principal	Bi-monthly all day trainings in cohort groups	Math teachers and principals will meet together as cohort groups to examine best practices and problem solve for improved instruction. Studio classes as well as seminar discussion groups will be included
Data teams	Grade band teams	Twice monthly	Teachers will meet to collaborate, analyze student data, and identify strengths and weaknesses in instructional practices.
Peer to peer coaching And one on one math coaching	All teachers k-8	Twice per month	A math coach will work with teachers to give feedback on their practice as well as give them new information on instructional practices that they have seen work.

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>
Communicate regularly with families through the EDM and CMP2 family letter. Notices on the school web site, and school newsletter	<ul style="list-style-type: none"> All families K-8 	Every unit, Fridays, and monthly	Principal, teachers	Regular written communication describing math content, goals and ideas for homework support
Celebrate and enrich school wide math culture through family math night.	<ul style="list-style-type: none"> All families K-8 	Twice per year, Fall and Spring	Sharon Mason	Parents will be invited to a combination curriculum night and family math games night cosponsored by AS#! And Math n Stuff store.

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Reading in grades 6-8

Lead Responsibility:

Principal

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

Increase the percentage of 6-8 grade students meeting standard in reading to 70% on the 2009 WASL, including moving students from level 2 to level 3, and 5 students from level 1 to level 2

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>
Individualized tutoring	<ul style="list-style-type: none"> Level 1 and level 2 reading students 	During morning literacy block each day and after school 1 hour 5 days per week	Tenaya Wright and Parent volunteer tutor coordinator, Margie Walker	Our tutor will work one on one with students reinforcing the skills and strategies that are being taught in the classroom. A parent groups of volunteer tutors will instruct small groups using a phonics program titled "Bell Bird Stick"

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

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
The use of leveled libraries in the classroom to give students access to a range of reading material to match all the reading levels in the class.	<ul style="list-style-type: none"> All students 	Daily	Classroom teacher	Teachers will purchase and organize additions for their classroom libraries to increase the classroom libraries.
Block scheduling and team teaching	<ul style="list-style-type: none"> All students 	1 hour daily	Ieisha Mcintyre and Jenni Conrad	Our Language arts teacher and our social studies teacher will team to provide 1 hour of reading instruction using a reader's workshop strategy.
Reading buddies	<ul style="list-style-type: none"> All students 	30 minutes per week	6-8 teachers	Students will be paired with students from K-5 classes according to skill levels. The older students will work as reading tutors for the younger students

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>
DRA testing	All students Fall and spring	Classroom teachers	This assessment provides data on student performance levels, reflects progress over time and provides information needed to design classroom reading instruction, support and enrichment

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

SECTION 2: MAJOR FOCUS AREAS

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Classroom CBAs	All students Ongoing, weekly	Classroom teachers	Can measure comprehension levels and identify the need Balanced for instruction in strategies or needed study skills
WASL	All students In the spring	Principal	WASL can provide administration, teachers, and families with individual assessment data as well as school wide improvement trends

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>	
Balanced Literacy presentation	All teachers and principal	Once per year	AS#1 staff will use March 20 th as a day to study Balanced literacy strategies. We'll hire a coach/presenter for this professional development
Peer tutoring	All teachers	At a staff meeting, once each quarter,	The K-5 teachers that have been trained Read Naturally and Phonemic Awareness will work with the 6-8 team to teach and adapt strategies that can be effective with 6-8 students
DRA training	Ieisha, Sharon, Jenni,	Once in the fall	Teachers will attend district sponsored training on administering the DRA

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>
Family conferences	<ul style="list-style-type: none"> Families of L1 and 2 readers 	quarterly	Principal and teachers	Families of L1 and 2 readers will be invited to attend a conference to plan support for the students and look at evidence of progress toward goals
Literacy week	<ul style="list-style-type: none"> All families 	Once per year	All staff	AS#1 will continue to celebrate literacy with a week of activities that include a book give away to the students, an open mic reading night, a visiting author presentation, classroom literacy tours
Written communication to families	<ul style="list-style-type: none"> All families 	Monthly	Principal	Families will be informed of current literacy goals and activities at AS#1 as well as how they can support their children at home.

Note: Please delete or add rows as necessary

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

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Attendance

Lead Responsibility:

Principal

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

AS#1 will have 93% average annual attendance at every grade level as demonstrated on on the School Report for 2009.

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	<ul style="list-style-type: none"> All students 	Monthly	Principal, Teachers	Students will be recognized for perfect attendance each month with certificates and recognition on the attendance bulletin board
Family contact/ early intervention	<ul style="list-style-type: none"> Studenta that are absent more than three tmes in a quarter 	Year round	Attendance Secretary	The school will contact parents with a request for parent conferences to problem solve attendance problems after three absences

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SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Contracts and case management	<ul style="list-style-type: none"> Students with ten or more absences in a semester 	Year round	Attendance Secretary, Principal Family Support worker	The school will initiate a contract requiring attendance and indicating student, family and teacher responsibilities for attendance. Students will be assigned a case manager to monitor the contract.

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>
Monthly attendance reports from ESis	All students	Attendance secretary	Students that should be recognized for perfect attendance, and students whose families should be contacted for intervention
Monthly attendance reports from ESis	Students with three or more absences	Attendance secretary, Principal, Family Support Worker	Students that need to be considered for an attendance contract
Monthly attendance reports from ESis	Students with ten or more absences	Principal Family support worker, Teachers	The effectiveness of the attendance contracts can be evaluated and the contracts can be modified to provide more support for attendance.

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>	
Attendance training on attendance strategies	All staff	Staff meetings twice per year for thirty minutes	Staff will review data for their class's attendance, and correlate the attendance data to achievement data. Strategies for family contact, student support and celebrating good attendance will be shared

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>
Oral communications to families	<ul style="list-style-type: none"> All families 	Once at open house in October and once during parent conferences in November	Principal, Teachers	Principal will address the importance of attendance and the connection between attendance and achievement at Open house, the teachers will do the same at parent conferences
Written communications	<ul style="list-style-type: none"> All families 	Three times a year: Fall, Winter, and Spring	Principal	A letter will be published in the newsletter stressing attendance and offering supportive suggestions for improving attendance

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>
Writing	Increase the percentage of 4 th and 7 th grade students meeting writing standard to 60% on the 2009 WASL	AS#1 teachers on the 3-5 and 6-8 teams will use writers work shop with fidelity to teach writing 1 hour per day. Writers will be assessed using all school writing prompts and collaborative scoring sessions. Literacy week will include showcasing of student written work along with public readings of student writing.

Note: Please delete or add rows as necessary

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	Provide support for intervention in class and as small group pull-outs	\$31,900	Y	LAP and Title I	None
Math	Tutoring and extended day learning opportunities	\$7,000	Y	Title I MSSP	None
Math	Data teams and collaboration	\$3,000	Y	Baseline	None
Reading	Additions to leveled libraries in classrooms	\$5,000	Y	Baseline	Less money for contractual services
Reading	Professional development for teachers	\$6,000	Y	I-728	none

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
Iwasil	This is a Girls and Boys Club for native youth and teens that serves as an after school center for roughly 25 native students.	Every day from 2:30- 6:00	Yes	Boys and girls Club of King county	One year

Note: Please delete or add rows as necessary